

# David Emanuel Academy

9-12 ENGLISH

## SUMMER READING ASSIGNMENT GRADING RUBRIC

Instructor Terri Dudley

	Excellent	Good	Fair	Poor
<b>Ideas</b> _____ <b>30</b>	Excels in responding to assignments. Interesting; demonstrates logical progression of ideas. Ideas are clearly communicated. Shows careful reading of the books.	A decent paper, responding appropriately to assignment. Good ideas, but not fully developed. Shows reading of the book.	Adequate, but less effective. Does not respond well to the assignment. Presents ideas in general terms. Shows some reading of the books, but is not always on topic.	Does not respond to the assignment. Reveals only brief skimming of the book.
<b>Organization</b> _____ <b>20</b>	Uses a logical structure, appropriate to the assignment. Guides the reader through the chain of reasoning or progression of ideas.	Shows some logic in organization of ideas. Paragraphs show some coherence to a central idea.	Somewhat lacking in logical organization. Feels random.	No appreciable organization. Lacks coherence
<b>Style</b> _____ <b>20</b>	Enjoyable to read. Interesting. Reveals the writer's personality. Writing style clearly draws in the reader.	May sometimes be too general or boring. Style is generally clear and focused, but may have awkward or ineffective moments.	Too vague. Rather monotonous. No real sense of the person behind the writing.	Awkward. Boring. No sense of authorship.
<b>Mechanics</b> _____ <b>15</b>	Almost entirely free of spelling, punctuation, and grammatical errors.	Some spelling, punctuation, and grammatical errors.	Grammar and mechanics may annoy the reader, but do not significantly obscure meaning.	Grammar and mechanics get in the way of reader comprehension. Didn't even bother to spell-check.
<b>Support</b> _____ <b>15</b>	Excellent use of material from the book. Demonstrates reference to concepts and theories of the assigned reading. Connects personal experience in a seamless transition. Citations from readings.	Uses appropriate reference from the book. Uses personal experience, but may be lacking somewhat in effectiveness. Adequate, but less effective, not responding well to the assignment. Presents ideas in general terms. Shows some reading of the book, but not always on topic.	Often uses generalizations to support points, and does not consistently draw parallels to the book.	Lacks supporting evidence. No use of books or personal experiences.

**David Emanuel Academy**  
Summer Reading Information High School English  
**Upcoming 9th Graders**  
Terri S. Dudley, Instructor

Summer is coming!! So it's time to prepare for our summer reading with DEA's high school students. I am assigning two specific books for 9th graders to read. One is fiction and one is a non-fiction memoir. I would like for students to read the text *Gathering Blue* by Lois Lowery and *Tuesdays with Morrie* by Mitch Albom. You also will have a short poetry assignment.

ACTIVITIES TO COMPLETE

**For *Gathering Blue***

1. Discuss what gave Katrina, Kira's mother, the courage to stand up to the people of the village and spare Kira's life, when the custom in Kira's society was to destroy babies born with birth defects. Do you think Katrina was aware of her daughter's gift? Katrina never created the color blue. Do you think she knew that her daughter would someday find the secret of creating blue?
2. At the beginning of the novel, Katrina dies and Kira is left homeless. Kira is fearful, especially when Vandara, a vicious and angry woman, tells her that she is worthless. Discuss the strength Kira displays when she faces the Council of Guardians. How does Kira show strength and courage throughout the novel?
3. Discuss the way children are treated in Kira's society. What is the difference between abuse and neglect? How is Matt both abused and neglected? What is his role in the story? How does Matt contribute to Kira's growth as a person and an artist?
4. Vandara is known throughout the village. "People whispered about her. She was known, and respected. Or feared." (p. 15) How can someone who is feared be respected? Discuss whether the women of the village fear Vandara more than they respect her. How do you know that they don't really agree with Vandara regarding Kira's fate?
5. What qualities determine the difference between skill and art? Debate whether Katrina was a skilled weaver or an artist. At what point in the novel does Kira display the true qualities of an artist?
6. Why is the history of the people called the Ruin Song? The scenes on the Singer's Robe represent Ruin, Rebuilding, Ruin Again, and Regrowth. How does this symbolize the history of our world?
7. Kira has always been told that beasts killed her father. When Kira tells Jamison that Annabella says there are no beasts, he replies, "She's very old. It's dangerous for her to speak that way." (p. 128) Do you think Annabella knows the truth about Kira's father? Discuss whether Jamison is responsible for Annabella's death.
8. Matt is concerned that Kira might be held captive at the Council Edifice. How is it that he has a better understanding of the meaning of captivity than Kira does? Debate whether Kira and Thomas, the young carver, are indeed held captive even though they are allowed to roam. At what point does Kira

realize that she isn't really free?

