St. Augustine High School

Summer Reading

English I

#1 – The Lord of the Flies by William Golding

- While reading the novel, be sure to annotate (make notes in the margins or add comments on your ebook) and identify text evidence that reflects your understanding of literary analysis. As you read, also note the key ideas (plot) for each chapter.

- Create a dialectical journal for the novel. The journal is due the first FULL day of class. (Quiz Grade)

  The purpose of the journal is to collect significant pieces of text evidence as well as to explain the significance of each excerpt.

  - Write/type a minimum of 10 entries for this novel that you feel are representative of the novel.

  - Your entries must focus on all of the following: (1) Conflict, (2) Themes, (3) Symbols, (4) Setting, (5) Mood/Tone, and (6) Characters.

  - For each entry, cite the page number of the quotation and write a two to three sentence summary/analysis for each quote. Follow this example from Lord of the Flies about theme:

    #1 - THEME (Literary Element)

    (Quote/Text Evidence) “Ralph wept or the end of innocence, the darkness of man’s heart, and the fall through the air of a true, wise friend called Piggy” (172).

    (Analysis/Interpretation) In this passage from the end of the novel, the author reveals one of his major themes: the inhumanity of man toward his fellow man. Ralph has finally understood that the actions on the island have resulted from the evil deeds of the boys and their disregard for the need of the group to work together in order to be rescued.

- You will be assessed on this novel the first week of school.
#2 – The Little Prince by Antoine de Saint-Exupery

This novella is one of the most widely read books in the world. Although it seems to be only about a pilot who crashes in a desert, if you read “deeper”, you will encounter more.

As you read, write a ½ page to 1 page response to each of the nine journal questions listed below.

**Journal 1 (Before Reading):** Create two columns and list qualities/personality traits of adults vs. children.

**Journal 2 (After Reading Ch. 1-4):** Do you feel adults' remarks can strongly affect children's lives? Write about a time when an adult said something that encouraged or discouraged you from developing your talents.

**Journal 3 (After Reading Ch. 5-7):** What bad habits or small problems can you think of that need to be taken care of while they are little? (problems in friendships, getting behind in schoolwork, etc.) List the "baobabs" of our planet and/or country.

**Journal 4 (After Reading Ch. 8-10):** A parable is a story told in symbols with a meaning beyond the characters and the events of the tale. Write about several "symbols" encountered in the story so far and their meaning beyond the action of the story.

**Journal 5 (After Reading Ch. 11-15):** Write your personal definition of "importance" and give examples of what it means to you. What makes people, places, events or things important?

**Journal 6 (After Reading Ch. 16-19):** Which is more lonely: sitting in the middle of a party where you feel out of place or all alone in your room doing something you enjoy? Explain your answer.

**Journal 7 (After Reading Ch. 20-21):** Prepare a monologue similar to the fox's on taming. List the "rules" of friendship and any special "rites" that should be observed.

**Journal 8 (After Reading Ch. 22-25):** It is often hard to see "good times" come to an end or say good-bye to a friend. Have you ever had an experience where it seemed like the good memories wouldn't erase the "pain?" Explain why friendships are worth the "risk of weeping a little."

**Journal 9 (After Reading Ch. 26-27):** Decide what stands out most for you in writing and talking about The Little Prince. It may be an idea that was discussed, a new way of looking at things that you discovered, or memories that surfaced during your writing. Write about it!
#3 – (Pre-AP ONLY) I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban by Malala Yousafzai

This book is a memoir. A memoir is a collection of memories that an individual writes about. After reading, write a ¼ to ¾ page response to each question in your journal.

1) Malala is known for her passion for education and women’s rights. How does her passion for education shape her life? Do you have a particular cause that you care about deeply? Discuss.

2) Malala became an activist when she was very young. Discuss how you felt while reading about her experience. Where did Malala find her courage and inspiration?

3) Malala and her father have a very unique and close relationship. Think of someone in your life who has been a mentor. How did they inspire you?

4) Discuss Malala’s relationship with her mother. What influence does she have on Malala? In what ways does Malala’s relationship with her mother compare/contrast with her relationship with her father?

5) Have you dealt with a traumatic or life changing experience? How did you react in the aftermath of that incident?

6) Malala witnesses her immediate surroundings change dramatically within a short time period. Describe the changes to both Pakistan and Swat throughout I AM MALALA. How does Malala experience and respond to these changes? How is Malala’s character influenced and shaped by her surroundings?

