

12th grade summer reading assignment for 2020-21

Hello class of 2021! Welcome to the final summer work assignment of your high school careers! I am so excited to meet all of you and get to know you this year. "Mr. Mathis," I can already hear you saying, because I have amazing ears. "Why do I have to do work during the summer? That's my vacation! Shouldn't summer be a time when I don't need to do anything educational at all?!?!?" Well here's my answer - learning isn't just for school. Learning is for your whole life! I want you to make sure that you are always looking for ways to learn new things, try new things. Since the pandemic happened, we were all given a harsh lesson in what life looks like when we are on our own, forced to keep ourselves accountable to do work rather than being able to count on outside forces like school schedules to tell us exactly when we need to get our work done. Being a self-directed, self-motivated worker is an incredibly important skill. We will continue to practice this skill - a skill that is profoundly important for adult life - over summer. In addition to that, I just want you to use your brains! Research shows that having a long summer is one of the worst things you can do for education. A big block of time that signals students to turn their brains off turns out to actually make students lose learning they had previously gained. Finally, I want you to love reading. School is good for many reasons, but there's something to be said about having the opportunity to read a book at your own pace, on your own terms. I have some light worksheets you'll need to fill out as you read, but mostly that's just to keep you accountable to reading. Cozy up with your book. Read 50 pages if you get into it. Put it down after 10 if you get bored. Reading is great. Learn how you like to do it! Your summer work this year is comprised of a Senior Exhibition component and an English component. I'll explain each in detail, and there are also instructions on each assignment. For Senior Exhibition, I want all of you to get a head start on brainstorming what you'd like you do during your senior year! That's it. Hopefully you've started brainstorming already, and you already have some good ideas. **KEEP YOUR MIND OPEN.** You can almost literally choose anything you want! **A N Y T H I N G!** So what have you always wanted to learn? What have you always wanted to try? Making movies? Making Podcasts? Playing an instrument? Creating art? Learning a language? Analyzing a few movies? Starting a YouTube channel? Sewing? There are so many options! For English, we are reading **THE LORD OF THE FLIES** and doing some analysis on it. You'll fill out some pretty straight-forward worksheets that will make sure you're reading with your brain turned on, then complete a creative project at the end of it. There are going to be specific assignments for each part of the summer reading, and there are a few extra bits that AP students need to do in addition to the other work. I'll make it clear. A quick guide is below: Standard - Complete Senior Exhibition Brainstorming, Complete the novel **LORD OF THE FLIES** and the worksheets, Complete the Summer Reading Project. College Prep - Complete Senior Exhibition Brainstorming, Complete the novel **LORD OF THE FLIES** and the worksheets, Complete the Summer Reading Project. AP - Complete Senior Exhibition Brainstorming, Complete the novel **LORD OF THE FLIES** and the worksheets, Complete the Summer Reading Project, **AND** read **HOW TO READ LITERATURE LIKE A PROFESSOR**, & complete the associated exercises. Below, I will attach a PDF of the entire Summer Work packet for 2020-2021. I will also have an assignment for each portion that will have the relevant parts attached as well. Have a great summer! See you in fall! Please get in touch if you have any questions. P.S. - here's a link to pics of my beautiful little girl. Hopefully they bring you some smiles! https://drive.google.com/drive/folders/1G44h6f_5VqCq-2NdIxaChoJvWjzV2fE?usp=sharing

Tommy Mathis

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Name:

Senior English - Summer Reading Assignment // Senior Exhibition Summer Assignment

The Lord of the Flies by William Golding

Liberty Charter High School

Mr. Tommy Mathis

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Senior Exhibition - ALL STUDENTS: All students are expected to complete the Senior Exhibition brainstorming & 30 questions that are included in this packet. If you have any questions, please email Mr. Mathis. **Due: the first day of school - Tuesday, September 8th**

For the 2020-2021 school year summer reading, students will be reading *The Lord of the Flies* by William Golding. It is your responsibility to either purchase or borrow the novel. It can be found at local libraries and bookstores if you prefer a physical copy, or you can follow the links below to a free PDF and Audiobook version of the text.