9. What do Kira, Thomas, and Jo have in common? Interpret the following statement: "They were forcing the children to describe the future they wanted, not the one that could be." (p. 212)
10. At the end of the novel, Matt brings Christopher, Kira's blind father, to meet her. How does meeting her father alter Kira's concept of her purpose in life and her contribution to her society's future?

### **For *Tuesdays With Morrie***

#### **PART 1:**

As you read, answer the attached questions using evidence from the book. Your responses must be typed (size 12 font Times New Roman). Please bring your responses to class on the first day. Make sure your responses are accurate and meaningful; cite specific page numbers and/or quotes from the text when appropriate.

#### **PART 2:**

Active Reading: Use a notebook to take notes as you read.

An aphorism is a brief statement embodying a moral and/or a truth about life. For example: "Learn how to live, and you'll know how to die; learn how to die, and you'll know how to live." (from *Tuesdays With Morrie*)

Make a list of the aphorisms in the book (there are many!). Bring this list with you on the first day of school, as there will be an additional assignment regarding aphorisms during your first week of class.

### **Questions for Response *On Tuesdays With Morrie***

1. If Morrie wasn't such an easy grader, would Mitch have enrolled for another year in his class?
2. Would Mitch have reacted differently to Morrie's ALS if he hadn't have been out of touch for those 16 years?
3. How do you think Mitch evolved throughout the book? How did he change? Was it for the better?
4. Who do you think had the largest impact in their life after being reunited, Morrie or Mitch?
5. Morrie says "when you learn how to die you learn how to live." Have you had any near death moments that have made you appreciate life or learn how to live? In contrast, have you had any experiences with beauty or value of life?
6. Why do you think they added Janine more in the movie? Do you think they argue the same way in the book as they did in the movie?
7. What is the overall theme of the book?
8. What do you think Mitch and his brother's relationship will be like in the future?
9. What do you think of Morrie's description of a perfect day? What would yours be like if you were in the same situation?
10. If you were dying like Morrie, what thoughts would you have compared to him and what thoughts would you have compared to Mitch?

11. Do you think it is easier to watch someone close to you die or yourself die? Why? (use the book)
12. Why is Morrie not depressed about dying?
13. What is Morrie getting out of the Ted Koppel interviews?
14. How do you think Morrie's death affected Mitch's life? What has changed?
15. Do you think Mitch went back to his pre-college ideals about life?
16. Do you think Mitch would have been in touch with Morrie if he hadn't followed through with becoming a journalist?
17. What do you think Mitch learned or was the best lesson that influenced his life?
18. Why do you think Morrie was so anxious to meet Mitch's wife?

### **Personal Poetry Response**

Describe your thoughts about and experiences with poetry. Possible topics to discuss include the following:

- What is your opinion of poetry? Your level of enjoyment/despair when reading it?
- What is your skill level?
- What about poetry is a struggle for you?
- What experiences have you had with poetry? Were any of them voluntary?
- What makes poetry good? What are poems you've enjoyed?

**When you have completed this response, complete the poetry assignment and this will need to be completed by the first day of class.**

### **Poetry Assignment Requirements:**

Choose poems that you like from the Poetry 180 website: <http://www.loc.gov/poetry/180/>.

Please write the poem down first then answer as many of the following questions as you can about the poetry you chose.

1. For all of the following use specific details to support your answers.
2. What is the literal situation of the poem?
3. Who is the speaker?
4. What piece of life, private or public, is the poem concerned with? Be specific.
5. Where and when is this life being lived?
6. What kind of image patterns have you found?
7. How do they affect meaning?
8. What is the tone? How do you know?
9. Where is the shift in tone? How does it affect meaning?
10. What is the major theme of the poem?
11. What is the significance of the title?
12. What is the poet's purpose in writing it?

**David Emanuel Academy**  
Summer Reading Information High School English  
**Upcoming 10th Graders**  
Terri S. Dudley, Instructor

Summer is coming!! So it's time to prepare for our summer reading with DEA's high school students. I am assigning two specific books for 10th graders to read. One is fiction and one is a non-fiction memoir. I would like for students to read the text *The Life of Pi* by Yann Martel and *Heaven is for Real* by Todd Burpo. You also will have a short poetry assignment.

