

2016-17 Summer Reading List Lutheran High School

Reading comprehension (like most things in life) only improves with practice. The more a person reads, the better his/her vocabulary, comprehension, and own writing and thinking ability become. Therefore, Lutheran High School's summer reading program is an important part of our curriculum. The literary selections included in our reading list are chosen to accomplish the following:

- To foster enthusiasm for lifelong thinking and learning
- To promote the enjoyment of reading
- To prepare students for the challenges of literary analysis they will encounter in later grades and post-secondary education. For these reasons, each incoming student at Lutheran High is required to complete summer reading. These books are then discussed in class during the first full week of classes and assessed with both projects related to the book and an in-class test. This assessment becomes part of the first quarter grading period. Transfer students are expected to fulfill the summer reading requirement, but extended time may be given depending on time of enrolment. You will find below the required reading for each class.

Incoming English I Students:

Read *Son of the Mob* by Gordon Korman and complete two of the following projects.

Your projects are due within the first full week of school:

1. Choose one important character from your novel and write a one page typed character analysis. Your paper should discuss the character's physical and personality traits, and use quotations from the novel for support.

2. Create a comic strip or a storyboard for your novel. Be sure that the captions and illustrations explain the story clearly. Do not include every detail—only those that are most important. You will not be judged on artist talent, but on effort, neatness and adherence to details from the novel. You need at least five boxes for your comic strip.

3. Imagine you were to go through the trash of one of the characters in your novel. Write at least a one page typed paper in which you explain what you would find there and *why*. You need to discuss at least four different objects.

Incoming English II Students:

Read *Tuesdays With Morrie*. Be prepared to take a test over this novel the first full week of school. You must also type a 1-2 page essay that answers the following question concerning the novel: Morrie teaches several life lessons throughout the course of the book, which he sums up in short sayings (for example, "Love or perish"). Choose one or more of Morrie's aphorisms (an aphorism is a saying) and reflect on what the aphorism means and illustrate it with examples from your own life. How have you found truth in the aphorism in your own life? These essays will be graded on content, paragraph formation, use of supporting ideas, and grammar. Use quotations from the novel in order to help support your ideas. This essay will be due the first full week of school.

Incoming English III Students (American Literature):

Read *A Lesson Before Dying* by Ernest Gaines and *Of Mice and Men* by John Steinbeck. Be prepared to take a test over both of these novels within the first full week of school. In addition, you must write *two typed 1-2 page essays* on the following from your reading of *A Lesson Before Dying*:

1. What major task did Grant have at hand regarding Jefferson? Do you think he fulfilled it? Why or why not? Use specific examples to defend your answer.
2. There are two major religious holidays mentioned in the novel. What is the significance of the holidays? What do each of these holidays symbolize? How do these holidays tie into the outcome of the novel?

Your essays (due the first full week of classes) will be graded on overall organization, paragraph formation, use of detailed supporting arguments, and grammar. Use quotations from your reading to support your ideas.

Incoming English IV Students (British Literature):

Read *Lord of the Flies* by William Golding and *The Last Lecture* by Randy Pausch. Be prepared to take a test over these novels within the first full week of school. In addition, you must write a 2-3 page essay from your reading of *Lord of the Flies*. Choose ONE of the following prompts for *Lord of the Flies* and reflect upon your reading of *The Last Lecture*.

1. The sow's head and the conch shell each wield a certain kind of power over the boys. In what ways do these objects' powers differ? In what way is *Lord of the Flies* a novel about power and the power of symbols? Discuss the power of a person to use symbols to control a group.
2. Sigmund Freud theorized that within each human brain were three forces: the id (the primitive mind), the superego (the controlled, rational mind), and the ego (the force that balances the unreasoning urges of the id and the rigid unreasoning controls of the superego). In this novel, Jack is the id, Ralph is the ego, and Piggy is the superego. Explain how these three characters fit their Freudian counterpart. As these three characters battle each other, how is the rest of the group affected? Which force does Golding think is most likely to win?

Your essay (due the first full week of classes) will be graded on overall organization, paragraph formation, use of detailed supporting arguments, and grammar. Use quotations from your reading to support your ideas.

The Last Lecture- Randy Pausch reflects on life and how to live when faced with obstacles both physical and mental. Write your own reflection regarding how you want to live your next school year. Set realistic goals for yourself, create a checklist or a daily schedule for yourself. Be creative! You may use 1st person point of view for this assignment.

Your reflection (due the first full week of classes) will be graded on depth of reflection, overall organization, and creativity.