

JPII Summer Reading: Grade 11 (AP) American Authors!



All AP students entering 11th grade will read **three** books during the summer and complete **two** different **KINDS** of projects, one for each of the mandatory AP books. The third book is to be read, enjoyed, and discussed on the first day of class.

AP - Mandatory


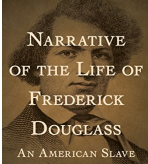
1. *Animal Farm* by George Orwell (mandatory for AP)
2. *Narrative of the Life of Frederick Douglass* by Frederick Douglass (mandatory for AP)

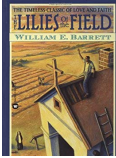
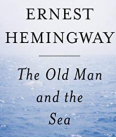
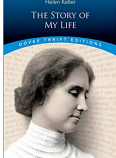
Student's Choice -

- a. *Lilies of the Field* by William Barrett
- b. *The Old Man and the Sea* by Ernest Hemingway
- c. *The Story of My Life* by Helen Keller

Below is a description of each work. Each of them portrays goodness, truth, and beauty. Additionally, these books prepare students for SAT and AP tests. College essay prompts often ask students to state their philosophy of life in terms of a renowned piece of literature.

Note: These books can be purchased online on Amazon, e-book versions are available on the Kindle app, and copies can be found at Barnes and Noble. Some editions can also be purchased at The Doc (with parent accompaniment).

Grade 11: AP English Language / American Literature			
<p>(AP) <i>Animal Farm</i></p>  <p>ISBN: 978-0241196687</p>	<p>About George Orwell</p> <p>Prolific English author, born in India, who saw firsthand the atrocities of the Spanish Civil War and served as a broadcaster in Britain during WWII. He lived in Burma, Morocco, England and Paris.</p>	<p>About the Book</p> <p>Orwell portrayed real-world horrors of the 20th century through fairy tales. His political satire exposes actual greed through an insightful analogy. 188 pages, published 1945.</p>	<p>What you might like</p> <p>Morality, both good and evil, takes animal form. Though Orwell had specific political leaders or types in mind, he allows us to find the powerful application to our own country in his tale.</p>
<p>(AP) <i>Narrative of the Life of F. Douglass</i></p>  <p>ASIN: B00P8KUD4U</p>	<p>About Frederick Douglass</p> <p>Douglass rose from slavery to freedom. With help of a sympathetic owner, he began an educational odyssey, which ended with his buying his own freedom. A man of enormous personal human dignity, he became a powerful speaker in the cause of abolition.</p>	<p>About the Book</p> <p>From his earliest memories in a slave cabin, Douglass portrays his life and his confrontations of his owners, showing the true dignity of every human being. 140 pages, published 1845.</p>	<p>What you might like</p> <p>Eye-opening conditions of the slaves; inspiring true life determination never to quit.</p>

<p><i>Lilies of the Field</i></p>  <p>ISBN: 978-0446315005</p>	<p>About William Barrett:</p> <p>1900-1986, American author and Roman Catholic. He wrote this novel based on the true story of the Sisters of Walburga.</p>	<p>About the Book</p> <p>An ex-GI, black Baptist Homer, meets Mother Superior, a German, and builds a chapel for her group of nuns while teaching them true, southern English. 128 pages, published 1962</p>	<p>What you might like</p> <p>A modern classic, this is a short, easy read. It explores joy, the meaning of life, and relationships, and shows true virtue in Homer.</p>
<p><i>The Old Man and the Sea</i></p>  <p>ISBN: 978-0684801223</p>	<p>About Ernest Hemingway:</p> <p>Ernest Hemingway crafted a terse, descriptive prose that influenced American authors after him. This story was a factor in his winning the Nobel Prize for Literature.</p>	<p>About the Book</p> <p>The old Cuban man goes down to the sea to match his fading strength against a huge marlin. 128 pages, published 1952</p>	<p>What you might like</p> <p>Last battle at sea of a fisherman who meets a worthy fish at the end of his life. Pages are filled with determination and strength.</p>
<p><i>The Story of My Life</i></p>  <p>ISBN: 978-0486292496</p>	<p>About Helen Keller</p> <p><i>The</i> Helen Keller, this is the girl, deaf and blind at nineteen months, who through the teaching of Annie Sullivan, learns to sign, read, write in English, and speak. Her immense intelligence powers these amazing achievements.</p>	<p>About the Book</p> <p>Helen’s handwriting, prose, and communication are portrayed as they emerged through her hard work and determination. 80 pages, published 1903</p>	<p>What you might like</p> <p>This is the amazing record of what a human mind can do. We are led to appreciate our own ability to speak, hear, see, write, read and communicate.</p>

Project Directions

For the **two AP books** you read, complete two different **kinds** of project from the options below:

1. Five paragraph S.E.E. essay:
 - a. Intro: context, audience, purpose of writing this work
 - b. Aspect 1 SEE, SEE;
 - c. Aspect 2 SEE/SEE;
 - d. Aspect 3 SEE/SEE;
 - e. Conclusion and Clincher.
2. Illustration of the book
3. Write poetry about the book
4. Dramatic presentation of the story

Make any notes you wish for discussion of the books and projects, which will take place on the first day of English class. Please bring books and projects to class at that time.