PDF - <https://bit.ly/1LVFfQS>

//

Audiobook - <https://bit.ly/3coEcXT>

This book was chosen for its wide appeal, opportunities for deep thinking and discussion, and continued references in modern day culture. We highly recommend that you spread your reading out throughout the summer, rather than cramming it all in at the last minute. My deep hope is that you will enjoy this! The work that I have you complete alongside the text is minimal - merely making sure you're paying attention and thinking - because I want to give you an opportunity to enjoy it.

Students are expected to read the *entire* novel.

1. Complete the packet. Your grade will depend on the accuracy and thoroughness of the work handed in. **This is due the first day of school - Tuesday, September 8th.**
2. Complete the Summer Independent Reading Project. You will be graded according to the rubric on the back of the instruction sheet. **This is also due Tuesday, September 8th.**
3. Students will complete a timed essay in class during the first week of school.

All of the assignments for this novel will serve as the first grades in the gradebook. Late work will be given 1/2 credit. For this assignment, "late" means turned in any time after the first day of school. If you are absent for any of the due dates, you will have one day to turn in the work in order to get full credit.

As a general policy, any time work will be turned in late due to absences, communication via email with the teacher is expected prior to the next in-person contact. If you have any questions, please feel free to contact Mr. Mathis at the email at the top of the page.

I encourage you to take notes/annotate the text to support your understanding! You are encouraged to look up unknown words and ideas as you read to better understand your novel. Don't just stay confused!

For AP Literature & Composition Students only - please complete the assignment on the next page.

AP Literature and Composition

In addition to completing the work for *Lord of the Flies*, you will be expected to complete the following assignment:

For your summer project this year, you are going to get a big jump-start into literature through reading *How to Read Literature Like a Professor*, by Thomas C. Foster. *For the text, please go to Mr. Mathis' website and download a free PDF. Please see my site for more details. There is also a link here: <https://bit.ly/36KAJ4Y>*

How to Read Literature Like a Professor

I hope that you'll read all of this book. In order to be successful on the AP Literature and Composition exam, it will do you good to have as many ways to access meaning as possible. However, I don't want to overload you with work, so I only require that you write ~paragraph journal entries alongside the introduction and 13 chapters. The chapters are short - only ~5 pages apiece - but demand deep thought. Keep all of the following assignments in a single journal/notebook/googledoc for easy access. *Please see my website.*

Introduction/Interlude - How do memory, symbol, and pattern affect the reading of literature? How much does it matter whether the author truly <i>meant</i> to include some sort of meaning in his/her text? Why?	Chapter 12 - Is That a Symbol?: Use the process described in this chapter and investigate a symbol in any work you've read or watched.
Chapter 1 - Every Trip is a Quest (Except when it's not): List the 5 aspects of the quest, then apply to something you've read/watched (anything at all).	Chapter 14 - Yes, She's a Christ Figure, Too: Use the criteria Foster gives for Christ Figures and try to come up with one on your own from film/literature. What requirements do they satisfy?
Chapter 4 - If it's a Square, it's a Sonnet: Select a sonnet and show which form it is. Discuss how its meaning is related to its form.	Chapter 19 - Geography Matters....: Think about how geography was used in anything you've read/watched. Why was it significant?
Chapter 6 - When in Doubt, it's from Shakespeare....: Discuss a work you are familiar with that alludes to or reflects Shakespeare. How does the author use that connection thematically?	Chapter 20 - ...So Does Season: Find a poem that mentions a specific season. How is the season used in a meaningful, traditional, or unusual way? Name the poem and the author.
Chapter 7 - ...Or the Bible: Name a work you've read/watched that contains a biblical allusion. How does the allusion work in this case?	Chapter 25 - Don't Read with <i>YOUR</i> Eyes: Choose a scene or episode from a piece of work written before the 20th century. Contrast how it would have been viewed by a reader from that time.
Chapter 9 - It's Greek to Me: Name a work you've read/watched that contains a reference to Greek Literature/Mythology. How does the allusion work?	Chapter 26 - Is He Serious? And Other Ironies: Select any piece that is ironic - song/film/video/article etc., and explain the multivocal nature of it.
Chapter 10 - It's More Than Just Rain or Snow: Discuss the importance of weather in anything you've read/watched in terms of <i>theme</i> , not in terms of <i>plot</i> .	Chapter 27 - A Test Case: Read "The Garden Party" by Katherine Mansfield (included in the text). Complete the exercise & follow the directions exactly. How did you do?

