9th Grade

English 9B
Course Code: engl100

1 book required. Bring book on the first day. We will read it in class.

All students read *Between Shades of Gray* by Ruta Sepetys.

“In 1941, fifteen-year-old Lina Vilkas is preparing for art school, first dates, and all that summer has to offer. But one night, the Soviet police barge violently into her home, deporting her along with her mother and younger brother. They are being sent from their native Lithuania to Siberia.”

**Assignment for Between Shades of Gray by Ruta Sepetys**

You are to investigate some of the historical context of the Stalinist system described in the story and bring copies of your articles to class. Choose two of the following:

1. Stalin’s Purges, 1929-38
2. Collectivism in the USSR
3. The Cheka/NKVD and State Terror
4. Soviet Intellectuals in the Stalinist Era
5. Forced/Coercive labor in the USSR

English 9A
Course Code: engl101

1 book required. Assignment required.

All students read *Between Shades of Gray* by Ruta Sepetys

“In 1941, fifteen-year-old Lina Vilkas is preparing for art school, first dates, and all that summer has to offer. But one night, the Soviet police barge violently into her home,
deporting her along with her mother and younger brother. They are being sent from their native Lithuania to Siberia."

Assignment for Between Shades of Gray due the first day of class:

1. You are to choose 6 characters from the novel.

A. Write two quotes from the book for each character that describe his/her personality. Each quote can be what someone else says or something that the character does. Write the quote and the page number.

B. For these six characters choose a theme song for each. On a piece of paper, list the character’s name, the song that you chose for the character, and 3-4 sentences that explain your choice of song and how it relates to the character.

C. You are to create a CD cover for your soundtrack. On an 8x11 piece of paper, you are to draw pictures or use clip art (can be black/white or color), original photos, or magazine/newspaper pictures (collage).

Keep in mind:

1. Because of the variety of images available, no stick figures will be accepted.
2. If you use clip art, please type the websites that you used on the back of the paper.
3. You cannot use the book cover as your CD cover.

Pre-AP Honors English 9
Course Code: engl102

2 books required. Assignment required.

All students read Lord of the Flies by William Golding

AND Between Shades of Gray by Ruta Sepetys

Assignment for Between Shades of Gray due the first day of class:

You are to investigate some of the historical context of the Stalinist system described in the story and bring copies of your articles to class. Choose two of the following:

1. Stalin’s Purges, 1929-38 Era
2. Collectivism in the USSR
3. The Cheka/NKVD and State Terror
4. Soviet Intellectuals in the Stalinist Era
5. Forced/Coercive labor in the USSR
10th Grade

English 10B
Course Code: engl200

1 book required. No assignment required. Bring the book to class on the first day.

All students read *Tulsa Burning* by Anna Myers. No assignment required.

“The day he buried his pa, Nobe Chase lost everything—his father, his home, and his dog, Rex. Worst of all, he had to move into town to live with Sheriff Leonard—dog killer, wife stealer, and secret lawbreaker of all sorts.

That day, Nobe found a new purpose for his life—revenge. Hate takes over his life, burning out of control inside him. Nobe learns how dangerous hate can be when it is unleashed in a fury of fire and gunpowder during a race riot in nearby Tulsa.

Based on true events in Tulsa, Oklahoma during May of 1921.”

English 10A
Course Code: engl201

1 book required. Assignment required. Bring your book on the first day of class.

All students read *The Innocent Man: Murder and Injustice in a Small Town* by John Grisham.

The assignment is due the first day of class.

· Find 20 words you were not familiar with and write the word, the phrase from the book, and page number. EX – “The inconsequential nod of his head” (30)

· Annotate the book. I want you to underline, circle, highlight, and write comments whenever you find an unusual or important passage. You must have at least 2 annotations per chapter. I encourage you to mark up the book as much as you like. Focus on passages that offer insight into the minds of important characters and key developments in the plot.

I will check both of these on the first week of classes. If you have any questions regarding the reading or the assignment, please email me at tparks@bishopkelley.org.
Pre-AP Honors English 10  
Course Code: engl202

2 books required. Assignment required.

All students read *To Kill A Mockingbird* by Harper Lee AND *The Innocent Man* by John Grisham

A note from Mrs. McGuire:

Hi everyone! I hope you all have a fun, relaxing summer. The two books are both easy and interesting, but VERY different. I’m looking forward to great discussions on both.

Because we will spend about two weeks on these books when we return, you need to be prepared from day one, so I’m asking you complete an assignment worth 50 points due the first day of class. Feel free to mark passages you like, don’t understand, want to discuss. Email me if you have a problem – cmcguire@bkelleyhs.org. We will have a brief quiz on each book.

