

LCA
2011
Summer Reading

**ENTERING 12th GRADE/AP LITERATURE &
COMPOSITION
and
12th GRADE/JOINT ENROLLMENT LITERATURE &
COMPOSITION**

Name _____

2011 High School Summer Reading Instructions

Entering 12th Grade – AP English & JE English

The purpose of summer reading is to expose the student to authors expected to have been read by the time they reach college. Organizing details and concepts helps the reader focus on the components of the story as well as keeping the skill of reading fresh in the mind of the student. Selection requirements also include a book that is relevant to daily living.

Another purpose of summer reading is to equip students with the skills necessary to read and understand literature independently. We understand this is a process and requires skills taught in class and practiced outside of class. If while reading a novel for summer requirements, you feel for any reason, you need additional help understanding the material – the plot, characters, themes, etc... - we ask you to please make use of additional resources available on the Internet. These resources include but are not limited to the following websites: www.cliffnotes.com; www.pinkmonkey.com; www.bookrags.com; or www.sparknotes.com. **While these resources are not to be used in lieu of reading the novels, they can be very beneficial to learning how to pick out elements, understand different types of writing, and analyze literature of different genres.**

Instructions:

1. AP and Joint Enrollment students have (3) required readings.
2. The first book will be academic in nature and will require the completion of graphic organizer that will be graded for completion. The graphic organizer chart in this packet provides a list of details and chapter highlights to be noted in each academic book. In addition to reviewing the details and chapter highlights, students will complete an assessment at the end of the first week of school. Class discussions will secure concepts learned while reading each selection in preparation for the assessment.
3. The second book will be academic in nature and will require the completion of the graphic organizer only. Advanced classes will take a class period to discuss the second academic novel during the second week of school. Please complete the graphic organizer as noted above.
4. The third book will be a Christian Living selection whereby the students read the assigned Christian Living book and answer the provided questions which will be used to discuss the book during the first week of school. The students will submit their answers to their Bible teacher for a grade.
- 5.

Math assignment:

Students will also complete a math assignment to be turned in during the first week of school. This, too, will be recorded as a grade. Go to [lcalions.com/upper school/summer requirements](http://lcalions.com/upper%20school/summer%20requirements) for details. Be sure and choose the assignment that corresponds with the math class you just completed. The solutions are available for you to use as you check your work. All work must be shown to receive credit.

Entering 12th Grade – AP and Joint Enrollment Literature and Composition

REQUIRED:

1. Wuthering Heights

Emily Bronte

Classic

A man named Lockwood rents a lonely manor house, Wuthering Heights, on the isolated moor country of England. There he stumbles upon the story of the old landlord, Heathcliff, and his mysterious past. Lockwood learns of Heathcliff's love for Catherine, her death, and the return of her ghost that haunts him.

NOTE: Using the graphic organizer chart included in this packet, make note of the details and chapter highlights in the designated areas. Be prepared for class discussions and assessment at the end of the week.

Directions for completing the graphic organizer:

1. Read the section.
2. In column 2, make a bulleted list of the chapter highlights - things like characters introduced, plot action, any literary devices you noted.
3. In column 3, answer each question regarding that section fully using examples from the book when you can. You may use additional paper if needed; simply label each answer for its section and attach the extra paper to your organizer.

This graphic organizer is due the first day of school with everything completed

2. Mythology: Timeless Tales of Gods and Heroes

Edith Hamilton

Mythology is a collection of Greek and Roman myths from various classical sources arranged in sections: the gods and early heroes, love and adventure stories, heroes before and during the Trojan War, and lesser myths. (Read only the following: Introduction, Chapters 1-3, Chapters 5-7, Chapters 9-11, all of Part Four, Chapter 18, and Chapter 20 – Midas only)

NOTE: Using the fill-in-the-blank notes included in this packet, make note of the important details.

3. Radical

David Platt

Based on his many trips to the mission field and his study of God's Word, David Platt asks us to evaluate the values and priorities of our culture and our lives. Have we adopted our culture's value system more than the values of Christ? Platt challenges us to live radically different from the world around us so that we might "enjoy His grace and extend His glory." Prepare to be challenged in your thinking and in your lifestyle.