For questions, please email Sister Mary Brigid Burnham at smburnham@jp2catholic.org or call 623-233-2777, ext 1311.

Name _____

1. OPTION ONE - Five paragraph essay / S.E.E. Paragraph on a Moral Choice in this story

- Use MLA format (Times New Roman, Double Space, 12 point font. Heading: Student, Teacher, Course and Date).
- either handwritten or typed, in S.E.E. format.
- Work Cited at bottom of page.
- All quotes in MLA format, as this from Leo Tolstoy's novel *The Death of Ivan Ilyich*:
 - Ivan Ilych, looking at death, suddenly understood, "Instead of death there was light" (Tolstoy 113).
 - Citing Quote Format: speaker, hearer if any, what's happening at this point in the story, "Quote" (Author's last name[space]page).<--period at end

- I. Topic Paragraph (1-3 sentences) - Context, audience, author's purpose=what moral choice does s/he want the reader to approve?, three ways s/he goes about accomplishing the purpose
- II. Aspect 1 First statement about the moral choice of the character Evidence from the text (paraphrase or quote with in-text citation)
 - 1. Explain in your own words, from your own brain
 - 2. Second statement about the moral choice of the same character
 - 3. Evidence 2 - when quoting, state speaker, hearer if any, at what point in the plot (NOT "IN THE BOOK")
 - 4. Explain 2
- III. First Statement about the moral choice's **effect on another character**
 - 1. Evidence from the text (paraphrase or quote with in-text citation)
 - 2. Explain
 - 3. Second Statement about the ...
 - 4. Evid...
 - 5. Explain
- IV. First Statement about the moral choice's **effect on the world of the story**;(ex: - did animals suffer? how? why?)
 - 1. Evidence from the text (paraphrase or quote with in-text citation)
 - 2. Explain
 - 3. Second statement about this moral choice's effect on the world of the story-lesson for readers
 - 4. E
 - 5. E
- V. Conclusion, Clincher, Title from Clincher

This title centered: Work Cited (only one, so Work, not "Works")

Left aligned: Author's Last Name, First Name. *Title of Book*. City of Publication, Publisher, Publication Date.

Rubric for grading: 50 points, with .5 subtracted for each spelling and grammar error.

- ____ / 2 points - Proper heading at the top of the page (your name, teacher name if known, course, date)
- ____ / 1 points - Title taken from key words of the clincher
- ____ / 4 points - Thesis statement and three aspects of the character's moral choice.
- ____ / 3 points - Topic Sentence (include the author's name and the book about which you are writing)
- ____ / 10 points - S.E.E./SEE set one about moral choice
- ____ / 10 points - S.E.E./SEE set two about the effect that the moral choice has on another character
- ____ / 10 points - S.E.E./SEE set three about the effect that the moral choice has on the story
- ____ / 2 points - Clincher sentence (repeats or reflects 2-3 key words from the topic sentence)
- ____ / 6 points - proper MLA in-text citations
- ____ / 2 points - proper MLA Work Cited entry for the book

TOTAL: _____ / 50 points

If you do this project, please turn in this rubric with your project.

NAME: _____

2. OPTION TWO - Illustration of the Book

- handwritten** in ink
- use drawings made by your hands, not computer images or magazine cutouts.
- Create **four** sections, spread out across your project in any creative but clear way.
 - Label each section,
 - draw two pictures, write a caption for each picture, and
 - add three **handwritten** quotes from the book (not necessarily dialogue).
 - MLA format, with proper punctuation, capital letters, and in-text citations.
 - “End quote” [space] (Author’s last name [space] page number).<-- Period after
 - Example: “Instead of death there was light” (Tolstoy 113).

Points are awarded for accomplishing the following.

_____ / 6 points - Cut the project into any shape that is **not square or rectangle**. For example, cut a poster board or sheet of poster paper into the shape of the Millennium Falcon (if I were doing a Star Wars project).

