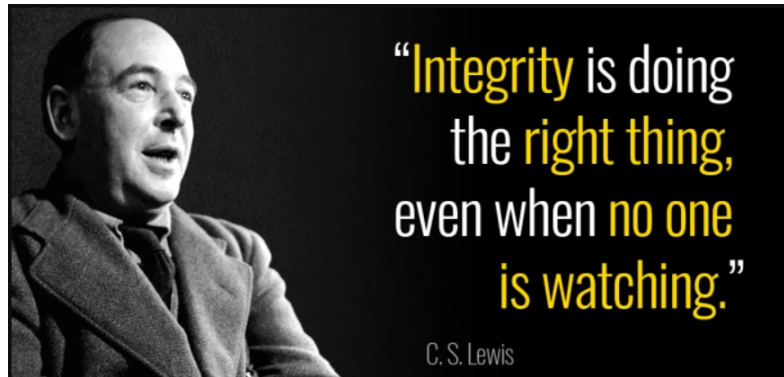


Summer 2023  
Reading and Assignments  
C.S. Lewis - Narnian Virtues



There are 12 Narnian Virtues (virtues displayed by the characters in the *Chronicles of Narnia* books): **courage, curiosity, forgiveness, fortitude, gratitude, hard work, humility, integrity, justice, love, self-control, and wisdom.**

This website further explains the Narnian Virtues:  
<https://narnianvirtues.leeds.ac.uk/the-narnian-virtues/>

**Assignments:**

**All Incoming Students in Grades 6:**

**Assigned book:** The Chronicles of Narnia, Book 1 - The Magician's Nephew, by C.S. Lewis [Amazon Link](#)

**Assignment:**

Read the attached list of 12 Narnian Virtues.

**As you read:**

1. List 3 to 4 character traits for each of the following characters: Aslan, Digory, Kirke, Polly Plummer, Jadis, Uncle Andrew
2. Respond to the following prompt in your journal: What are 2 virtues you learn about? Support your thoughts with evidence from the text. Why is it an important virtue to you?

**After you read:** At the end of each book, write a final journal entry that answers the following prompt: What is the theme (message) the author is communicating? Which character do you connect with the most? Which virtues does this character exemplify? What do you do in your life that exemplifies these same virtues?

### **All Incoming Students in Grades 7 and 8:**

**Assigned book:** The Chronicles of Narnia, Book 1 - The Magician's Nephew, by C.S. Lewis [Amazon Link](#)

**Assignment:** Students are expected to write a journal entry for EACH chapter.

**Before you read:** Take a look at the Twelve Narnian Virtues. In your journal, write which 4 virtues you think are the most important. Explain why.

**As you read:** For each chapter you must respond to the following prompt in your journal:

What is the main virtue you learn about here? Which words or phrases illustrate this virtue? Support your thoughts with evidence from the text.

**After you read:** At the end of the book, write a final journal entry that answers the following prompt:

Which character do you connect with the most? Which virtues does this character exemplify? What do you do in your life that exemplifies these same virtues?

## All Incoming Students in Grades 9 and 10:

**Assigned books:** *The Chronicles of Narnia, Book 2 - The Lion, the Witch, and the Wardrobe* by C.S. Lewis [Amazon Link](#)

**AND** *The Chronicles of Narnia, Book 3 - The Horse and His Boy* by C.S. Lewis [Amazon Link](#)

**Assignment:** Students are expected to write a journal entry for EACH chapter.

**Before you read:** Take a look at the Twelve Narnian Virtues. In your journal, write which 4 virtues you think are the most important. Explain why.

**As you read:** For each chapter you must respond to the following prompt in your journal:

What is the main virtue you learn about here? Which words or phrases illustrate this virtue? Support your thoughts with evidence from the text.

**After you read:** At the end of each book, write a final journal entry that answers the following prompt:

Which character do you connect with the most? Which virtues does this character exemplify? What do you do in your life that exemplifies these same virtues?

## All Incoming Students in Grades 11 and 12:

**Assigned book:** *The Screwtape Letters* by C. S. Lewis [Amazon Link](#)

TYPE OF WORK: Epistolary Novel (A series of letters forming chapters)

GENRES: Satire, Spiritual Counsel

Some helpful facts about the novel:

**The Narrator:** *The Screwtape Letters* is narrated by the title character, Screwtape. Through letters he writes to his nephew, Wormwood. Screwtape composes the letters from his office in Hell, which, in *The Screwtape Letters*, resembles a modern corporation.