2011 Summer Book Club (This is *not* required reading.)

Unlocked

Karen Kingsbury

Holden Harris is an eighteen-year-old locked in a prison of autism. He is happy and socially normal, but is bullied at school by kids who only see that he is different. Ella Reynolds is part of the “in” crowd and her life seems perfect. Frustrated by the way Holden is bullied, and horrified at the indifference of her peers, Ella decides to take a stand against the most privileged and popular kids at school.

Ella believes miracles can happen in the unlikeliest places, and that just maybe an entire community might celebrate from the sidelines. But will Holden’s praying mother and the efforts of Ella and a cast of theatre kids be enough to unlock the prison that contains Holden?

Do Hard Things

Alex and Brett Harris

A growing movement of young people is rebelling against the low expectations of today’s culture by choosing to “do hard things” for the glory of God. Written by teens for teens, *Do Hard Things*, is packed with humorous personal anecdotes, practical examples, and stories of real life revolutionaries in action. *Do Hard Things* is a revolutionary message in its purest and most compelling form, giving readers a tangible glimpse of what is possible for teens who actively resist cultural lies that limit their potential.

YOU MIGHT ALSO ENJOY:

The Screwtape Letters

C.S. Lewis

A senior demon, Screwtape, writes a series of letters to his “wannabe” diabolical nephew, Wormwood. As his mentor, Screwtape coaches Wormwood in the finer points of tempting his “patient” away from God. Each letter is a masterpiece of reverse theology, giving the reader an inside look at the thinking and means of temptation.

Pride and Prejudice

Jane Austen

A man and a woman gradually unite after one is held back by unconquerable pride and the other is blinded by prejudice.

Tess of the D'Urbervilles

Thomas Hardy

This sad story of a young girl caught in the wrong place at the wrong time is a classic British novel. In order to save her family, Tess Durbeyfield is sent to work for a wealthy family member. She is seduced by a distant cousin and, for the rest of her life, is a victim of one man after another. But is Tess a victim, or does she bring some of her pain on herself?

A Tale of Two Cities

Charles Dickens

This is one of Dickens's most haunting novels. The two cities of the title--a lethal, vengeful Paris during the French Revolution and a leafy, tranquil London--are only one of the novel's stark dichotomies. These comparisons are continued as Sydney Carton and Charles Darnay are drawn toward their separate destinies, their lives touched by the same woman.

2011 Summer Reading

Entering 12th Grade/AP Literature & Composition and Joint Enrollment Literature & Composition – Wuthering Heights

Students are expected to read the assigned book(s) and complete the graphic organizer using specific examples or details from the novel in preparation for class discussions during the first week of school. Complete the organizer as you read each section. The graphic organizer is due the first day of class, and will be recorded as a grade. After discussing the book, students will be assessed to measure their comprehension of the assigned reading.

Chapter(s)	Chapter Highlights	Reader Response
Ch. 1-2		What are Lockwood's first impressions of Heathcliff, his landlord, and of Wuthering Heights?
Ch. 3-4		What does Lockwood want from his housekeeper at Thrushcross Grange, Mrs. Nelly Dean?
Ch. 5-6		Describe the relationship between Catherine and Heathcliff.

Ch. 7-8		How does Heathcliff's relationship with Catherine change after she returns from her stay at the Linton's (the Grange)?
<i>Ch. 9</i>		<i>Explain this quote: "It would degrade me to marry Heathcliff now; so he shall never know how I love him; and that, not because he's handsome, Nelly, but because he's more myself than I am."</i>
Ch. 10		How has Heathcliff changed in the 3 ½ years that he was gone from WH? Explain why you think he left in the first place.
Ch. 11-12		Heathcliff's motivation for everything he does is revenge. Who is his revenge directed toward? Why?

Ch. 13-14		How would you describe the tone of Isabella's letter to Nelly Dean? What does she share about her marriage?
Ch. 15-16 (or Volume II, Ch. 1-2)		After Catherine's death, Nelly Dean twists a lock of Edgar's hair and a lock of Heathcliff's hair together and puts them in Catherine's locket. Explain the symbolism of this gesture.
Ch. 17-18 (or Volume II, Ch. 3-4)		How does Heathcliff get revenge on Hindley in Ch. 17 (or Volume II, Ch. 3)? What is the family relationship between Cathy, Hareton, and Linton?
Ch. 19-20 (or Volume II, Ch. 5-6)		Based on what we know about Heathcliff's character, why do you think he is taking custody of his son, Linton?
Ch. 21-24 (or Volume II, Ch. 7-10)		What are 2 similarities between Heathcliff and Hareton?