**ACTIVITIES TO COMPLETE**

Questions for *Life of Pi*

1. Analyze “Society”. What and who is “society”? , what does “society” value? How does “society” attract us, where does it derive its power from? How does it consume us and potentially destroy us? (Use an excerpt from ‘Life of Pi’). What must we do to protect ourselves (use a Bible verse to support your answer).
2. Do you agree with Pi’s opinion that a zoo is more like a suburb than a jail? Explain.
3. Pi imagines that his brother would have teasingly called him Noah. How does Pi’s voyage compare to the Biblical story of Noah, who was spared from the flood while God washed away the sinners? Cite evidence from the text and include page number for proof.
4. It seems like Pi wants us to believe in his first version of his survival at sea. You know, the version with the tiger. But does this version essentially count as a lie? Are there times when you should tell "a dry, yeastless" version? Meaning: does fiction have a limited place in society?
5. By the way, which version of Pi's survival at sea story do you choose to believe in? Why?
6. It's odd to suddenly remember that both Pondicherry, India, where Pi is from, and Canada, where the author is from, were both French colonies. In the worst examples of colonization, one culture destroys another. Can one story – not necessarily "the better story" – colonize another? Martel also mentions Darwin a few times in the novel. Would you say that stories, like species, also battle it out for survival? That the best story survives?
7. Pi realizes he can only survive Richard Parker if he uses his smarts to manipulate the tiger. How is this book one big praise song to the mind and to the mind's resilience? How is it not? How does Martel qualify this praise?
8. Pi develops a deep friendship with Richard Parker. Can you think of other intense bonds between people and animals? What do these bonds say about compassion and empathy? About our abilities as humans to project?
9. Do you believe Pi forgets all too quickly about his family? Can we criticize Pi for not talking about the loss of his brother and his parents? Or does the alternate story at the end explain his silence?

For *Heaven is for Real*

**PART 1: Questions for Response *Heaven is for Real*.**

1. What were some of the things that Colton described that indicated to his parents he might have visited Heaven?
2. Have you read other accounts of those who have experienced heaven? If so, how does Colton's experience compare?
3. Does the way in which Colton reveals his journey—little by little, piece at a time, rather than all at once—make his story more, or less, credible for you?
4. In what way would you say that Colton's young age (he was four) influences his vision of heaven? Would it have been different had he been, say 34...or 64?
5. Do Colton's descriptions of heaven fit your own conception of heaven? If so, how. If not, why not?
6. What do you make of Colton's description of Jesus's blue eyes as and that he was seated on a horse.
7. In what ways do Colton's reporting shift from a descriptive vision of heaven to a more prophetic one? Talk about the scriptural parallels between Colton's descriptions and predictions of heaven.
8. How do you explain the great popularity of this book? Why are people drawn to books about those who experience heaven? Why is the attraction so powerful? What are people seeking?
9. Some readers wish that Todd Burpo had devoted more time to his son's experience of heaven—that too much of the book revolves around the Burpo family's life and Colton's illness, rather than Colton's "Trip to Heaven and Back." Do you agree ... or disagree?
10. What surprises you most about Colton's journey? What pleases or delights you most...or disturbs you? Overall, what is your reaction to *Heaven Is For Real*?

**Part 2: Active Reading**

As you read *Heaven is for Real*, write down important quotes (be sure to put in quotation marks) and explain the reason you included it (why it is important). Be sure to include the page number of the quote in parenthesis (#).

### **Personal Poetry Response**

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- What is your skill level?
- What about poetry is a struggle for you?
- What experiences have you had with poetry? Were any of them voluntary
- What makes poetry good? What are poems you've enjoyed?

**When you have completed this response, complete the poetry assignment and this will need to be completed by the first day of class.**

#### **Poetry Assignment Requirements:**

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7. How do they affect meaning?
8. What is the tone? How do you know?
9. Where is the shift in tone? How does it affect meaning?
10. What is the major theme of the poem?
11. What is the significance of the title?
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**David Emanuel Academy**  
Summer Reading Information High School English  
**Grade 11 AP English Literature Summer Reading Assignments**  
Terri S. Dudley, Instructor

**(Required) How to Read Literature Like a Professor by Thomas C. Foster**

(This book will be instrumental for you throughout the course. You need to purchase this book because it will be utilized throughout the course). Use sticky notes and highlighters to mark things you find interesting or important to reading and thinking about literature. As you find things that are important be sure to place the information somewhere you will be able to use it once school starts. Be sure to bring your book How to Read Literature Like a Professor to class each day.

**Writing Assignment Prompt**

**Complete AFTER the novels are read. You should respond with an essay in MLA format using ONE of the two. The other book will have an in class portion once school starts.**

“In some works of literature, childhood and adolescence are portrayed as times graced by innocence and a sense of wonder; in other works, they are portrayed as times of tribulation and terror. Focusing on a single novel or play, explain how its representation of childhood or adolescence shapes the meaning of the work as a whole.