**Screwtape's Point of View:** Screwtape narrates the story in the first person. He directly addresses Wormwood, calling him "you," and advising him what to do. The narration generally follows Wormwood's interactions with the "Patient," a young man struggling with life and a belief in some sort of Christianity. Screwtape gives Wormwood advice about what he might do to ensure the Patient does not turn to God when sets of circumstances arise. In the end, Screwtape himself is most concerned with pondering the deep spiritual and moral questions in his letters to Wormwood.

**The Major Conflict:** The Patient struggles to lead a moral, Christian life in the face of Hell's temptations. Wormwood struggles to tempt the Patient into sin and win his soul for Hell. Screwtape gives Wormwood advice but sees his efforts falter as the Patient turns to a deeper, more than "Mere" Christianity.

### **The Major Theme - The Competing Forces of Heaven and Hell**

*The Screwtape Letters* is predicated on an eternal struggle between the forces of good and evil. These forces are represented by the opposing camps of Heaven and Hell, God and Satan, angels, and devils. Satan (called Lucifer) and a group of angelic followers revolted against God. God, who is all-powerful, casted them out of Heaven and into eternal damnation. Because of being banished from Heaven, Satan and his forces strive to "win" souls to their cause by tempting them away from God and virtue, and into vice and sin. The struggle between Heaven and Hell that began with Satan's uprising plays out as a competition for human souls. Though God is all-powerful, he allows humans to make their own decisions. Devils like Wormwood and Screwtape try to trick humans into making the wrong ones.

## **The Screwtape Letters**

### **Final Essay**

**Congratulations!** You have finished reading *The Screwtape Letters* by C.S. Lewis. You have one final project with the book before you are totally done with it, and that is this reflective essay. This essay will be composed of 5 paragraphs: an introduction, 3 body paragraphs, and a conclusion paragraph.

Below we have outlined what each paragraph should be about:

**Introduction:** Please have a hook, a connector, and a clear thesis statement.

**Body Paragraph 1:** In the first body paragraph, identify which “letter” you found the most interesting. This should include at least 2 examples from the text WITH personal connections.

**Body Paragraph 2:** In the second paragraph, discuss the overall satirical impact of the letters and their warnings on culture today. This must include examples from the text IN ADDITION to worldly examples. Make sure you cite everything accordingly.

**Body Paragraph 3:** In the third and final body paragraph, choose a topic from modern society you think would be a focus of a “Screwtape letter” and explain how it may be approached. Your concrete details can just be points the letter should make. This paragraph does not need quotes or citations, but if you do pull from an outside source, please make sure to cite where it came from.

**Conclusion:** Make sure you restate your thesis, summarize your main points, and have a strong kicker.

You will also be graded on your grammar, punctuation, and sentence structure.

You will submit this paper in 3 stages.

1) Your first submission is due ***the first day*** of the 2023 school year and is a completed outline. Share with [jpikus@saratogacatholic.org](mailto:jpikus@saratogacatholic.org)

2) Your second submission is due ***within two weeks*** of the beginning of the school year and is a completed draft that will be given to an assigned fellow student to review. Share with [jpikus@saratogacatholic.org](mailto:jpikus@saratogacatholic.org)

3) Your final submission is due no later than September 30, 2023. Share with [jpikus@saratogacatholic.org](mailto:jpikus@saratogacatholic.org)