<p>Ch. 25-28 (or Volume II, Ch. 11-14)</p>		<p>Why is Heathcliff trying to form a romantic relationship between his son, Linton, and Edgar and Catherine's daughter, Cathy?</p>
<p>Ch. 29-30 (or Volume II, Ch. 15-16)</p>		<p>By the end of this section, Heathcliff has <i>everything</i>, Thrushcross Grange and Wuthering Heights. Is he happy? How do we know?</p>
<p>Ch. 31-33 (or Volume II, Ch. 17-19)</p>		<p>Do you feel any sympathy for Heathcliff? Is he just an evil person, or is he merely a product of his circumstances?</p>
<p>Ch. 34 (or Volume II, Ch. 20)</p>		<p>What happens to WH upon Heathcliff's death? What happens to TG?</p> <p>Discuss how Cathy and Hareton are the "functional" version of Catherine and Heathcliff.</p>

Be prepared to discuss the following:

1. List the different pairs in this novel.
2. Weather = Change. Give 2 instances of major changes that take place after a storm/rain.
3. In your opinion, were the multiple narrators a strength or a weakness in this novel?
Why?

2011 Summer Reading

Entering 12th Grade/AP Literature & Composition and Joint Enrollment Literature & Composition– Mythology

Students are expected to read the assigned book(s) and complete the graphic organizer using specific examples or details from the novel in preparation for class discussions during the first week of school. Complete the organizer as you read each section. The graphic organizer is due the first day of class, and will be recorded as a grade. After discussing the book, students will be assessed to measure their comprehension of the assigned reading.

Introduction:

- First written record of Greece = Homer's _____ (14)
- Greek culture = _____ is the center of the universe; created gods in his image. (16)
- They made _____ a pleasant, familiar place. (17)
- Men were freed from a “paralyzing fear of an omnipotent unknown.” (17)
- “According to the most modern idea, a real myth has nothing to do with religion. It is an explanation of something in _____...Myths are early science, the result of men’s first trying to explain what they saw around them.” (19)
- Writers of myths:
 1. Ovid
 2. Homer
 3. Aeschylus
 4. Sophocles
 5. Euripides
 6. Aristophanes
 7. Plato
 8. Virgil
 9. Horace
- Myths date back to _____ years B.C. (22)

The Gods/Creation:

- “The Greeks did not believe that the gods created the universe. It was the other way about: the universe created the gods.” (24)
- The _____: enormous size, incredible strength. Cronus (Saturn) was dethroned by his son, _____.
- The twelve Olympians in the divine family: (jot down a few defining characteristics of each)

1. Zeus:

2. Poseidon:

3. Hades:

4. Hestia:

5. Hera:

6. Ares:

7. Athena:

8. Apollo:

How Mankind Was Created:

- Epimetheus (afterthought) gave all the best gifts to animals before creating man – strength, swiftness, courage, and shrewd cunning. Prometheus (forethought) took over and fashioned man in an upright shape like the gods, and he gave them fire, a better protection than anything given to animals. (71)

Famous Lovers:

- Pyramus and Thisbe (105):

- Pygmalion and Galatea (112):

Great Heroes:

- Perseus (146):

- Theseus (155):

- Hercules (166):

- Aeneas (230):

9. _____ is killed with arrows:
10. The Greek hero _____ comes up with the idea for the Trojan horse – the Greek army sneaks into Troy. _____ is left behind to lie:
11. The Greeks burn Troy to the ground while the Trojans are asleep - _____'s son, Troy's heir, is killed:

The Adventures of Odysseus:

- After the fall of Troy, the Greeks went mad with pride. _____, the daughter of King Priam, prayed that the Greeks would have a “bitter homecoming.” Poseidon struck the Greeks with a storm – Odysseus was blown off course and wandered for 10 years before returning home to his wife, Penelope, and his son, Telemachus. Jot down some notes about the “friends” Odysseus meets on his journey:
- Calypso:
- Lotus-Eaters:
- Polyphemus:
- Circe:
- Sirens:
- Scylla and Charybdis:

- The return home – only Odysseus’s dog recognizes him! Telemachus and Odysseus have to get rid of Penelope’s suitors.