7) Throughout the book, Malala describes her desire to return home to Swat valley. Discuss how Malala’s relationship with Swat is complicated even further by her role as an activist. Do you think Malala will return to Pakistan and Swat? Discuss.

8) Malala demonstrates an overwhelming sense of courage in the face of adversity. Discuss how Malala reacts to the challenges she faces, as well as the challenges to Swat and Pakistan. How do her peers react? What gives them strength?
#1 - Independent Reading Selection

Students should select a autobiography/biography from the list provided. Each student should choose his/her summer reading title carefully based upon individual interests, ability levels, and personal values.

Parents are encouraged to participate in the selection process and guide the student in making an appropriate decision.

Complete the attached “BOOK REPORT FOR A NONFICTION INFORMATIONAL BOOK”. Be prepared to turn it in the first week of school.
#2 - Things Fall Apart by Chinua Achebe

Study Guide

The attached study questions are optional, but will aid in understanding the novel. If all questions are completed, students will be allowed to use the answers on the test. Answers must be HANDWRITTEN, NOT TYPED, and must be completed by the first day of school.

1. What is the setting?

2. What tribe is the focus of the book?

3. Who is Chinua Achebe?

3. Why do you think this author wrote this novel?

4. Achebe uses many similes and metaphors to bring the narrative to life. Cite and explain an example of a metaphor and a simile from the novel.

5. Proverbs are wise sayings that are very important; they are used to comment on human behavior and show the importance of oral communication within the community. Cite and explain an example of a proverb used in the novel.

6. Folk tales are another important feature of the novel. Cite and explain one folk tale used in the novel.

7. Who is the protagonist?

8. Describe the following characters:

   - Nwakibie
   - Unoko
   - Obierika
   - Ojiubo
   - Ezinma
   - Ikemefuna
   - Nwoye
   - Ekwefi
9. Explain the following Igbo customs:

   - Week of Peace
   - Bride Price
   - Osu

10. What makes Umuofia, the village, change during the seven years while Okonkwo has been in exile?

11. What’s Achebe’s purpose in using the traditional Igbo/African elements in the novel?


Pre-AP Students

1. Identify three themes in the novel. Write a paragraph in which you explain each theme using evidence from the novel.

2. Identify three symbols in the novel. Write a paragraph in which you explain each symbol using evidence from the novel.

Remember:

Theme is defined as a main idea or an underlying meaning of a literary work that may be stated directly or indirectly.

Symbolism is the use of symbols to signify ideas and qualities by giving them symbolic meanings that are different from their literal sense.

Symbolism can take different forms. Generally, it is an object representing another to give it an entirely different meaning that is much deeper and more significant. Sometimes, however, an action, an event or a word spoken by someone may have a symbolic value. For instance, “smile” is a symbol of friendship. Similarly, the action of someone smiling at you may stand as a symbol of the feeling of affection which that person has for you.
#3 – (Pre-AP ONLY) Gilgamesh: A New English Version by Stephen Mitchell

The Legend of Gilgamesh is the oldest story in the world. The Sumerians used their own form of writing on clay tablets called cuneiform script to write the myth.

Write a ½ to ¾ page response for each of the questions below.

The attached study questions will aid in the understanding the novel. If all questions are completed, students will be allowed to use the answers on the test. Answers must be HANDWRITTEN, NOT TYPED, and must be completed by the first day of school.

- What is the significance of the walls in Gilgamesh?
- Why were walls so important in ancient cultures?
- What purpose did the gods serve in the story?
- What was their (gods) relationship to humans? (List and describe each god.)
- What is a myth and why is it important?
- Why would this myth survive?
- What did this myth pass on to its audiences that were valuable?
- What were the forces of good and evil for Gilgamesh, Enkidu, Ishtar, and Humbaba?
- What do they represent in all of us?
- How were they resolved?
- Discuss the friendship between Gilgamesh and Enkidu.
- How did their friendship evolve?
Alexander, Caroline. The Endurance: Shackleton's Legendary Antarctic Expedition. Back cover description: The Imperial Transatlantic Expedition, Sir Ernest Shackleton's daring but ill fated attempt to cross the South Pole, comes to life in pictures…and in the words of the men who lived the extraordinary Antarctic adventure…an exhilarating account of one of the greatest episodes in the history of polar exploration…one of history's all-time great survival stories.