## Screwtape Letters Final Essay Rubric

	15	10	5	0
<b>INTRODUCTION</b>	The introduction has a clear and developed hook, a connector, and a clear thesis statement.	The introduction has a hook, a connector, and a clear thesis statement.	The introduction attempts a hook, a connector, and a thesis statement, but some elements may be lacking	The introduction is missing one or more of the following elements: hook, a connector, and a thesis statement.
<b>BODY PARAGRAPH 1</b>	Most interesting letter is clearly identified, and all 2 personal connections are clear and relevant	Most interesting letter is clearly identified, and all 2 personal connections are somewhat clear and/or relevant.	Most interesting letter is identified, though it may lack clarity; OR 2 personal connections are left lacking in clarity or relevance. One or more connections may be missing.	Letter is not clearly identified; OR there are no clear personal connections/reflections included.
<b>BODY PARAGRAPH 2</b>	The overall satirical impact of the letters and their warnings on culture today are clearly and originally analyzed; AND includes clear examples from the text IN ADDITION to worldly examples.	The overall satirical impact of the letters and their warnings on culture today are analyzed though they may lack in originality; AND includes examples from the text IN ADDITION to worldly examples.	The overall satirical impact of the letters and their warnings on culture today are discussed but lack clarity or originality; OR may not include clear examples from both the text and worldly sources.	The overall satirical impact of the letters is NOT discussed or is too confusing to follow; OR no examples from the book are used; OR no examples from worldly sources are used.
<b>BODY PARAGRAPH 3</b>	Chosen topic from modern society as a focus of a modern "Screwtape letter" is original, intriguing, and thoroughly explains how it may be approached.	Chosen topic from modern society as a focus of a modern "Screwtape letter" is intriguing but may lack originality. It explains how it may be approached.	Chosen topic from modern society as a focus of a modern "Screwtape letter" is provided, but confusing; OR explanation of how it may be approached may be confusing.	Chosen topic from society is too confusing to follow or may be too vague in its explanation to be considered.
<b>CONCLUSION</b>	Restated thesis, summarized your main points, and has a strong kicker.	Restated thesis, summarized your main points, and has a kicker.	Contains a restated thesis, most of the main points, and may have a weak, but present, kicker.	Completely missing one of the three elements of a conclusion: restated thesis, summary of main points, OR kicker.
<b>GRAMMER, PUNCTUATION, SPELLING</b>	All sentences are complete sentences, there are no spelling errors, there are no capitalization errors, there are no punctuation errors	Most sentences are complete sentences; OR there are less than 3 spelling errors; OR less than 3 capitalization errors; OR less than 3 punctuation errors.	About half of sentences are complete sentences; OR there are less than 6 spelling errors; OR less than 6 capitalization errors; OR less than 6 punctuation errors.	Too many sentences are incomplete/fragmented; OR there are more the 7 spelling, capitalization, OR punctuation errors.

AP English Literature and Composition  
Summer Reading 2023  
Mrs. Crowther ~ [ecrowther@saratogacatholic.org](mailto:ecrowther@saratogacatholic.org)

*"What really knocks me out is a book that, when you're all done reading it, you wish the author that wrote it was a terrific friend of yours and you could call him up on the phone whenever you felt like it. That doesn't happen much, though."*

*– J.D. Salinger, Catcher in the Rye*

Welcome to AP English! AP English Literature and Composition is an intensive course designed to expose you to many great works of literature. Although we must prepare for the AP Exam, our main goals will be the advanced study of literature, insightful analysis, and effective written communication. We will therefore be sampling a wide range of authors and genres throughout the year. This summer you are to prepare for a challenging course of study by reading the listed texts and working on corresponding writing assignments. All summer reading and writing is due on the first day of classes unless otherwise noted. Also, I will be starting with texts that are associated with Jane Eyre, so it is really important that you read the text thoroughly and in full. There will be a continued pattern and theme that builds off of this text. Also, you will notice that there are some poetry assignments that go along with the reading of the novel. Sparknotes or any other substitutions to texts will not work at the AP level.

Titles listed below, followed by details for writing assignments. (Be aware that these assignments are IN ADDITION TO the school wide reading requirement.)

Informational:

How to Read Literature Like a Professor by Thomas C. Foster ISBN:

**9780062301673**

[https://www.amazon.com/How-Read-Literature-Like-Professor/dp/0062301675/ref=tmm\\_pap\\_swatch\\_o?encoding=UTF8&qid=1618924366&sr=8-3](https://www.amazon.com/How-Read-Literature-Like-Professor/dp/0062301675/ref=tmm_pap_swatch_o?encoding=UTF8&qid=1618924366&sr=8-3)

Novel:

Jane Eyre by Charlotte Bronte ISBN: 9780486424491

[https://www.amazon.com/Jane-Eyre-Dover-Thrift-Editions/dp/0486424499/ref=sr\\_1\\_1\\_sspa?dchild=1&keywords=jane+eyre&qid=1618926869&sr=8-1-spons&psc=1&spLa=ZW5jcnlwdGVkUXVhbGlmaWVyPUEyRURJRkhCQ1VRRoomZW5jcnlwdGVkSWQ9QTA4MzMzMjMyMTIyOVBSTkUwVDIDWEtYJmVuY3J5cHRlZEFkSWQ9QTAyMzcwMzYyWFIESFQ2NDNPRUJVJndpZGdldE5hbWU9c3BfYXRmJmFjdGlvb1j1bGlja1JlZGlzZWNoJmRvTm90TG9nQ2xpY2s9dHJ1ZQ==](https://www.amazon.com/Jane-Eyre-Dover-Thrift-Editions/dp/0486424499/ref=sr_1_1_sspa?dchild=1&keywords=jane+eyre&qid=1618926869&sr=8-1-spons&psc=1&spLa=ZW5jcnlwdGVkUXVhbGlmaWVyPUEyRURJRkhCQ1VRRoomZW5jcnlwdGVkSWQ9QTA4MzMzMjMyMTIyOVBSTkUwVDIDWEtYJmVuY3J5cHRlZEFkSWQ9QTAyMzcwMzYyWFIESFQ2NDNPRUJVJndpZGdldE5hbWU9c3BfYXRmJmFjdGlvb1j1bGlja1JlZGlzZWNoJmRvTm90TG9nQ2xpY2s9dHJ1ZQ==)

Important Notes: 1. You are expected to read the texts listed above, during the summer. You will notice that you are only assigned certain chapters from HTRLLAP, but you must read the entirety of Jane Eyre, unabridged. Please devote yourself to critical and close readings of the books, not simple surface readings! 2. Study guides (such as Cliffs Notes and SparkNotes) may NEVER be used as a substitute for the reading assigned.

**Required Summer Assignments: Purchase your own copies of all summer reading works as part of the assignment to annotate as you read.**

1. For How to Read Literature Like a Professor (HTRLLAP):

This text will help you and be quite useful for our study of literature throughout the year. Please annotate the assigned chapters for this text. These are: **Introduction, 1, 5, 6, 9, 10, 12, 21, and 24.** (During the first week of class, I will check your annotated books. One of the first grades you receive for AP English Literature and Composition will be for completing annotations for these chapters.) See writing assignment below the description for Jane Eyre poetry.

2. For Jane Eyre: Please annotate this text, keeping in mind what you've read in HTRLLAP. Pay attention to how you can apply what you've read from Foster's book to heighten your understanding and enrich your reading of this novel. While the number of annotations may vary amongst students and chapters, your annotations should reflect a high level of engagement with the text. These annotations will facilitate your



understanding, essay writing, and class discussions.

3. For Poetry alongside Jane Eyre: There are some poems that I would like you to read as you come to certain places in Jane Eyre. Please read the following carefully, so that you know what to do.

a. After reading Jane Eyre chapter 3, read the poem, *The Raven* by Edgar Allan Poe. You can find it here:

<https://www.poetryfoundation.org/poems/48860/the-raven>

Analyze the gothic elements that are present in both texts. What is “gothic”? What kinds of things do you see present in both texts? How does the supernatural influence both Jane and the speaker of the poem? Using textual examples, record your findings in a google doc.

b. After reading Jane Eyre chapter 9, read the poem, *On the Death of Anne Bronte* by Charlotte Bronte. You can find it here:

<https://www.poetryfoundation.org/poems/43710/on-the-death-of-anne-bronte>

Compare the author’s literary style regarding death, in both poetry and prose. How does Charlotte Bronte write about both grief and loss? How does death impact Jane, as well as Charlotte? What does this focus on death reveal about the author’s character and style? Using textual examples, record your findings in the same google doc.

c. After reading Jane Eyre chapter 10, read the poem, “*Hope*” is *the thing with feathers* by Emily Dickinson. You can find it here:

<https://www.poetryfoundation.org/poems/42889/hope-is-the-thing-with-feathers-314>

Think about the themes of hope and perseverance in the novel and the poem. Consider the adversity that Jane has had to endure during her childhood, in her aunt’s house, and at boarding school. How do these contribute to her resilience? What does the poem say? How do these things compare with her relationship to Helen, their shared views, their friendship? Using textual evidence, write about these in

the same google doc.

