

**2017 SUMMER READING
MRS. TURNER
CBS SENIOR ENGLISH IV**

I look forward to working with you over the next school year. I anticipate a productive learning experience, and I sincerely hope that you will enjoy the class. If you have any questions or concerns over the summer you may email me at: gturner@curtisbaptist.org

Listed below are the REQUIRED assignments for which you are responsible over the summer:

1. You will be **required** to read *The Poisonwood Bible* by Barbara Kingsolver and to compose an essay based upon your reading. You should follow the prompt and rubric I have provided. Do NOT plagiarize. This assignment will be graded. There will be a test on the book during the first week of classes. A copy of this novel has been provided for you. Please bring it to class on the first day.

Extra Credit Summer Reading Instructions

Extra credit will be awarded for up to a total of three (3) novels/plays from the Senior English IV Summer Reading List. After reading each play/novel, compose a 1000 to 1200 word essay which addresses a central theme in the novel you have selected. Please use standard conventions of writing! You should follow the rubric I have provided. Do NOT plagiarize. This assignment will be graded. ***Students are on their honor not to select works they have studied in other classes or works on which they have made reports in the past.**

Grade 12 English Required Summer Reading: *The Poisonwood Bible* by Barbara Kingsolver

Extra Credit:

Prey – Crichton, *Sphere* – Crichton, *A Tale of Two Cities* – Dickens, *Frankenstein* – Shelley

All Quiet on the Western Front – Remarque, *The Bonesetter's Daughter* – Tan,

The Hundred Secret Senses – Tan, *A Hundred Years of Solitude* – Garcia-Marquez,

Gulliver's Travels – Swift, *Don Quixote* – Cervantez, *As I Lay Dying* - Faulkner

Pillars of the Earth – Follett, *Beowulf*- Anonymous, *The Merchant of Venice* – Shakespeare, *Othello*– Shakespeare, *Pride and Prejudice* – Austen, *Wuthering Heights* – E. Bronte, *Blue Like Jazz* – Miller, *Alive* – Read, *Seabiscuit* – Hillenbrand, *Friday Night Lights* – Bissinger, *The Water is Wide* – Conroy,

Unbroken – Hillenbrand, *Profiles in Courage* – Kennedy, *Angela's Ashes* – McCourt

A Walk in the Woods – Bryson, *The Greatest Generation* – Brokaw, *On Writing* – King

The Poisonwood Bible Essay

Choose one of the following prompts and develop it into a solid essay response. It should be well-developed and should use **a number of specific quotes** from the text as evidence. You are allowed to use your book to incorporate quotes into your writing. Your final copy should be virtually error free and needs to be an example of a very polished piece of writing. Use correct MLA formatting (Times New Roman, 12 pt. font, double-spaced) including an original title. Aim for 1000 words. Do not wait until the last moments of summer to do this assignment. Do not plagiarize.

Choice #1

The use of darkness and light as symbols is commonplace in literature. Darkness often symbolizes doubt, fear, ignorance, and sin, while light commonly represents purity, understanding, and redemption. Light and dark serve as predominant symbols in *The Poisonwood Bible*. In a well-organized essay, explain what these symbols contribute to a theme of the novel. Avoid mere *plot summary*.

Choice #2

The growth and development of adolescent characters is an extremely familiar theme in literature, best exemplified by coming-of-age stories. Choose a character from *The Poisonwood Bible* who comes of age, mentally, emotionally, or spiritually over the course of the work. Then, in a well-developed essay, analyze how the author conveys this maturation to the reader and how that maturation dually contributes to the meaning of the work as a whole.

Choice #3

Authors often allude to other works in order to illuminate broad themes or complex ideas. The content of the allusion itself is as important as how the author chooses to make use of the allusion. Looking at *The Poisonwood Bible*, write a well-developed essay analyzing how these allusions help to establish the tone and overall meaning of the work.