Chen, Da. Colors of the Mountain. —”I was born in Southern China in 1962, in the tiny town of Yellow Stone…”

Dillard, Annie. An American Childhood. Autobiography of 1950s childhood in Pittsburgh…combines the child’s sense of wonder with adult’s intelligence and is written in some of the finest prose that exists in contemporary American writing…a joyous ode to [Dillard's] childhood

Frankl, Viktor E. Man’s Search for Meaning. Psychiatrist’s memoir of life in Nazi death camps and its lessons for spiritual survival. Has sold more than 10 million copies in twenty-four languages…listed in a Library of Congress survey as among the ten most influential books in America as —a book that made a difference in your life. May be of special interest to students who liked Elie Wiesel’s Night.

Hillenbrand, Laura. Seabiscuit. Sports biography of a great American race horse in Depression era America.

Kennedy, Caroline. Profiles in Courage for our Time. From Publishers Weekly: —”In 1990, the Kennedy family resurrected the concept and established the Profiles in Courage Award for selfless public service. Now, in this expertly packaged anthology, Caroline Kennedy and over a dozen prominent writers bring the sacrifices of those award winners to life…a stirring look at people who rarely thought about what they could do for themselves, but always about what they could do for their country.”

Kennedy, John F. Profiles in Courage. —”This is a book about the most admirable of human virtues—courage. ‘Grace under pressure,’ Ernest Hemingway defined it. And these are the stories of the pressures experienced by eight United States senators and the grace with which they endured them.” (Kennedy). Pulitzer Prize, 1957. Of special interest to students interested in politics, public life…about the kind of courage America needs— moral courage, the courage of personal integrity.

Manchester, William. American Caesar: Douglas MacArthur 1880-1964: Inspiring, outrageous... A thundering paradox of a man. Douglas MacArthur, one of only five men in history to have achieved the rank of General of the United States Army. He served in World Wars I, II, and the Korean War, and is famous for stating that "in war, there is no substitute for victory." AMERICANCAESAR examines the exemplary army career, the stunning successes (and lapses) on the battlefield, and the turbulent private life of the soldier-hero whose mystery and appeal created a uniquely American legend.

Markham, Beryl. West With the Night. Moving memoir of early 20th Century woman aviator in East Africa.
BOOK REPORT FOR A NONFICTION INFORMATIONAL BOOK

Be sure to write neatly. Be sure to use complete sentences. Legibility, capitalization, spelling, punctuation and sentence structure will count.

BOOK TITLE ____________________________________________ # OF PAGES ________

AUTHOR ______________________________________________ PUBLISHER ______________________________

Topic (What is the book about?) _____________________________________________________________

Use complete sentences to explain why you chose to read a book about this particular topic. Give details.
I selected this book because ______________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

Using complete sentences, explain the author’s purpose for writing this book. Give examples from the book to show your knowledge of the content.
__________________________________________________________________________________________
__________________________________________________________________________________________
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Choose FIVE of the most interesting or exciting chapters or events in the book. Describe each one and state why you found each one interesting. USE COMPLETE SENTENCES.

Describe Event #1 (with details) __________________________________________________________________
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I found this chapter/event interesting because ______________________________________________________
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Describe Event #2 (with details) __________________________________________________________________
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I found this chapter/event interesting because ______________________________________________________
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Describe Event #3 (with details) __________________________________________________________________
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I found this chapter/event interesting because ______________________________________________________
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Describe Event #4 (with details) __________________________________________________________________
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I found this chapter/event interesting because ______________________________________________________
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Describe Event #5 (with details) __________________________________________________________________
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I found this chapter/event interesting because ______________________________________________________
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Describe Event #4 (with details) ____________________________________________________________

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I found this chapter/event interesting because ________________________________________________________________________________________

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Describe Event #5 (with details) __________________________________________________________

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I found this chapter/event interesting because ________________________________________________________________________________________

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Using complete sentences, describe FIVE new facts or ideas that you learned from reading this book. BE SURE THAT YOU DO NOT USE THE SAME INFORMATION THAT YOU HAVED USED IN THE SECTION ABOVE, AND USE DETAILS.

i. __________________________________________________________________________________

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ii. _______________________________________________________________________________

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iii. ______________________________________________________________________________

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iv. ______________________________________________________________________________

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v. ______________________________________________________________________________

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If you met the author of this book, what are TWO suggestions or compliments you would make about the book? Use complete sentences to explain.

i. _______________________________________________________________________________

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____________________________________________________________________________________

ii. ______________________________________________________________________________

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Would you recommend this nonfiction book to anyone? Why or why not? ____________________

____________________________________________________________________________________

____________________________________________________________________________________
St. Augustine High School
Summer Reading
English III

#1 - Independent Reading Selection

Students should select a nonfiction work from the list provided. Each student should choose his/her summer reading title carefully based upon individual interests, ability levels, and personal values.