_____ / 4 points - Include on the project the title of the book, the author’s name, and your first and last name.

1. Section One: Setting of the story

_____ / 4 points - Two hand-drawn pictures with a label or caption. Each picture should match one of the quotes.

_____ / 6 points - Three quotes about the setting of the story, with in-text citations (author #) for each quote.

2. Section Two: Best Character - in your opinion

_____ / 4 points - Two hand-drawn pictures with a label or caption. Each picture should match one of the quotes.

_____ / 6 points - Three quotes about whomever you believe is the best character in the story, with in-text citations (author #) for each quote.

3. Section Three: Most Powerful Scene - in your opinion

_____ / 4 points - Two hand-drawn pictures with a label or caption. Each picture should match one of the quotes.

_____ / 6 points - Three quotes about the most powerful scene in the story, with in-text citations (author #) for each quote.

4. Section Four: True, Good, and Beautiful Lessons - things you learned from this story

_____ / 4 points - Two hand-drawn pictures with a label or caption. Each picture should match one of the quotes.

_____ / 6 points - Three quotes about a true, good, and/or beautiful lesson that can be learned from the story, with in-text citations (author #) for each quote.

TOTAL SCORE: _____ / 50 points

If you do this project, please turn in this rubric with your project.

3. OPTION THREE - POETRY, handwritten or typed Name _____

- Condense the story into an original poem or song of 40 lines.
- Divide the poem into the following sections:
 - Summarize the **plot line** (10 lines),
 - Identify and describe the best **character** (10 lines),
 - Describe the **most powerful** scene (10 lines), and the story's **conclusion** (5 lines)
 - Share the effect on the reader, who is you! (5 lines). You may use "I".
 - write the **two** quotes that inspired that section/verse of the poem. After each, include an in-text citation in MLA format (author's last name #).

Use this example below (a Star Wars poem) to guide you:

Summary (10 lines and 2 quotes)

"A long time ago, in a galaxy far, far away..."
 A story of black and white starts this way.
 A Dark Lord and his troopers in white
 Hunt for a Lady and two `droids in flight.
 Inside the Destroyer, the Emperor's henchmen;
 Inside R2D2, the plans of the Death Star's trenches.
 For in such times, boys become men,
 And men become heroes by believing again.
 Han trusts his blaster, and Luke trusts the Force
 And each serves the Princess, the Rebellion's Source.

"Leia leaned over the droid and inserted the program just as troopers' steps rang down the hallway" (Lucas 17).

Han: "Ancient weapons and hokey religions are no match for a good blaster by your side" (Lucas 217).

Best Character (10 lines and 2 quotes)

For the smiling tiny Lady of Alderan
 Had eyes of brown and nerves of steel,
 And though threatened by Vader's torture
 She'd never the Rebel location reveal.
 A princess and a fighter, rescued and running,
 Leia inspired men's loyalty and their utmost cunning.
 For she watched her home planet be ignited
 By the death beam from the Death Star. United
 By loss and desperation, the rebels readied for war.
 The only hope from Kenobi must find the flaw.

Vader: "I knew she would never willingly betray the Rebellion" (Lucas 202).

Leia: "I just hope when they analyze the plans that a weakness can be found" (Lucas 217).

Identify	1. Summary	2. Best Character	3. Most Powerful Scene	4. Conclusion	
Book Title	10 lines = 5 pts	10 lines = 5 pts	10 lines = 5 pts	5 lines = 2 pts	
Author's name	Two quotes with citations = 6 pts	Two quotes with citations = 6 pts	Two quotes with citations = 6 pts	One quote with citation = 4 pts	
Poem Title					
Student's name					
_____ / 5	_____ / 11	_____ / 11	_____ / 11	_____ / 6	
Points:		Errors: (-.5)		Total: _____ /50 points	

If you do this project, please turn in this rubric with your project.

NAME: _____

4. OPTION FOUR - DRAMATIC PRODUCTION

- Prepare a Puppet, Video, or Audio 5-10 minute show
- Present the story's plot,
- Act the important scenes and characters.
- Prepare, record and/or filmed over the summer.
- Write a script/reading/screenplay and submit to the teacher at the time of the presentation.

Rubric for grading: 50 points total

**Points for the script / reading / screenplay _____ / 10

Include the following 5 elements in the show:

1. Set the scene _____ / 5
2. Build the action _____ / 5
3. Describe the climax _____ / 5
4. What happens to each character? _____ / 5
5. End with a powerful line (a quote?) _____ / 5

Include transitions between each of these five elements. _____ / 5

**Points for the Presentation in class

Overall impact on audience (ability to follow your storyline) _____ / 5

Give each character a clear "voice" or costume _____ / 5

TOTAL SCORE: _____ / 50 points

If you do this project, please turn in this rubric with your project.