

Palmetto Christian Academy
2010 Summer Reading Assignments
Grades 9 - 12

For Rising Ninth Graders

Required: *Mythology* by Edith Hamilton

Required: *The Iliad* by Homer

Students will read the two books listed above. *Mythology* by Edith Hamilton should be read first. One of the books listed will be tested the first week of school. The book to be tested will be announced the first day of class and will be tested later in the week.

Students will complete the project for *Mythology* and a Double Entry Journal for the *Iliad*. The project for *Mythology* and the Double Entry Journal for *The Iliad* are due the **FIRST** day of class. Directions for DEJ are below.

Rising Ninth Grade Instructions:

Welcome to summer reading. During high school, every student will be reading many classical works of literature. Several of these works will allude to Greek mythology; therefore, a strong knowledge of the Greeks and their myths is a necessity. The student will begin his adventure by reading Edith Hamilton's *Mythology*, and he will continue his exploration by reading Homer's *The Iliad*.

Summer Reading Project for *Mythology* by Edith Hamilton

The student will write an original four chapter work with an artistically illustrated cover. Information for the project will come primarily from Edith Hamilton's *Mythology*, but other sources from the library or the internet may be consulted. All sources used must be documented on a work cited page at the end of the project. Students will be required to use the Modern Language Association (MLA) documentation format for the work cited page. Students are familiar with this documentation style since it was used last year in Mrs. Karnes' English class.

Cover (20 points)

The student should use his creativity and enjoy designing the cover for this project. This is an opportunity to let imagination, artistry, and personality shine! Keep in mind the cover should reflect the content of the chapters. **Remember neatness counts.**

Chapters

Chapter One: Pantheon (20 points)

The Greek Pantheon was comprised of 12 gods. The ancient Greeks saw their gods as being very human. They often possessed the worst characteristics of humanity: pettiness, anger, rage, and jealousy. However, two basic differences distinguished the gods from mankind. Gods and goddesses did not age and were immortal. They also were more powerful than humans. This group included: Zeus, Hera, Poseidon, Demeter, Ares, Apollo, Hermes, Aphrodite, Athena, Hephaestus, Dionysus and Artemis. The

student should select six of his closet friends or relatives and create his own pantheon. Each student will write a one page description of each member of his pantheon as if that individual were a Greek god. The description should include what the individual is god of, the god's symbol, the god's spouse, the god's children and other relatives, the god's special powers, the god's personality characteristics, and the god's negative and positive qualities. As the student creates his six gods, he should use his imagination and have fun, but he should be careful to observe **grammar rules and all rules of good writing**.

Chapter Two: Allusions to Myths in Modern Culture (20 points)

Locate, categorize, and illustrate three references to Greek mythology found in modern culture. Each allusion should include a two sentence explanation of the reference, the Greek mythological figure referenced, an illustration, and a category. Example: The United States' space mission to the Moon, *Apollo*, is an allusion to Apollo, the Greek god of light. Apollo was also the god of prophecy, a form of intellectual **enlightenment**. One unusual thing about Apollo is that his Roman name is also Apollo. *Apollo 11* was the space vehicle which carried Neil Armstrong to the Moon. Category: Space/NASA

Chapter Three: It Is All About Me (20 points)

The student should write a personal essay (first person may be used for this section only) describing the mythological god or character which is most like him. The writer needs to explain the similarities between himself and the mythological god or character. This assignment needs to be 1-2 pages in length. Remember **grammar and correctness count**.

Chapter Four: Rewrite a Myth (20 points)

Select a myth from Edith Hamilton's *Mythology* which seems to have a Biblical theme. Compare that myth's theme with a story, character, or an example from the Bible. This assignment must be 1-2 pages in length. No first person may be used with this assignment. Once again, **do not forget the rules of good grammar and writing**.

Finally, the student must reference *Mythology* for this project, and he may consult library and internet sources. **Remember all sources must be cited using correct MLA documentation for the work cited page. This assignment must be typed using 12 font New Times Roman** This original work should be placed in a folder or carefully bound. I am excited to see the materials each student selects to create the book jacket for his original cover design. Remember to use the DEJ format for *The Iliad*. The DEJ explanation is found below in directions for Double Entry Journal.

For Rising Tenth Graders

Required: *To Kill a Mockingbird* by Harper Lee

Required: *The Great Gatsby* by F. Scott Fitzgerald

Required: *The Glass Menagerie* by Tennessee Williams

Students will read all required reading and complete a Double Entry Journal for each work. Directions for DEJ are below. The Double Entry Journals are due the **FIRST** day of class.

Rising Eleventh Graders

Required: *Emma* by Jane Austen

Required: *1984* by George Orwell

Required: *Lord of the Flies* by William Golding

Students will read all required reading and complete a Double Entry Journal for each work. Directions for DEJ are below. The Double Entry Journals are due the **FIRST** day of class.

Rising Twelfth Graders Non-AP

Required: *Mere Christianity* by C. S. Lewis

Required: *Pride and Prejudice* by Jane Austen

Required: *Importance of Being Earnest* by Oscar Wilde

Students will read all required reading and complete a Double Entry Journal for each work. Directions for DEJ are below. The Double Entry Journals are due the **FIRST** day of class.

Rising Senior AP Literature and Composition

Required: *Mere Christianity* by C. S. Lewis

Required: *Tess of the D'Urbervilles* by Thomas Hardy

Required: *Heart of Darkness* by Joseph Conrad

Students will read all required reading and complete a Double Entry Journal for each work. Directions for DEJ are below. The Double Entry Journals are due the **FIRST** day of class.

For Rising Tenth, Eleventh, and Twelfth Graders

Students will read the three works listed for their grade. One of the works will be tested the first week of school. The work to be tested will be announced the first day of class and will be tested later in the week. Each student must complete a Double Entry Journal for each book. The Double Entry Journals are due the **FIRST** day of class.

Directions for Double Entry Journal

This format will be used for all Double Entry Journal assignments which you complete for summer reading. Your grade for your summer reading will depend on your adherence to this guideline and the quality of your writing and observations.

- * Double Entry Journals should be written in **marble composition books**. **No other notebook is acceptable.**
- * Label each entry of your journal with **the book title, author, and chapter number or title.**
- * Each page of your double entry journal pages should be divided into **two parts.**

Summary

Use this side of the page to discuss the **facts**. Tell what happened/what was discussed. Include **important details** and **plot points**. Use **quotations** and **examples** to support your observations.

This is **not** the place to give your opinions or thoughts, so even if you disagree with something or if you have questions about it, **refrain** from giving these reactions.

Summary is the key here.

Observations

React to what you are reading. Feel free to use **“I”** and discuss your opinion. This is also a good place to make connections with other readings or classes that you may have taken. **Try to do more** than judge the quality of the writing or the plausibility of the story. Be **critical**, while thinking about **WHY** and **How** the piece invites your reaction.

Select one key quotation from the chapter and cite the page number in parenthesis at the end of the quotation. Also, write a sentence which connects the quotation to the rest of the chapter. i.e. **Why is this quotation important?** List **unfamiliar** and/or key words here and use the dictionary to find a definition. This is where these definitions should be written.