Parents are encouraged to participate in the selection process and guide the student in making an appropriate decision.

Complete the attached “BOOK REPORT FOR A NONFICTION INFORMATIONAL BOOK”. Be prepared to turn it in the first week of school.
#2 – I Know Why the Caged Bird Sings by Maya Angelou

- While reading the novel, be sure to annotate (make notes in the margins or add comments on your ebook) and identify text evidence that reflects your understanding of literary analysis. As you read, also note the key ideas (plot) for each chapter.

- Create a dialectical journal for the novel. The journal is due the first FULL day of class. (Quiz Grade)

The purpose of the journal is to collect significant pieces of text evidence as well as to explain the significance.

- Write/type a minimum of 15 entries for this novel that you feel are representative of the novel.

- Your entries must focus on all of the following: (1) Conflict, (2) Themes, (3) Symbols, (4) Setting, (5) Mood/Tone, and (6) Characters.

  - For each entry, cite the page number of the quotation and write a two to three sentence summary/analysis for each quote. Follow this example from Lord of the Flies about theme:

  **#1 – THEME (Literary Element)**

  (Quote/Text Evidence) “Ralph wept or the end of innocence, the darkness of man’s heart, and the fall through the air of a true, wise friend called Piggy” (172).

  (Analysis/Interpretation) In this passage from the end of the novel, the author reveals one of his major themes: the inhumanity of man toward his fellow man. Ralph has finally understood that the actions on the island have resulted from the evil deeds of the boys and their disregard for the need of the group to work together in order to be rescued.

- You will be assessed on this book the first week of school.
#3 – (Pre-AP ONLY) The Grapes of Wrath by John Steinbeck

- While reading the novel, be sure to annotate (make notes in the margins or add comments on your ebook) and identify text evidence that reflects your understanding of literary analysis. As you read, also note the key ideas (plot) for each chapter.

- Create a dialectical journal for the novel. The journal is due the first FULL day of class. (Quiz Grade)

  The purpose of the journal is to collect significant pieces of text evidence as well as to explain the significance.

  - Write/type a minimum of 20 entries for this novel that you feel are representative of the novel.

  - Your entries must focus on all of the following: (1) Conflict, (2) Themes, (3) Symbols, (4) Setting, (5) Mood/Tone, and (6) Characters.

  - For each entry, cite the page number of the quotation and write a two to three sentence summary/analysis for each quote. Follow this example from Lord of the Flies about theme:

  #1 - THEME (Literary Element)

  (Quote/Text Evidence) “Ralph wept or the end of innocence, the darkness of man’s heart, and the fall through the air of a true, wise friend called Piggy” (172).

  (Analysis/Interpretation) In this passage from the end of the novel, the author reveals one of his major themes: the inhumanity of man toward his fellow man. Ralph has finally understood that the actions on the island have resulted from the evil deeds of the boys and their disregard for the need of the group to work together in order to be rescued.

- You will take a test on these novels (multiple choice and essay) the first week of school.
GENERAL NONFICTION

Ambrose, Stephen. Undaunted Courage. Follows the Lewis and Clark expedition from Thomas Jefferson’s hope of finding a waterway to the Pacific, through the heart-stopping moments of the actual trip, to Lewis’s lonely demise on the Natchez Trace. For readers who love detailed history.

Barry, John M. The Great Influenza. A detailed description of the scourge of the "Spanish flu" of 1918 with interesting elements of the practice of medicine and medical school in those days. Especially appealing for students who are science oriented.

Rising Tide. An account of the flood of the Mississippi River in 1927. Elements are remarkably similar to the Katrina disaster. Students whose bent is engineering will find the fight of man vs. nature interesting. Connects well to American history, politics.

Capote, Truman. In Cold Blood. Truman Capote reconstructs the 1959 murder of a Kansas family and the investigation that led to the capture, trial, and execution of the killers…the story of the lives and deaths of these six people, the victims and the murderers. Ground breaking journalism that reads like fiction.