The Great Families of Mythology

- The House of _____: Agamemnon and Menelaus – “A curse seemed to hang over the family, making men sin in spite of themselves and bringing suffering and death down upon the innocent as well as the guilty.” (248)
- The House of _____: Oedipus and Antigone – “Their fate indeed was a proof that suffering was not a punishment for wrongdoing; the innocent suffered as often as the guilty.” (268)
- The Royal House of _____ - “This family was especially marked, even among the other remarkable mythological families, by the very peculiar happenings which visited its members. There is nothing stranger told in any story than some of the vents in their lives.” (282)

Common References

Summarize the myth and then explain the reference as it pertains to popular culture.

- Pandora’s Box (74):

What does it mean to “open Pandora’s box”?

- Narcissus (91):

What do we mean when we call someone “Narcisistic”?

- Quest for the Golden Fleece (122):

What does it mean when someone goes on “a quest for the golden fleece”?

- Icarus (144):

What would I be trying to convey if I warned you, “Don’t be like Icarus!”?

- Midas (292):

What do we mean when we say that someone has “the Midas touch”?

- Amazons (301):

What is implied when we say that a woman is “an Amazon”?

- Achilles Heel (202):

What do we mean when we say that someone was “wounded in his Achilles heel”?

Radical

Chapter 1:

What were the two big questions Platt had to answer?

Give a brief explanation of Platt's comparison between the approach to church he witnessed overseas and the one he witnessed in America. What stands out to you from this explanation?

What does he mean by the cost of "nondiscipleship" and what is that cost?

What are the two commitments you are asked to make in this chapter?

Is there anything in this chapter that you disagree with?

Chapter 2:

David Platt describes a particular mission trip and the teaching that he gave on that trip. What did the people he taught think about the Word of God?

Platt discusses how we have ignored or minimized some of God's attributes. In your own words, what is he saying?

Platt also suggests that we don't even have a clear view of who we are. In your own words, what is he saying?

What do you think of Platt's discussion of salvation?

Is there anything in this chapter that you disagree with?

Chapter 3:

What did you think of Raden's testimony?

How does Platt say the gospel is different from the American dream?

What role does prayer play?

Is there anything in this chapter that you disagree with?

Chapter 4:

What do you think of the pastor and church members' response to Platt in the story that begins this chapter?

Why, according to Platt, did God create us?

How does he respond to people who say we should first meet the needs of the people in our community before going overseas?

What do you think of Jeff's comments and the final email that is quoted in the chapter?

Is there anything in this chapter that you disagree with?

Chapter 5:

What does Platt say is the process for changing the world? What do you think of this idea?

What, if anything, has been the most effective discipling ministry in your life?

What is the difference between receivers and reproducers?

Is there anything in this chapter that you disagree with?

Chapter 6:

How does he compare slavery with a lack of concern for the poor?

What is your response to Platt's discussion of the American way of life?

While material possessions can be blessings, how can they also be barriers?

What are some ways that Platt's church has tried to meet the needs of the poor and underprivileged?

Is there anything in this chapter that you disagree with?

Chapter 7:

List the truths that Platt highlights in this chapter.

How does Platt explain God's plan for people who have never heard the gospel?

In the spring of 2011, Rob Bell published a book titled Love Wins. It created quite a bit of controversy. Look up 2 articles or reviews on the book and write a few comments here.

Is there anything in this chapter that you disagree with?

Chapter 8:

How does he explain safety, danger, and God's will?

What is the point of the illustration related to the SS United States? What do you think of the illustration?

Chapter 9:

What are the 5 aspects of the "Radical Experiment"? Which one would be hardest for you? Which one might interest you?

Is there anything in this chapter that you disagree with?

ENTERING 12th GRADE/AP AND JOINT ENROLLMENT LITERATURE AND COMPOSITION

***Complete the following form and turn it in to your teacher upon returning to school.**

I, _____, have read the following over the summer:

_____ % of book #1: _____

_____ % of book #2: _____ (for Honors and AP only)

_____ % of Christian living book: _____

By signing below, I acknowledge that I am being held accountable for the content of these required book(s):

Signed: _____ (Student)

Signed: _____ (Parent)