Senior Exhibition Introduction: All Seniors 2020-2021

Hello! Oh, my dear seniors, you are about to embark on the wonderful opportunity of Senior Exhibition. Please use some time this summer to start the process of thinking about what you'd like to do. The following items should be filled out by the first day of school. The sooner you START this process, the sooner you can actually start working on your exhibition! Huzzah!

The **BEST** way to choose a senior exhibition topic is to choose something you WANT to do. Do NOT choose something because someone else wants you to or because you think it's easy. YOU WILL BE LIVING AND BREATHING THIS TOPIC FOR A WHOLE YEAR. Choose accordingly. The topic you choose this summer is NOT set in stone - you can change it.

Keep in mind that you have 2 options: A **research paper**, or a **project**.

We will discuss this far more deeply, but here are some quick differences between the two:

Project	Research Paper
<ul style="list-style-type: none">• Working for ~100 hours to achieve something• Learning about a new thing, creating something, starting something, doing something, trying a skill.• End Result: You will have produced something tangible and specific to show your judges	<ul style="list-style-type: none">• Working for ~100 hours to create a well-researched argument.• Researching, arguing, writing, persuading• End Result: You have have produced a 10-15 page research paper that argues a thesis.

You do NOT need to pick at this point, but this is a decision that you will be making soon.

Step 1: Initial Topic Development

Part One:

Directions: These are difficult abstract questions. Please take the time to think about them thoughtfully. The goal with all of what follows is to try and figure out what your passions in life are. As a senior in high school, maybe this isn't something that you've thought about yet. Don't answer with silly, obvious responses. Take it seriously!

Who are you? Beyond just your name, or where you're from, who are you? How do you define yourself? What are your values?

What do you want? What do you want out of life? Happiness? Fame? A Family? Recognition? Why do you want that?

Where are you going? *Think of this both literally and metaphorically. Are you going to college? Are you going to travel? Are you moving to another city? State? Country? How are you going to work to achieve what you said you want?*

Part Two:

Reflect about how you already spend your time. What do you spend most of your time doing? Are you an athlete? A gamer? A musician? A movie fanatic? A coffee lover? A huge shopper? An insatiable reader? An amateur astronomer? A language learner? An artist? A writer? A poet? A carpenter? A welder? Take your time in thinking about this.

Create a list of the top 10 ways you spend your time outside of school.

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

Part Three:

Now that we've gone through who you already are and what you already might be passionate about, let's take some time to think of possible new areas of interest for you!

Brainstorm interests, passions, curiosities. To Find Topics....

1. What special interests do you have - sailing, chess, finches, old comic books? The less common, the better. Investigate something about it you don't know: its origins, its technology, how it is practiced in another culture.
2. Where would you like to travel? Surf the Internet, finding out all you can about your destination. What particular aspect surprises you or makes you want to know more?
3. Wander through a museum or virtual museum that appeals to you. Look at the artwork, old cars, dinosaurs. Stop when something catches your interest. What more do you want to know about it?
4. What skills have you always wanted to learn? Do you want to build an instrument? Learn how to play one? Write? Build a car? Learn to dance? Rock Climb? What are you interested in?
5. Leaf through magazines. Look for trade magazines or those that cater to specialized interests. Investigate whatever catches your interest.
6. Look through news sites or groups for one that interests you. Read the posts, looking for something that surprises you or that you disagree with.
7. Is there a common belief that you suspect is simplistic or just wrong? A common practice you find pointless or irritating? Do research to make a case against it.
8. What courses will you take in the future? What research would help you prepare for them?