Foer, Franklin. How Soccer Explains the World. Soccer is much more than a game, or even a way of life. It is a perfect window into the cross-currents of today's world, with all its joys and...sorrows...a wide-ranging work of reportage...a surprising tour through the world of soccer, shining a spotlight on the clash of civilizations, the international economy, and just about everything in between...an utterly original book that makes sense of our troubled times.

Gladwell, Malcolm. Tipping Point: How Little Things Can Make a Big Difference. Explores the tipping point phenomenon—what causes a fashion trend, the popularity of a new product, or a drop in the crime rate.

Blink: The Power of Thinking Without Thinking. A book about how we think without thinking, about choices that seem to be made in an instant...that aren't as simple as they seem...cutting edge neuroscience and psychology

Outliers: The Story of Success. Outlier" is a scientific term to describe things or phenomena that lie outside normal experience. What the Dog Saw: Malcolm Gladwell's new book, presents nineteen brilliant essays that exhibit the curiosity his readers love, each with a graceful narrative that leads to a thought-provoking analysis

Krakauer, Jon. Into Thin Air: A Personal Account of the Mt Everest Disaster. —A harrowing tale of the perils of high-altitude climbing, a story of bad luck and worse judgment and heart breaking heroism || (People) The stuff of classic adventure tales...

Levitt, Steven D. and Stephen J. Dubner. Freakonomics: A Rogue Economist Explores the Hidden Side of Everything. Highly acclaimed, this book won numerous, highly prestigious prizes...considered readable, interesting, ground-breaking, and —dazzling by critics.

Manchester, William. A World Lit Only by Fire: The Medieval Mind and the Renaissance: Portrait of an Age. This is the preeminent popular history of civilization's rebirth after the Dark Ages

Sacks, Oliver. The Man Who Mistook His Wife For a Hat: And Other Clinical Tales. Psychology one of the great clinical writers of the 20th century (New York Times) recounts the case histories of patients lost in the bizarre, apparently inescapable world of neurological disorders...stories of individuals afflicted with fantastic perceptual and intellectual aberrations.

BOOK REPORT FOR A NONFICTION INFORMATIONAL BOOK

Be sure to write neatly. Be sure to use complete sentences. Legibility, capitalization, spelling, punctuation and sentence structure will count.

BOOK TITLE_______________________________________________________ # OF PAGES _________

AUTHOR __________________________________________ PUBLISHER ________________________________

Topic (What is the book about?) ________________________________________________________________

Use complete sentences to explain why you chose to read a book about this particular topic. Give details.
I selected this book because ___________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

Using complete sentences, explain the author’s purpose for writing this book. Give examples from the book to show your knowledge of the content.
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Choose FIVE of the most interesting or exciting chapters or events in the book. Describe each one and state why you found each one interesting. USE COMPLETE SENTENCES.

Describe Event #1 (with details) __________________________________________________________________
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I found this chapter/event interesting because __________________________________________________________________
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Describe Event #2 (with details) __________________________________________________________________
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I found this chapter/event interesting because ______________________________________________________________________________________
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Using complete sentences, describe FIVE new facts or ideas that you learned from reading this book. BE SURE THAT YOU DO NOT USE THE SAME INFORMATION THAT YOU HAVE USED IN THE SECTION ABOVE, AND USE DETAILS.
i. ______________________________________________________________________________________________
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v. __________________________________________________________________________________________
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If you met the author of this book, what are TWO suggestions or compliments you would make about the book? Use complete sentences to explain.
i. ______________________________________________________________________________________________
_______________________________________________________________________________________________
ii. _____________________________________________________________________________________________
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_______________________________________________________________________________________________
Would you recommend this nonfiction book to anyone? Why or why not? ___________________________________
#1 - Mythology by Edith Hamilton

An understanding of Greek, Roman, and Norse mythology is an essential tool in the study of British literature.

The attached study questions will aid in the understanding the novel. If all questions are completed, students will be allowed to use the answers on the test. Answers must be HANDWRITTEN, NOT TYPED, and must be completed by the first day of school.

*NOTE- AP students must read the book in its entirety.