- d. After completing the novel, read the poem, *Verses Written By A Young Lady, On Women Born To Be Controll'd* by Anonymous. You can find it here:

<https://docs.google.com/document/d/1v9WYA9ntwy9hHvr3m0BJytwuw2JAtmPzGUF58hAqh1M/edit?usp=sharing>

This poem will provide you with some historical insight as to the treatment and expectations of women in the 18th and 19th centuries. Using textual evidence, write in the same google doc how the narrators of these two texts comply or rebel against forms of control.

4. Using quotations from both texts (*HTRLLAP* and *Jane Eyre*) as well as your own commentary, answer each of the five questions accompanying each quotation below. \*This should be a well-written discussion (i.e.: detailed—sometimes multiple—paragraphs) of the message Foster is expressing in *HTRLLAP* and the message the author is expressing in his or her novel.

1. Every Trip is a Quest (Ch. 1): “The real reason for a quest is always self-knowledge” (Foster 3). In *Jane Eyre*, what is the quest? Choose a character and explain (in detail) how he/she gains self-knowledge. Cite from the novel as you explain your answer.

2. It’s More Than Just Rain or Snow (Ch. 9): “It’s never just rain” (Foster 70). Choose a scene where weather OR the environment is more than what it seems and explain the significance. Cite from the text and be detailed.

3. Is That a Symbol? (Ch. 12): “Some symbols do have a relatively limited range of meanings, but in general a symbol can’t be reduced to standing for only one thing. If they can, it’s not symbolism, it’s allegory” (Foster 105). Identify a symbol in *Jane Eyre*. What is the writer doing with this image or object? What possibilities are suggested by the movement of the narrative? What does the image or object FEEL like it is doing? Cite and support from the text.

4. Marked for Greatness (Ch. 21): “How many stories do you know in which the hero is different from everyone else in some way...” (Foster 203). Who is the hero/heroine of the novel? How do you know he/she is the hero/heroine? Is there a visible, physical difference between the hero and other characters? Be detailed and cite evidence.

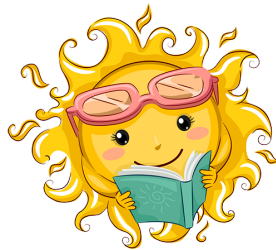
5. Don't Read with Your Eyes (Ch. 24): “...take the works as they were intended to be taken...” (Foster 234). A. Choose a quote that reflects the overall meaning of the work and explain. B. What did you get from this reading experience?

### **Suggested Pacing Guide for Summer Assignments:**

Complete reading of assigned chapters in HTRLLAP - **June 30**

Complete reading of Jane Eyre - **July 31** (complete poetry as you read)

Complete writing assignments for HTRLLAP and Jane Eyre - **August 20**



FOR ALL INCOMING SENIORS:

You are required to write your Common App essay over the summer. The suggested length for the essay is 650 words. Essays that exceed 650 words will not be accepted. Similarly, if your essay is under 250 words, it will not be accepted. Essays are due to [ecrowther@saratogacatholic.org](mailto:ecrowther@saratogacatholic.org) on **Friday, September 8th, 2023**. Here are the prompts:

1. Some students have a background, identity, interest, or talent that is so meaningful they believe their application would be incomplete without it. If this sounds like you, then please share your story.
2. The lessons we take from obstacles we encounter can be fundamental to later success. Recount a time when you faced a challenge, setback, or failure. How did it affect you, and what did you learn from the experience?
3. Reflect on a time when you questioned or challenged a belief or idea. What prompted your thinking? What was the outcome?
4. Reflect on something that someone has done for you that has made you happy or thankful in a surprising way. How has this gratitude affected or motivated you?
5. Discuss an accomplishment, event, or realization that sparked a period of personal growth and a new understanding of yourself or others.
6. Describe a topic, idea, or concept you find so engaging that it makes you lose all track of time. Why does it captivate you? What or who do you turn to when you want to learn more?
7. Share an essay on any topic of your choice. It can be one you've already written, one that responds to a different prompt, or one of your own design.

Optional COVID-19 question within the Additional Information section can be found here: [Covid Question](#).

A good resource for pay what you can afford seminars, brainstorming, ideas, and tips is: <https://www.collegeessayguy.com/>