Brainstorm in the space below. Circle any promising ideas.

30 Questions

1. Create Questions

- Create a minimum of 30 questions that pertain to your possible topic. Do this on Google Drive and share it with your Senior Exhibition teacher.
- Name it "Lastname, Firstname Step 3" (Mathis, Tommy Step 3)

Example Project Questions	Example Paper Questions
Example Topic: Snowboarding <ol style="list-style-type: none">1. What is the historical origin of snowboarding?2. Are there groups that snowboard in San Diego?3. What are the rules of snowboarding?4. What are some major snowboarding competitions?5. What sort of gear do you need to snowboard?	Example Topic: The Dark Knight & American Politics <ol style="list-style-type: none">1. How does <i>The Dark Knight</i> relate to post-9/11 America?2. What is the Patriot Act?3. Is it okay to suspend liberty in an emergency?4. What rights are afforded Americans by the Constitution?

2. Evaluate Questions

After you have completed your questions, evaluate them, because not all questions are equally good. Look for questions whose answers might make you think about your topic in a good way. Label your questions with the following:

F = Fact. Their answers are settled fact that you could just look up. *Do Native Americans use masks in their wedding ceremonies?* Questions that ask **how** and **why** invite deeper thinking than who, what, when, or where, and deeper thinking leads to more interesting answers.

S = Speculative. For example, the question *Would church services be as well attended in the congregation all wore masks?* If you cannot imagine finding hard data that might settle the question, than it is a question you cannot settle.

DE = Dead ends. These are questions that have no answer and are not worth asking. For example *How many black cats slept in the Alamo the night before the battle?*

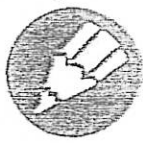
Underline or Highlight = Questions that lead to deeper thinking and might make you think about your topic in an interesting and provoking way.

3. Combine Questions

Once you have a few promising questions, try to combine them into larger ones. For example, many questions about the Alamo story ask about the interests of the storytellers and their effects on their stories:

- *How have politicians used the story?*
- *How have the storytellers' motives changed?*
- *Whose purposes does each story serve?*
- These can be combined into a single more significant question:

How and why have users of the Alamo story given the event a mythic quality?



Spotlight On...

William Golding

Sir William Gerald Golding was born on September 19, 1911 in the fishing port of Newquay in Cornwall, England. He grew up in Marlborough, Wiltshire with his father Alec and mother Mildred. From 1921 to 1930 Golding attended Marlborough Grammar School where his father worked as science master. In 1930 he moved to Brasenose College, Oxford, to pursue an education in natural sciences, but switched to English literature in 1932.

In June 1934 Golding earned a second-class degree and in the fall published *Poems*, his first major work. Between 1935 and 1939 he earned a diploma of education from Oxford, took on a teaching position, and met and married his wife Ann Brookfield.

With the Second World War underway, Golding joined the Royal Navy. In 1943 he was sent to New York where he helped escort newly constructed minesweepers back to the United Kingdom. Late in the war Golding commanded a landing craft equipped with rocket guns during the D-DAY landings and the invasion of Walcheren. At the war's conclusion, Golding returned to teaching. In 1952 he began work on a novel he titled 'Strangers from Within.' The work was rejected by a number of publishers before finally being accepted by Faber and Faber, where it was published in 1954 as *Lord of the Flies*.


Though he published many novels afterward, *Lord of the Flies* remained Golding's most acclaimed work. In 1983 he was awarded the Nobel Prize for Literature and in 1988 Golding was knighted. He died of heart failure in 1993 at the age of 81.



Did You Know?

- *Lord of the Flies* has been made into a feature film three times. It was done twice in English in 1963 and in 1990, and once in Filipino in 1976.
- Golding kept an extensive journal for longer than 20 years. Thousands of pages worth of his dreams, thoughts, and experiences remain unpublished.
- When Golding died in 1993, he had been working on a new novel. In June 1995 the novel, titled *The Double Tongue*, was published posthumously.