YOU MUST TYPE YOUR ANSWERS. WE WILL SUBMIT THEM TO TURNITIN.COM, ON DAY ONE, SO PLEASE BE CAREFUL TO DO YOUR OWN WORK AND NOT USE THE INTERNET. ANY VIOLATION WILL RECEIVE A ZERO.

*To Kill a Mockingbird* – If you’ve read it before, great; read it again and really ‘get’ it.

- Keep a character list with the person’s name and short identification. (minimum-15)
- As you read, write down 20 unfamiliar words and define. Also, write the phrase from the book and page number. “the inconsequential nod of his head” (24)
- Write 5 quotes/passages that give insight into 5 different characters (1 significant quote per character)--not just a description, but something they say or someone says about them. Include page number.

*The Innocent Man by John Grisham* – In his only non-fiction work, Grisham tells the story of murder and injustice in Ada, Oklahoma. Grisham books are always entertaining, but I hope you come away with new insights to discuss in class. Please do the same assignment for this book.
11th Grade

English 11B
Course Code: engl300
1 book required. No assignment required.
All students read *Life of Pi* by Yann Martel. Bring the book to class with you on the first day.

English 11A
Course Code: engl301
1 book required. No assignment required.
All students read *Life of Pi* by Yann Martel. Bring the book to class with you on the first day.
When you return, you will complete a writing assignment based on the novel.

Honors British and World Literature
Course Code: engl302
2 books required. Assignment required.
1. ALL students read excerpts from Edith Hamilton’s *Mythology*
   
   AND annotate:
   
   o Parts 1, 2, and 3 (chapters 1-12), Part 5 (Ch. 17 only), Part 6 (Ch. 20 and 21)
   o Skip parts 4 and 7, and Chapters 18 and 19
   o Be prepared for a comprehensive test over these chapters when class begins.

2. ALL students choose One (or both if you want—they’re both fabulous), and annotate as you read (mark passages of interest, underline, take margin notes, look up words,
note characterization, imagery, foreshadowing, rhetorical or literary devices or strategies, etc.):

**Brave New World** – by Aldous Huxley

- in a futuristic society which outlaws family, a young outcast copes with the restrictive order

**OR**

**Jane Eyre** – by Charlotte Bronte

- classic tale of strong-spirited orphan who endures trials in her search for fulfillment
12th Grade

English 12B
Course Code:  engl400

1 book required. No assignment required.

All students read *The Island of Dr. Moreau* by H.G. Wells. No assignment required.

English 12A-Composition
Course Code:  engl401

1 book required.

Choose one of the following and have it read by the first day of class:

**Into Thin Air**, Jon Krakauer

This book follows Krakauer as he makes the climb up Mt. Everest.

**The Last Lecture**, Randy Pausch

After being diagnosed with pancreatic cancer, Pausch gives his last lecture at Carnegie Mellon.

**The Glass Castle**, Jeannette Walls

“Jeanette Walls grew up with parents whose ideals and stubborn nonconformity were both their curse and their salvation.

**Unbroken**, Laura Hillenbrand

This is a story of Louis Zamperini who was an Olympic athlete and World War 2 airman.

*When you return, you will complete writing assignments based on your selection.*

English 12A-Literature
Course Code:  engl402

2 books required. Assignment required.
ALL read *Fahrenheit 451* by Ray Bradbury

AND

ALL read *Brave New World* by Aldous Huxley

Mark texts for quotes that reveal character and themes. For your first assignment, choose one meaty passage from each book, copy it, and put it in a composition notebook with your annotations in the margins. Bring the two books and your composition notebook on the first day of class. Also, expect a quiz on both books on the first day of class.

**AP Language and Composition**

Course Code: engap103

AP LANGUAGE AND COMPOSITION

“We live by words: love, truth, God. We fight for words: freedom, country, fame. We die for words: liberty, glory, honor. They bestow the priceless gift of articulacy on our minds and hearts—from *Mama* to *infinity*. And the men who truly shape our destiny, the giants who teach us, inspire us, lead us to deeds of immortality are those who use words with clarity, grandeur and passion: Socrates, Jesus, Luther, Lincoln, Churchill.

The power of words. They sing. They hurt. They teach. They sanctify. They were man’s first immeasurable feat of magic. They liberated us from ignorance and our barbarous past. For without these marvelous scribbles which build letters into words, words into sentences, sentences into systems and sciences and creeds, man would be forever confined to the self-isolated prison of the scuttle-fish or the chimpanzee.”  

--- Leo Rosten

**SUMMER READING**

Welcome to the Advanced Placement Language and Composition class. As you know, all English classes at Bishop Kelley require summer reading. Here are the three books that you will read:


For each of the three novels, you will complete a card report. Use a 5” x 8” lined index card and follow the sample given on pp. 3-4. (25 points possible for each)
Please note that the sample card report uses a short story for its example (see p. 4), and, therefore, the title of the short story is in quotation marks; since you are writing a card report over a novel, you will underline or italicize the title of the novel.

