

Tupelo High School
Summer Reading 2019-2020

English I

Students are **encouraged** to read *Lord of the Flies* by William Golding. The class will engage in an in-depth study of the novel during the first two weeks of class. To be successful in the class discussions and activities, it is **encouraged** that each student completes the reading.

English I Pre-AP Entrance Assignment

Students are **required** to read *Lord of the Flies* by William Golding and write a well-organized essay answering the following prompt:

Analyze how the author's use of symbolism, conflict, and setting contribute to the meaning of the text as a whole. Be sure to reference the text directly, providing MLA in-text citations for these references (see Purdue's Online Writing Lab for assistance). Essays should be hand-written and brought to class the second day of class.

English II

Students are **encouraged** to read *The Outsiders* by S.E. Hinton. The class will engage in an in-depth study of the novel during the first two weeks of class. To be successful in the class discussions and activities, it is **encouraged** that each student completes the reading.

English II Pre-AP Entrance Assignment

Students are **required** to read *Frankenstein* by Mary Shelley and write a well-organized essay answering the following prompt:

Authors structure stories in a variety of ways to create dramatic effects. For example, some authors use foreshadowing, flashbacks, and multiple points of view from various characters to create mystery, tension, and surprise.

Analyze how Mary Shelley structures *Frankenstein* to create mystery, tension, and surprise. Be sure to reference the text directly, providing MLA in-text citations for these references (see Purdue's Online Writing Lab for assistance). Essays should be hand-written and brought to class the second day of class.

English III*

Students will read *The Crucible* as their summer reading. Students will be required to take a test on *The Crucible* within 2-4 days of returning to school. Students will be given a packet on the first day of school to help prepare for the test. *The Crucible* will be central to a two-week unit focusing on the major themes and historical context of the play.

Tupelo High School
Summer Reading 2019-2020

English III AP/Dual Credit: *

Both of the novels in the list below involve cultural, physical, or geographical surroundings that shape the psychological or moral traits of the author. Students will read both books. Within the first week of school, students will then be assigned one of the books and write a well-organized essay in which they will analyze how these surroundings affect this author and illuminate the meaning of the work as a whole. Students will reference the text directly, providing an MLA in-text citation for these references (see Purdue's Online Writing Lab for assistance: <https://owl.english.purdue.edu/owl/resource/747/02/>). Essays should be hand-written and submitted in a composition notebook within the first week of class.

Coming of Age in Mississippi (Anne Moody) OR *Into Thin Air* (Jon Krakauer).

English IV Entrance Assignments:*

Compose a personal narrative essay that chronicles an experience from your high school years. The personal narrative consists of three sections: the introduction, the story (body), and the conclusion with a lesson learned from your experience. The essay is a minimum of 750 words in MLA Format. Provide a catchy title and a clear thesis. Organize your thoughts and include story conventions such as plot, setting, dialogue, characters, climax, and an ending. Prepare a professional resumé and reference list. Include education, work experience, clubs and organizations, special achievements and honors, community service, etc., and three professional references. Your personal narrative essay and resumé and reference list are due a week from the first day of class.

AP English IV Entrance Assignments:*

Students will read *Beowulf* (Burton Raffel or Seamus Heaney translation) and *Sir Gawain and the Green Knight* (Burton Raffel translation); an assessment on the readings will be given a week from the first day of class. Students will also compose a personal narrative essay that chronicles an experience from your high school years. The personal narrative consists of three sections: the introduction, the story (body), and the conclusion with a lesson learned from your experience. The essay is a minimum of 750 words in MLA format. Provide a catchy title and a clear thesis. Organize your thoughts and include story conventions such as plot, setting, dialogue, characters, climax, and an ending. Prepare a professional resumé and reference list. Include education, work experience, clubs and organizations, special achievements and honors, community service, etc., and three professional references. The personal narrative essay and resumé and reference list are due a week from the first day of class.

*Note: Students enrolled in any English III or English IV course may also read the book *Ginny Moon* by Benjamin Ludwig selected by the Tupelo Reads Program for an extra assignment opportunity.