NAME: _____

 Before You Read



Chapter One

Answer the questions in complete sentences.

1. *Lord of the Flies* was published in 1954 and is considered a modern classic novel. Going from the title alone, what do you think the story will be about?

2. The island setting of the novel plays a critical role in the plot. Is there any part of today's society you would consider to be 'island-like'? What does this say about human nature?

Vocabulary

Choose a word from the list that means the same or nearly the same as the underlined word.

Be careful - a couple are a bit tricky!

efflorescence	immured	sniggers	fulcrum
effulgence	decorous	indignation	clambering

1. The spring is considered a time of blooming.

2. The summer is alive with the brightness of the sun.

3. Dave was angered by the laughs as he sang his favorite song.

4. Steve laughed at his dog scrambling over an enormous pillow.

5. The horse's resentment was felt by the jockey.

6. The girl felt confined by the classroom.

7. The lever pivot seemed to be way off center.

8. Respectable behavior is crucial at the formal dance.



Chapters Two to Three

Answer the questions in complete sentences.

1. In the previous Chapter the boys began to create a sort of society, first electing a leader and then establishing some order with the rule of the conch. If you were stranded on an island, what would be your first priority? Why?


2. Jack doesn't kill the pig when he has the opportunity in Chapter One. The author suggests the other boys know it's because of the "enormity" of taking the pig's life. What do you think he means by this? Why do you think it's important?

Vocabulary

With a straight line, connect each word on the left with its meaning on the right.

1	ebullience	a feeling of doubt; skepticism	A
2	dublety	jungle treetops	B
3	gesticulated	strangely distorted	C
4	quota	a share allocated to a person or group	D
5	grotesque	baffled, perplexed, confused	E
6	gaudy	changes in fortune or circumstances	F
7	vicissitudes	engrossed, spellbound, or absorbed by something	G
8	rapt	flashy, bright or showy	H
9	bewildered	high spirits; enthusiastic	I
10	canopy	use gestures; speaking with hands	J

NAME: _____

 Before You Read



Chapter Four

Answer the questions in complete sentences.

1. In the previous Chapters, food, shelter and fire are established as priorities. What should be the top priority? Is there anything else the boys should consider a priority?

2. In the previous Chapters, Ralph, Jack and Simon took on leadership roles. How would leadership be different or the same if there was an adult on the island?

Vocabulary

Complete each sentence with a word from the list.

appalled
seldom

sombre
rhythm

vagrant
belligerence

trout
scavengers

1. The _____ of the drums was hypnotizing.
2. John gave him an _____ look when he asked to drive.
3. There was a _____ to the heat of the desert.
4. The hairdresser had a _____ look when his oldest customer died.
5. Seagulls, hyenas, and vultures are considered _____.
6. The man broke into a _____ at the end of the marathon.
7. She _____ felt cold in the summer, but she was cold now.
8. The group was surprised to see a _____ in the living room.



Chapter Five

Answer each question with a complete sentence.

1. Why do you think Ralph wants the assembly at the beginning of Chapter Five to "not be fun, but business"? What does this reveal about his new priorities?

2. According to Percival, where does the beast come from? How did he reach this assumption?

3. How does Ralph describe his relationship with the conch? Why do you think this is?

4. How has Ralph's perception of the island changed since Chapter One? Use evidence to support your opinion.

5. What set of rules does Ralph want to reinforce at the assembly?

6. Piggy says there's no fear "unless we get frightened of people." What do you think he means by this?

NAME: _____

Before You Read



Chapter Six

Answer the questions in complete sentences.

1. What do you think will happen between Ralph and Jack in the upcoming Chapter? Will they continue to battle for control, or will they find a way to work together? Use evidence to support your opinion.

2. In the previous Chapter, Ralph says "Because the rules are the only thing we've got!", when challenged on their importance. What do you think he means by this?