- Read the following sections:
  - Introduction to Classical Mythology p. 3-20
  - Part One – The Gods, the Creation, and the Earliest Heroes
    - I. The Gods p. 21-53
    - II. The Two Great Gods of Earth p. 53-76
    - III. How the World and Mankind Were Created p. 77-94
    - IV. The Earliest Heroes
      - Prometheus and Io p. 95-100
      - Flower-Myths: Narcissus, Hyacinth, Adonis p. 111-120
  - Part Two – Stories of Love and Adventure
    - I. Cupid and Psyche p. 121-134
    - III. The Quest for the Golden Fleece p. 159-180
  - Part Three – The Great Heroes before the Trojan War
    - III. Hercules p. 224-244
  - Part Four – The Heroes of the Trojan War
    - I. The Trojan War p. 255-276
    - II. The Fall of Troy p. 277-290
  - Part Six – The Less Important Myths
    - I. Midas and Others
      - Midas p. 411-413
  - Part Seven – The Mythology of the Norsemen p. 443-465
<table>
<thead>
<tr>
<th>Mythology by Edith Hamilton - Study Guide</th>
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<tr>
<td><strong>Zeus (Jupiter)</strong></td>
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<td><strong>Hera (Juno)</strong></td>
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<td><strong>Poseidon (Neptune)</strong></td>
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<td><strong>Hades (Pluto)</strong></td>
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<td><strong>Hephaestus (Vulcan and Mulciber)</strong></td>
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<td><strong>Hestia (Vesta)</strong></td>
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<td><strong>Demeter (Ceres)</strong></td>
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<td><strong>Dionysus / Bacchus</strong></td>
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Briefly explain the two stories of creation.

1. The story of the five ages

2. The story of Prometheus and Epimetheus

Briefly retell the following stories:

1. Promethus and Io

2. Narcissus

3. Cupid and Psyche

4. The Quest for the Golden Fleece

5. Hercules

6. Midas

7. The Trojan War
#2 - 1984 by George Orwell

The attached study questions will aid in the understanding the novel. If all questions are completed, students will be allowed to use the answers on the test. Answers must be HANDWRITTEN, NOT TYPED, and must be completed by the first day of school.

1. Who is the main character? Describe him/her.
2. What is the setting of the novel?
3. List the party slogans.
4. What does the caption on the Big Brother posters say?
5. Describe the Ministry of Plenty.
6. What are the Newspeak names for the ministries?
7. Describe the Ministry of Love.
8. Describe Emmanuel Goldstein.
9. Who is Big Brother?
10. What crime does the main character commit when he opens the diary and writes “DOWN WITH BIG BROTHER”?
11. What happens to the original edition of The Times after Winston rewrites an article?
12. What is the aim of Newspeak?
13. In the Ministry of Truth, the dark haired girl falls on the floor in front of Winston, and secretly gives him a note. What does the note say?
14. How did Winston respond when there was too little to eat when he was a boy?
15. Winston has changed since he met Julia. Which one of the following statements about the changes is false?
16. What does Winston believe about O’Brien?
17. According to The Book, what is the aim of modern warfare (in accordance with the principles of doublethink)?
18. While Winston and Julia are alone together, he says, “We are the dead,” and Julia repeats the phrase. What happens next?
19. What is the fate of the glass paperweight?
#3 – (AP ONLY) How to Read Literature Like a Professor by Thomas C. Foster

*This selection is for AP Students ONLY. This book is divided several chapters. We will be reading and discussing selections from this book throughout the school year.*

- Read and annotate the following sections:
  - Introduction
  - Chapter 1: The Quest
- Define and explain the following concepts using the book and outside resources:
  - Introduction
    - Archetypes
    - Comedic Traits
    - What do I look for in literature?
  - Chapter 1: The Quest
    - Key Details/Components of a Quest
    - The Motivation of a Quest
    - “Real” Reason for ANY Quest
  - Chapter 7: Biblical Allusions
    - Biblical Archetypes
    - Use the Bible to cite the scripture and provide a brief explanation
      - garden
      - serpent
      - plague
      - flood
      - parting of waters (metaphorical or literal)
      - loaves
      - fishes
      - forty days
      - betrayal
      - denial
      - slavery and escape
      - fatted calves
      - milk and honey
      - tongues of flames
      - voices from whirlwinds
      - Apocalypse
      - four horsemen
      - fall from grace/loss of innocence
      - circle of life
      - the Prodigal Son
      - tension(s) between brothers

AP English IV Students
Purchase the following PHYSICAL books by August 17.
- *Beowulf* (Choose a translation you can understand.)
- *Grendel* by John Gardner
- *Canterbury Tales* by Geoffrey Chaucer