

ENGLISH LITERATURE READING

Students in Pre-AP, Honors, and CP classes will complete the following work over the summer (AP Seminar and AP Language students will receive separate assignments). Each class has been assigned a book to read over the summer. Books, Google Classroom codes and assignments for each class are listed below.

- On the first day of classes, students will submit responses to summer writing assignments about the book. These are printed below, and may be found in the Google Classrooms listed below for sophomores, juniors and seniors.
- On the second day of classes, students will be assessed on their summer reading.
- Following these activities, class time will be spent working with the book that was assigned. Students will be expected to have a **physical copy** of the book (paperback or hardcover) and participate in class discussions and activities. Following the unit of study, an additional assessment will be given.
- Rising sophomores, juniors, and seniors can access a Google Classroom dedicated to Summer Reading 2022 resources for their class.

FRESHMEN

*All freshmen are encouraged to attend a **Summer Reading Review Session**. These sessions (approximately one hour long) are designed to help students review the book and understand the expectations for our Day Two Assessment. Registration is required. This year's sessions will be held at **10:00 am on August 9th, 11th, and 16th**.*

Book: *The Other Wes Moore* by Wes Moore

FRESHMAN SUMMER READING STUDY GUIDE

- *Discussion Questions:* Consult the discussion questions provided at the back of the book. Think about how you would answer each question if you were asked to write a response to them on a test. **In particular, develop your thinking about Questions #2, 4, 5, 6, 10, and 11.**
- *Structure:* What does the author do to indicate which parts of the book are about himself, and which parts are about the Other Wes Moore? Why does the author decide to emphasize certain years in their life? Why does the author alternate their stories moment-by-moment?
- *Environment:* What are the environments that surround each Wes Moore like? How do these environments change and/or remain the same? How do these environments affect them?
- *Mothers:* What does each mother do for her son? Is one mother “better” or more successful than the other? What factors seem to influence each mother’s ability to guide, protect, teach, and love her son?
- *Turning Points:* What seem to be the key moments in the life of each Wes Moore? What opportunities did they have to succeed or fail, and how did they respond to those opportunities?

IDEAS FOR TAKING NOTES

- List the names of the people important to each Wes Moore, along with a short description of how they are related to him, and/or what they mean to him.
- Construct a chart (like this) to keep track of what happens to each Wes Moore, and when. This exercise is helpful for seeing the similarities and differences in their experiences.

YEAR	AUTHOR WES MOORE	OTHER WES MOORE

SOPHOMORES

Google Classroom Code: fg7z4bj

Book: *The Last Lecture* by Randy Pausch

ASSIGNMENT

If you had to put together a list of lessons you've learned from your life, something to pass on to another generation, what would they be?

What's your dream? What do you live to do every day even when the world around you isn't quite right? What would you do to be able to do it throughout your life?

What is a lesson that someone has taught you that you have taught to someone else? Describe being taught the lesson, teaching the lesson, and compare the differences between.

What is something in your life that inhibited you from doing something yet may have been the bigger opportunity you didn't know you needed?

In anything, your attitude about something will be the defining characteristic of the experience. Provide two examples: 1) a time you reacted negatively to something that happened to you in school and 2) a time when you reacted positively. Try to make them a similar "thing." To end, consider the following: which personal self (you as 1, or you as 2) do you like better? Who do you want the world to see?

Discuss a time when you "put in the work" and saw the results for it. Also describe a time in which you could have done a little more and how it can help you for the future. In the 2021-2022 school year, what are you going to put the work in for?

JUNIORS

Google Classroom Code: 15d3sis

Book: *The Color of Water* by James McBride

ASSIGNMENT

Your answers to the following questions are due on the first day of class in your assigned English Google Classroom. Make sure to support your answers with evidence from the text. Please remember that the printers may not be working on the first day of school; you need to bring a printed copy of your answers with you.

Discuss Ruth McBride Jordan's refusal to reveal her past and how that influenced her children's sense of themselves and their place in the world. How has your knowledge (or lack thereof) about your family background shaped your own self-image?

Several of the McBride children became involved in the civil rights movement. Do you think that this was a result of the times in which they lived, their need to belong to a group that lent them a solid identity, or a combination of these factors?

"It was in her sense of education, more than any other, that Mommy conveyed her Jewishness to us." Do you agree with this statement? Is it possible that Ruth McBride Jordan's unshakable devotion to

her faith, even though she converted to Christianity from Judaism, stems from her Orthodox Jewish upbringing?

While reading the descriptions of the children's hunger, why do you think Ruth McBride Jordan did not seek out some kind of assistance?

Do you think it would be possible to achieve what Ruth McBride Jordan has achieved in today's society?