Vocabulary

Synonyms are words with similar meanings. Use the context of the sentences below to help you choose the best synonym for the underlined word in each sentence. If you cannot determine the meaning from the context, consult a dictionary.

1. There was a sudden bright explosion and a corkscrew trail across the sky; then darkness again and stars.
a) tool b) opener c) spiral d) star
2. So as the stars moved across the sky, the figure sat on the mountain-top and bowed and sank and bowed again.
a) bent b) flipped c) knelt d) stood
3. Warmth radiated now, and beat pleasantly on them.
a) poisoned b) concealed c) emitted d) held
4. Sam looked at Eric irritably.
a) sulkily b) happily c) selfishly d) bitterly
5. Piggy bumped into him and a twin grabbed him as he made for the oblong of palling stars.
a) brightening b) fading c) growing d) radiating
6. An interminable dawn faded the stars out, and at last light, sad and grey, filtered into the shelter.
a) brief b) endless c) terminable d) transient



Chapter Seven

Answer the questions in complete sentences.

1. Throughout the story, Ralph becomes increasingly frustrated that the boys don't listen to him. Is there anything you think Ralph could do better as chief that would help his cause?

2. Throughout the story, Jack shows an increasingly callous attitude toward the littluns. Do you think that will have an impact on the other boys' desire to follow him?

Vocabulary

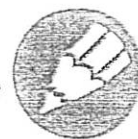
Complete each sentence with a word from the list.

wallow	scurfy	loiter	bounding	walloped
ceaseless	momentous	vividly	floundering	indignantly

1. The skin of the body, _____ with brine.
2. They were less a progress than a _____ rise and fall of the whole ocean.
3. You could follow with your eye the _____ bulging passage of deep sea waves.
4. _____ the images came to Ralph.
5. In a way he was glad to _____, cradling his spear.
6. The boar was _____ away from them.
7. "I hit him," Ralph said _____.
8. "I _____ him properly. That was the beast, I think!"
9. Then there was a creature _____ on the pig track toward him.
10. He would like to have a bath, a real _____ with soap.

NAME: _____

Before You Read



Chapter Eight

Answer the questions in complete sentences.

1. In the previous Chapter, Ralph and Jack both saw "the beast." Now that they have, do you think their relationship will change at all?

2. In the previous Chapter, Ralph gets a taste of hunting and appears to enjoy it. How do you think this will factor into the rest of the book? Do you think this might serve as a bridge between Ralph and Jack?

Vocabulary

Circle the correct word that matches the meaning of the underlined word.

1. Jack told Piggy to go search for the beast contemptuously.
a) playfully b) jokingly c) disdainfully d) angrily
2. Ralph unconsciously twisted his hands.
a) unthinkingly b) observantly c) intentionally d) attentively
3. The sound of the inexpertly blown conch interrupted them.
a) expertly b) satisfactorily c) inadequately d) superbly
4. Jack spoke in tones of deep meaning and menace.
a) delight b) intimidation c) surety d) doubt
5. Humiliating tears ran from the corner of each of Jack's eyes.
a) dignified b) honoring c) encouraging d) embarrassing
6. For a moment, Jack paused and then cried out in an enraged tone.
a) calm b) displeased c) soothed d) infuriated



Chapters Nine to Ten

Answer the questions in complete sentences.

1. The title of Chapter Nine is "A View to a Death." Explain in detail what you think will happen with each of the boys: Piggy, Ralph, Jack, and Simon.

2. Now that Simon knows the identity of "the beast," do you think he'll be able to calm tensions on the island? Why or why not?

Vocabulary

Write a complete sentence using the following words. Make sure the meaning of each word is clear in your sentences.

Torrid _____

Stagger _____

Pitilessly _____

Loathing _____

Primly _____

Foully _____

Unearthly _____

Demented _____

Succulent _____

NAME: _____

After You Read 



Chapter Eleven

Answer each question with a complete sentence.