Both card reports will be due the first day of class. You may write on both front and back of the card in pen, or you may type and paste your response to the card. Use only one 5 x 8 card for each novel. PLEASE INCLUDE THE HEADING FOR YOUR RESPONSES, AS THEY ARE IN THE SAMPLE. I WILL NOT ACCEPT CARDS THAT DO NOT FOLLOW THESE INSTRUCTIONS.

Read the definitions on page 2 for more detailed explanations for “author’s feelings” and “theme statement,” both terms listed on the card report format. You might want to purchase your own copies of the novels so you can mark and annotate in the margins.

In addition to the summer reading, begin your preparation for the AP exam by reading as much and as broadly as you can prior to the beginning of class. Read newspapers and magazines that detail current events to explore vital and controversial issues and beliefs in our world. The more you read, the better prepared you will be for the AP exam and for college work. In addition to the summer reading, we will be reading several works during the school year.

If you have any questions or concerns about the course or the reading assignments, please call me at 918-455-3921 or email me at sstandley@bishopkelley.org.

Mrs. Steffany Standley

Definition of Terms for AP Language Card Report

AUTHOR’S FEELINGS – refers to the writer’s attitudes toward someone or something. Note that the word feelings is plural, indicating that you should find TWO feelings directed at someone or something. For example, F. Scott Fitzgerald’s attitudes in The Great Gatsby might be sympathy for Gatsby’s naivety and disgust at the carelessness and thoughtlessness—the superficiality—of Daisy and Tom Buchanan. You might consider using the following formulaic sentence:

___________________________ feels ______________ for ____________________________

(the author)                                      (feeling/attitude)       (someone/something)
and _________________ for _____________________________.

(felling/attitude)                     (someone/something)

THEME/THEME STATEMENT - the central or dominant idea behind the story; the most important aspect that emerges from how the book treats its subject. Sometimes theme is easy to see, but, at other times, it may be more difficult. Theme is usually expressed indirectly, as an element the reader must figure out. It is a universal
statement about humanity, rather than a simple statement dealing with plot or characters in the story. Themes are generally hinted at through different devices: a phrase or quotation that introduces the novel, a recurring element in the book, or an observation made that is reinforced through plot, dialogue, or characters. It must be emphasized that not all works of literature have themes in them; however, all the works we read in AP Language will have themes.

For example, in a story about a man who is diagnosed with cancer and, through medicine and will-power, returns to his former occupation, the theme might be will power or courage; the theme statement might be: “real courage is demonstrated through internal bravery and perseverance.” In a poem about a flower that grows, blooms, and dies, the theme might be the cycle of life; the theme statement might be: “youth fades and death comes to all.”

**FICTION CARD REPORT FORMAT**

A card report is just as challenging to write as an essay, if not more so. To do the job well, you have to see the story in its elements, then specify them succinctly and accurately. Here is a typical card report listing and detailing the essentials of “Young Goodman Brown.” In this assignment, you are asked to include the following:

I. Title and original date of publication
II. Author’s name and birth/death dates
III. Protagonist—identify and detail character’s traits or features
IV. Antagonist—identify and detail any characteristics
V. Conflict of protagonist and antagonist (do not write “man vs. man,” etc.)
VI. Minor characters—briefly identify
VII. Setting—short description of place and time
VIII. Narrator/Point of view (who is telling story? What is his/her perspective?)
IX. Terse summary of main events in chronological order
X. Author’s apparent feelings toward central character or main event
XI. Irony – list and explain what each irony contributes to the story
XII. Symbols—identify major symbols and make an educated guess as to what the symbol represents
XIII. A theme statement: begins with a listing of various subjects dealt with in the novel; statement generalizes what the author seems to be saying regarding what you think is the most significant or major subject (considers what seems to be reflective of the world or about tendencies of human nature
SAMPLE CARD REPORT

I. Title/Date: “Young Goodman Brown” 1846

II. Author: Nathaniel Hawthorne 1805-1864

III. Protagonist: Goodman Brown, a young man who kisses his wife goodnight one evening and then sets out on an errand never to return as the same person. His bitterness and cynicism, as a result of that evening’s errand, follow him to his grave.

IV. Antagonist: Brown’s own natural depravity that he sees reflected in everyone else

V. Conflict: Once Brown realizes (the night that he is walking in the woods with the devil) that he is no different than anyone else, he is miserable because those he has known and loved did not live up to his expectations. As a result, he is disillusioned and bitter for the rest of his life.