SENIOR HONORS & CP

Google Classroom Code: s7ddp3n

Book: *Everything Happens for a Reason* by Kate Bowler

ASSIGNMENT

After reading the book, please respond to the questions below, using evidence from the text and from your own experience to support your answers. Each answer should be approximately 1-2 paragraphs long.

Do you believe that "everything happens for a reason"? Why or why not?

Why do you think people want to find explanations for the bad things that happen to them, even when those things appear to be accidental or random?

What do you think is the difference between finding reasons for the things that happen to us and finding meaning in the events of our lives?

SENIOR LITERATURE & ARTS

Google Classroom Code: guseafd

English Literature and the Arts students will select ONE of the following books to read this summer. In addition to reading the book, students will watch its film adaptation and listen to its Broadway soundtrack (directions for streaming may be found in the Google Classroom).

- On the first day of classes, students will submit a **hard copy** dialectical journal. Instructions may be found in the Google Classroom.
- On the second day of classes, students will be tested on the book only. This test will include questions about plot, characters, and/or themes. No time in class will be used to review for this assessment. Students are expected to prepare on their own.
- Following the test, class time will be spent on studying the book. Students will be expected to have a **physical copy** of the book (paperback or hardcover) and participate in class discussions and activities. As part of the unit of study, students will complete a group project with classmates who selected the same title.

Option 1: *Legally Blonde* by Amanda Brown

Option 2: *Matilda* by Roald Dahl

Option 3: *Catch Me If You Can* by Frank Abagnale Jr.

Theology Summer Reading 2022

Grades 9 and 10

Life's Greatest Lesson: What I've Learned From the Happiest People I Know ISBN 978-1-937509-58-3

Author: Allen R. Hunt

* In 1 ½ - 2 typewritten pages, 12 font, 1 ½ spaced, be sure to answer the following questions in paragraph form. Best to dedicate one paragraph for each question.

* Bring the writing assignment with you to theology class on the first day of school, August 30, 2022.

1. Discuss the event in Grandma Lavish's life at age six that helped shape how she lived her life.
2. Grandma Lavish wrote down specific instructions for her funeral. She wrote, "You prepare for death, you don't fear it." What did she mean by this?
3. Grandma Lavish wore a "LEGS" bracelet.

*Love all you can

*Earn all you can

*Give all you can

*Save all you can

Describe the event in the chapel that led to the "L" (Love all you can).

4. Describe how the "E" (Earn all you can) came about.
5. Describe how the "G" (Give all you can) came about.
6. Describe how the "S" (Save all you can) came about. Could you be happy with less material possessions if it meant having a life-changing impact on those less fortunate?
7. What were Grandma Lavish's last words to her grandson as she was dying? Did he follow these words non-stop? Explain.
8. How did this book change how you prioritize your life now? In the future?

Theology Summer Reading 2022

Grades 11 and 12

Tattoos on the Heart: The Power of Boundless Compassion

ISBN: 978-1439153154

Author: Gregory Boyle, SJ

* Answer all questions below in at least one long paragraph each. This assignment is due on the first day of school, August 30, 2022.

Before you read

1. Getting to know Father Greg Boyle: before you read the book, choose one of these links to hear Father Greg talk about his ministry and his relationship with gang members in L.A. The first one is an interview with Father Greg, and the second is a talk he gave at Boston College.

[Greg Boyle — The Calling of Delight: Gangs, Service, and Kinship | The On Being Project](#)

[The Power of Boundless Compassion: An Evening with Fr. Greg Boyle - School of Theology and Ministry - Boston College](#)

Write a few sentences about your first impressions of Father Boyle.

2. Before you start to read the book, imagine what your impression of a typical gang member might be. *Write a brief character sketch.* What does he/she look like? How does she/he spend his/her time? Is he/she happy? You do not have to stick to these questions; just describe what you think a gang member might be like.

Once you've read the book, answer the following questions.

3. Can you imagine immersing yourself in a gang ridden neighborhood and opening your heart to gang members?

4. How would you summarize Fr. Boyle's theme in this book? What do you think his goal was in writing it? Whom did he hope to reach?
5. In what ways is Father Greg living the Gospel?
6. Think about all the stories that Fr. Boyle relates in his book. Which is your favorite? Why? Which ones made you sad? Which ones made you laugh?
7. Gang members are almost always tattooed. Think about the title of the book. What does it mean or refer to? Why is tattoo removal an important element of Homeboys Ministries?
8. Fr. Boyle begins Chapter 1 with "God can get tiny, if we're not careful." What do you think he means by that? Give an example of a time (from the book or from experience) when people made God seem tiny.
9. Boyle challenges readers to "stand in awe at what the poor have to carry rather than stand in judgment at how they carry it." Is he successful in challenging you? Did his book change your perspective? Has his book changed your understanding of service to the poor and marginalized?
10. Reread your character sketch of a gang member. Is there anything you would change now that you have read this book?