1. How does Ralph feel about the theft of Piggy's glasses? What does his reaction say about the others' state of mind?

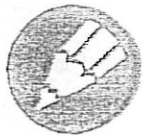
2. Why do you think the boys bring the conch with them to speak to Jack?

3. Why does Ralph say "we won't be painted"?

4. Piggy says he doesn't want to ask Jack for his glasses to "be a sport" and not because he's strong, but "because what's right's right." What does this statement tell you about Piggy? Do you agree with his reasoning? Explain your opinion.

5. Why are Piggy, Ralph, Sam, and Eric concerned that the others will be painted? Use evidence from the text to support your opinion.

6. What does the shattering of the conch signify? Explain your reasoning.



Chapter Twelve

Answer the questions in complete sentences.

1. Put yourself in Ralph's position. Would you try to join Jack's tribe or run and hide? Explain why you made your choice and explore the possible consequences of each choice.

2. At the end of the previous Chapter, the twins—Sam and Eric—were captured and tied up. Predict what will happen to them. Explain your reasoning.

Vocabulary

Choose a word from the list that means the same as the underlined word.

inimical	elephantine	acid	pax
elaborate	lair	goaded	thicket

1. The pig wallowed in its hideout.
2. The massive boulder blundered down the mountain.
3. Ralph dreamed of calling a truce with Jack's tribe.
4. In Jack's mind he was provoked into being violent.
5. A dense tangle of vines hid Ralph from the others.
6. The boys were pungent by the time of their rescue.
7. Not having a signal fire was defrimental to the boys' rescue.
8. The naval officer's uniform had intricate patterns.



List of Vocabulary

CHAPTER 1

• clambering • lodgements • creepers • proffer • flinked • stockings • chief • acquaintance • bow-stave • crooks
• spectacles • contours • apprehension • upheavals • efflorescence • decorous • hither • thither • conch
• effulgence • fulcrum • sniggers • indignation • immured • coign

CHAPTERS 2 TO 3

• evacuation • uninhabited • exasperation • ungraspable • conspiratorial • authority • cheerfulness
• spontaneously • admiration • borne • triumph • ebullience • grotesque • quota • glamour • wizard
• gesticulated • perpendicular • muttering • murmur • dubiety • oppressive • bolting • uncommunicative • gaudy
• primitive • furtive • avidly • bole • pallor • trodden • inscrutable • castanet • vicissitudes • antagonism
• declivities • rapt • susurrations • bewildered

CHAPTER 4

• rhythm • whelming • opalescence • trivial • batty • aimless • assemblies • seldom • fuss • belligerence
• obedient • unease • trot • detritus • myriad • vagrant • scavengers • runnels • crooning • fronds • swarthy
• beckoning • appalled • taut • ravenously • anxiously • sombre • parody • hysteria

CHAPTER 5

• jeeringly • concealing • splendors • urgency • comprehension • frayed • perpetuity • grim • speculation
• foreign • reverence • transparency • subdued • twister • assent • tottery • lavatory • crisis • tensely • overrode
• scowling • gloom • grumbling • whittling • abruptly • effigy • sough

CHAPTER 6

• ghostly • unhandily • corkscrew • hauled • huddled • fitful • festoon • slacken • bowed • idly • irritably • gaze
• peaked • inconstant • oblong • paling • menace • interminable • tremulously • chasms • plinth

CHAPTER 7

• dun • wallow • experimentally • indulged • scurfy • ceaseless • momentous • cascades • brute • obtuseness
• curtly • loiter • vividly • bounding • intimidating • skilful • luxuriance • gurgled

CHAPTER 8

• unconsciously • contemptuously • inexpertly • astir • menace • humiliating • enraged • whimpered • prefect
• serenading • rubuke • astonished • derisive • babble • fervour • abruptly • cynicism • taboo • howling

CHAPTERS 9 TO 10

• Brassy • refreshment • gushed • unearthly • drearily • interspersed • stagger • pitilessly • indignity • primly
• protruded • bourdon • succulent • sauntered • demented • minutely • loathing • torrid • assimilating
• corruption • foully • rotting • furiously • shrilled • exulting