VI. Minor Characters: Faith – Goodman Brown’s wife; the stranger Brown is meeting; a former Sunday School teacher; his minister; a deacon

VII. Setting: Mostly takes place deep in a dark forest where he has an appointment with the devil.

VIII. Narrator/Point of View: Third person; an omniscient narrator

IX. Summary: 1) Brown tells his wife Faith that he has an errand that evening. 2) Brown meets a dark, suspicious stranger by appointment in the forest. 3) Stranger tries to soothe Brown’s misgivings by assuring him that he has known Brown’s father and other of his acquaintances. 4) Although they are unaware, Brown sees people he knows: his minister, his catechism teacher, and a deacon. 5) He sees this group again when they all come together to induct two new members into their circle. 6) Brown does not realize he is to be one of the initiates; then, he spies Faith, who is to be the other. 7) Brown screams at her to “resist the devil.” 8) Brown wakes up at home and everything seems normal; he wonders if it is a dream. 9) Regardless of whether or not it is a dream, Brown is forever afterwards suspicious of his acquaintances; he no longer has the same regard for anybody. 10) When he dies, Goodman Brown is remembered as a bitter old man.

X. Author’s Feelings: Disappointment and regret that Brown throws away everything (he is not able to enjoy life; he cannot face his friends and loved ones without suspicion—especially his wife Faith; he has no hope for the afterlife). While Hawthorne thinks Brown is a fool, he also seems to point out that even the most pious people guard some rather unsavory secrets about their lives.

XI. Irony: Brown allows his own frailties and shortcomings be the standard for everyone else he knows. People he once lived and regarded highly, he now regards suspiciously. He can never relax and enjoy life because he is too busy expecting the worst. Most ironic is the fact that he cannot be sure if he has actually experienced the encounter in the woods or if it is just a dream; regardless, he allows it to make the rest of his life miserable.

XII. Symbols: 1) pink ribbons on Faith’s cap—innocence and blind trust 2) dark forest—place of evil where Brown loses his innocence 3) sunset—the end of the day coincides with the end of Brown’s faith in his fellow man 4) walking stick—similar to a serpent, obviously a comparison to the serpent in the Garden of Eden who tempted Eve 5) Goodman Brown—Everyman

XIII. Themes: Good/Evil; Human Frailty; Forgiveness; Hope

Theme Statement: Mankind’s feelings toward his fellow creatures is proportionately positive or negative to the good or evil in his own heart.
Welcome to AP Literature! This handout explains your summer reading assignments – please complete these by the first day of first quarter. Purchase your own books if possible, and READ WITH A PEN IN HAND – always!

First, get a new Composition Notebook – you will need it for summer reading and for class. Put your name in the box on front, and decorate it. Paste a favorite work of art on the front page or create your own artwork for page one if you’d rather.

Second, read Ray Bradbury’s classic sci-fi novel Fahrenheit 451, just to remind you what happens if we stop using our freedom to READ. MARK passages you like and want to discuss with the class. We’ll start with this book on Day One.

Third, choose the Heller or Kingsolver book; one is fine but feel free to read both—you’ll love them! Here’s the plot synopsis of each book to help you get started:

1. Catch-22 by Joseph Heller—What is a catch-22? This darkly humorous classic is treasured by readers for its irony, sarcasm, wacky characters, and strong anti-war themes. Yossarian, the protagonist, is a flier in WWII, who would love to prove that he’s crazy to avoid more missions. Trouble is, the idea of wanting to avoid combat proves he isn’t crazy—that’s a catch-22. I love this book! Students who like black humor (look it up if unfamiliar—it has nothing to do with race) usually do too. The title phrase has become part of the American lexicon. Mark up your book. In your Comp Book: The narrative style of this book mirrors the chaos of war. Note two passages that illustrate the point, and one that is good for characterization, by photocopying the three passages and annotating them.

2. The Poisonwood Bible by Barbara Kingsolver—A best selling writer (for better or worse, Oprah chose this book too), Kingsolver spent twenty years writing this stunning saga of a misguided American missionary, his wife and four daughters struggling to bring their views on Christianity to Africa. It’s a fascinating look at culture clash and the consequences of imperialism, as well as a great study of POINT OF VIEW, since each daughter (as well as the mother) becomes a narrator. I love this book! Mark up your book. In your Comp Book: The big idea here is point of view, so note two favorite passages that illustrate it and one passage that’s good for characterization, by photocopying the three passages and annotating them.

Fourth, read Stephen King’s memoir entitled On Writing, an excellent and entertaining story of King’s life and a guide to good writing practices. In your Comp Book: List your five favorite writing tips from King’s books and be ready to discuss them.
Bring *On Writing and Fahrenheit 451* plus your Comp Book to class on Day One. We'll begin with these and then go to the 'big' books. I look forward to seeing you in August!

*Narrative Style: AP Lit term that denotes a book's structure—chapters, chapter titles, syntax and writing style – in other words, how the novel is organized.*