Select **two** of the following ten novels to answer this question or you may choose a work of literary merit of your own choosing. Use one of the books to answer the writing assignment prompt. Avoid mere plot summary.” (In other words, analyze—tell what you recognize from the novel that demonstrates an appropriate response to the prompt, and explain WHY you think what you do. I created a list that ranges from both classic literature and contemporary selections to appeal to a variety of readers.)

*The Adventures of Huckleberry Finn (Mark Twain)*

*The Book Thief (Marcus Zusak)*

*The Goldfinch (Donna Tart)*

*Little Women (Louisa May Alcott)*

*Lord of the Flies (William Golding)*

*The Red Badge of Courage (Stephen Crane)*

*A River Runs Through It (Norman MacLean)*

*Romeo and Juliet (William Shakespeare)*

*The Secret Life of Bees (Sue Monk Kidd)*

*To Kill a Mockingbird (Harper Lee)*

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12. What is the poet's purpose in writing it?

**David Emanuel Academy**  
Summer Reading Information High School English  
**Upcoming 12th Graders**  
Terri S. Dudley, Instructor

**Summer is coming!! So it's time to prepare for our summer reading with DEA's high school students. I am assigning two specific books for 12th graders to read. One is fiction and one is a British play. I would like for students to read the text *Grendel* by John Gardner and *Pygmalion* by George Bernard Shaw. You also will have a short poetry assignment.**

## **ACTIVITIES TO COMPLETE**

### **Questions for *Grendel***

1. Gardner structures each chapter around a specific sign of the zodiac, but he does it in a fairly stealthy way (so much so that you may have missed it). What is the point of this device? How might this structure help us understand something about the characters, themes, or purpose of the novel?
2. Why do you think Grendel singles out Unferth? How is Unferth's punishment worse than death? Do you think Unferth learns or grows from his encounter with Grendel?
3. How does Gardner bring beauty into an otherwise ugly, bleak world? Discuss some of the beautiful moments in the novel and how they contribute to overall themes.
4. Grendel can be classified as a bildungsroman, a coming of age story. How does Grendel come of age through the course of the novel?
5. Despite horrible atrocities, Grendel is presented to us in a (mostly) sympathetic light. Discuss the specific details that make Grendel sympathetic in this novel.
6. Even a cursory knowledge (or a brief google search) of Beowulf reveals that Grendel is an evil monster and Beowulf is a great hero. In what ways does Grendel reverse the roles of "hero" and "villain"? What effect does this reversal have on reader?
7. Philosophy plays an important role in this novel, helping to define characters and the agenda of the work. In what ways do these larger concepts or beliefs help us to understand the novel as a whole?
8. Why does Grendel occasionally break out of the traditional narrative mode to frame the story as a play or a poem? How do these changes affect the story as a whole?
9. Is the dragon right when he says that we (humans) need something to fear? Explain. 10. Consider the novel's argument about fate vs. free will. Do you agree or disagree with the argument that John Gardner presents?

## For *Pygmalion*

Could *Pygmalion* be set in the modern day, at a time when there are, generally, more options and opportunities for women? Explain why you think this.

We never see any complete families in *Pygmalion*. We see Eliza's father, but her stepmother is only mentioned in passing. Mrs. Higgins plays a large role, but her husband is never mentioned. The same goes for the Eynsford Hill family. What's Shaw trying to tell us here? Explain your thinking.

Does Alfred Doolittle's theory about the "undeserving poor" have any merit? Is he just a good speaker, or is he simply addressing a problem that most people ignore?

Could *Pygmalion* take place in a different country, a country with a different language? Or is it a play specifically about England and English?

Why does Shaw end the play when he does? Is there any reason why Higgins and his mother are the only two people left on stage?

Mrs. Higgins mentions that her son only falls in love with older women. Henry himself claims that it's just a matter of habit, that he just can't be bothered with young women. Is Higgins simply too involved with himself and his work, or is there some deeper reason for his disinterest?

Early on in the book, Higgins mentions that English is "the language of Shakespeare and Milton and The Bible" (1.125). While he's right with the first two, the Bible definitely *wasn't* first written in English. What does this say about Higgins?

Higgins never gives us his definition of the "soul," but he sure loves to talk about it. Does he really even know what he's talking about?

Higgins claims that he treats everyone equally, that he does not change his behavior under different circumstances. That said, does Higgins himself change over the course of the play?

Shaw originally wanted to include in the play scenes in which Eliza pretends to be a duchess. Instead, we only get to hear Pickering and Higgins discuss them. Does this change the way we think about the "bet"? Are we more likely to forget about Eliza's amazing feat, as Higgins and Pickering do as a result?

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