CHAPTER 11

• sophomore • reckless • idolized • solidly • guardian • flinching • acquitted • lousing • compositions • flunking
• consideration • circumstances • roundabout • corny • bolted • veered • welled

CHAPTER 12

• tendrils • thicket • elaborate • lair • cynically • inquisitive • lashed • isolation • quivering • boldly • outcast
• acrid • inimical • staleness • fierceness • essayed • antiphonal • ululation • goaded • pax • elephantine

Summer Independent Reading Project Options

To show that you have thought deeply about *Lord of the Flies*, you must complete ONE (1) of the following projects.

Each project must be neat and organized. Effort must be visible. The grade is based on creativity, neatness, accuracy, and effort. Choose a project that appeals to your own personal talents and interests. (There is a big difference between something you jot down in a few minutes and something you put time into).

1. Write/perform a song or rap inspired by a theme of your book.
 - Song must be a minimum of 2.5 minutes long
 - In addition to the song, you must also write a 2-chunk expository paragraph explaining the theme you are writing the song about
 - You must submit a recording of the song being performed, or perform the song live in class
 - You must submit text of the lyrics of the song
2. Write a poem (or series of poems) of at least 50 lines inspired by your book.
 - You must submit a typed copy of this poem (or these poems)
 - In addition to the text of the poem, you must also write a 2-chunk expository paragraph explaining the theme you are writing the poem(s) about. (for each poem)
3. Choose 6 important scenes from the text and create a drawing/art piece of each one.
 - Each drawing must be completed on blank paper - NOT LINED PAPER.
 - Each drawing must clearly be given a solid amount of effort - no credit will be given to images hastily scribbled at the last minute.
 - You must write a 2 - 3 sentence explanation for why you found each scene so important to include while also connecting each scene to overarching theme and turn them in as well.
4. Write an epilogue to the story that explains what happens after the end of your story. What happens to the main characters? How do they move on after the end of the book? Does the story continue normally or not?
 - Use dialogue if need be.
 - Must be at least 4.5 - 5 pages long (double spaced, in appropriate font)
 - Must be submitted typed.

Independent Reading Project Rubric

	4	3	2	1
Effort	Student clearly put forth a great amount of effort and engaged with the project with integrity. Class time was used exceedingly well and with complete integrity.	Student put forth a good amount of effort and clearly tried. Class time was used well and with integrity.	Student put forth some effort, but clearly did not really utilize class time well or complete project with complete integrity.	Student put forth almost no effort
Creativity	The writing contains many creative details and/or descriptions that contribute to the reader's enjoyment. The writer also references specific themes/events from the novel. The author has really used his imagination.	The writing contains a good amount of creative details and/or descriptions that contribute to the reader's enjoyment. The writer also references specific themes/events from the novel. The author has used his imagination.	The writing contains some creative details and/or descriptions that contribute to the reader's enjoyment. The writer also references some vague themes/events in the novel. The author has somewhat used his imagination.	The writing contains no real evidence of creativity
Accuracy/ Grammar	The student created a piece of work that is almost completely without error in grammar, spelling, or capitalization. Student does not mix up events from the novel.	The student created a piece of work that has some errors in grammar spelling or capitalization. Student may mix up 1 or 2 novel events.	The student created a piece of work that has many errors in grammar, spelling, or capitalization. Student mixes up multiple novel events.	The student created a piece of work that has an overwhelming number of errors in grammar, spelling, or capitalization. Student completely mixes up the novel
Content	Student has submitted a project that is exceedingly impressive and very well done. It's interesting, and deals well with the themes we discussed from the novel.	Student has submitted a project that is good. It is interesting, and does deal with some themes we discussed from the novel.	Student has submitted a project that doesn't quite meet proficiency. It is not very well done, and does not really deal well with themes from the novel.	Student has submitted a project that is extremely short, or incomprehensible. It is not very well done, and does not deal well with the novel.