

David Emanuel Academy
Summer Reading Information High School English
Upcoming 9th Graders

Summer is coming!! So it's time to prepare for our summer reading with DEA's high school students. Students will be required to read and complete assignments on 2 books. Students are assigned a specific book for the non-fiction assignment (*Tuesdays with Morrie* by Mitch Albom). Students may choose the book for the fiction assignment from the BETA Book Battle list below. Students are not required to participate in BETA Book Battle but we are using this list for summer reading options. Students will also have a short poetry assignment.

BETA BOOK BATTLE - SENIOR (Grades 9-12)

A Lesson Before Dying by Ernest J. Gaines

A Face for Picasso: Coming of Age with Crouzon Syndrome by Ariel Henley

Crime and Punishment (Vintage Classics) by Fyodor Dostoevsky

The Screwtape Letters by C.S. Lewis

Dune by Frank Herbert

Lord of the Flies by William Golding

The Invisible Man by H.G. Wells

The Count of Monte Cristo by Alexandre Dumas

The Diving Bell and the Butterfly by Jean-Dominique Bauby

The Hobbit by J.R.R. Tolkien

Unbroken: A World War II Story of Survival, Resilience and Redemption by Laura Hillenbrand

Cry, the Beloved Country by Alan Paton

Though we hope you will read several books this summer, we are requiring you to choose one book to highlight for your classmates during the first full week of school. Therefore, we encourage you to annotate the following elements as you read your text:

- Character Development
- Conflicts
- Messages/Themes
- Basic Plot Structure Elements
- Possible Symbolism / Deeper meaning
- Real World Connections (if you spot something in your story that relates to the real world, make note of it)

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

Summer is coming!! So it's time to prepare for our summer reading with DEA's high school students. Summer is coming!! So it's time to prepare for our summer reading with DEA's high school students. Students will be required to read and complete assignments on 2 books. Students are assigned a specific book for the non-fiction assignment (*Heaven is for Real* by Todd Burpo.). Students may choose the book for the fiction assignment from the BETA Book Battle list below. Students are not required to participate in BETA Book Battle but we are using this list for summer reading options. Students will also have a short poetry assignment.

BETA BOOK BATTLE - SENIOR (Grades 9-12)

A Lesson Before Dying by Ernest J. Gaines
A Face for Picasso: Coming of Age with Crouzon Syndrome by Ariel Henley
Crime and Punishment (Vintage Classics) by Fyodor Dostoevsky
The Screwtape Letters by C.S. Lewis
Dune by Frank Herbert
Lord of the Flies by William Golding
The Invisible Man by H.G. Wells
The Count of Monte Cristo by Alexandre Dumas
The Diving Bell and the Butterfly by Jean-Dominique Bauby
The Hobbit by J.R.R. Tolkien
Unbroken: A World War II Story of Survival, Resilience and Redemption by Laura Hillenbrand
Cry, the Beloved Country by Alan Paton

Though we hope you will read several books this summer, we are requiring you to choose one book to highlight for your classmates during the first full week of school. Therefore, we encourage you to annotate the following elements as you read your text:

- Character Development
- Conflicts
- Messages/Themes
- Basic Plot Structure Elements
- Possible Symbolism / Deeper meaning
- Real World Connections (if you spot something in your story that relates to the real world, make note of it)

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 are 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

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
Rising 11th Graders

(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

You should respond with an essay in MLA format using ONE of the books below to the following prompt.

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. 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.

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)

BETA BOOK BATTLE - SENIOR (Grades 9-12)

A Lesson Before Dying by Ernest J. Gaines

A Face for Picasso: Coming of Age with Crouzon Syndrome by Ariel Henley

Crime and Punishment (Vintage Classics) by Fyodor Dostoevsky

The Screwtape Letters by C.S. Lewis

Dune by Frank Herbert

Lord of the Flies by William Golding

The Invisible Man by H.G. Wells

The Count of Monte Cristo by Alexandre Dumas

The Diving Bell and the Butterfly by Jean-Dominique Bauby

The Hobbit by J.R.R. Tolkien

Unbroken: A World War II Story of Survival, Resilience and Redemption by Laura Hillenbrand
Cry, the Beloved Country by Alan Paton

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 12th Graders

Summer is coming! So it's time to prepare for our summer reading with DEA's high school students. Students will be required to read and complete assignments on 2 books. Students are assigned a specific book for the non-fiction assignment (*Pygmalion* by George Bernard Shaw). Students may choose the book for the fiction assignment from the BETA Book Battle list below. Students are not required to participate in BETA Book Battle but we are using this list for summer reading options. Students will also have a short poetry assignment.

BETA BOOK BATTLE - SENIOR (Grades 9-12)

A Lesson Before Dying by Ernest J. Gaines
A Face for Picasso: Coming of Age with Crouzon Syndrome by Ariel Henley
Crime and Punishment (Vintage Classics) by Fyodor Dostoevsky
The Screwtape Letters by C.S. Lewis
Dune by Frank Herbert
Lord of the Flies by William Golding
The Invisible Man by H.G. Wells
The Count of Monte Cristo by Alexandre Dumas
The Diving Bell and the Butterfly by Jean-Dominique Bauby
The Hobbit by J.R.R. Tolkien
Unbroken: A World War II Story of Survival, Resilience and Redemption by Laura Hillenbrand
Cry, the Beloved Country by Alan Paton

Though we hope you will read several books this summer, we are requiring you to choose one book to highlight for your classmates during the first full week of school. Therefore, we encourage you to annotate the following elements as you read your text:

- Character Development
- Conflicts
- Messages/Themes
- Basic Plot Structure Elements
- Possible Symbolism / Deeper meaning
- Real World Connections (if you spot something in your story that relates to the real world, make note of it)

For *Pygmalion*

1. 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.
2. 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.
3. 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?
4. Could *Pygmalion* take place in a different country, a country with a different language? Or is it a play specifically about England and English?
5. 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?

6. 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?
7. 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?
8. 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?
9. 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?
10. 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?

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?