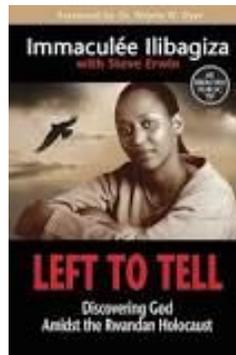


## Theology All School Summer Reading



**Forgiveness** is one of the greatest challenges of the Christian life. Our faith calls us to forgive, but our human nature often finds forgiveness difficult. This book can be a vehicle by which we think about forgiveness and Jesus' call to "forgive those who trespass against us."

In a brief essay, trace Immaculée's process of forgiveness for the perpetrators of the Rwandan genocide. Explain how she came to forgive the people who committed horrible atrocities and killed her family and friends. Include the following questions:

- When does Immaculée first realize she needs to forgive the killers?
- What major temptations toward hatred does Immaculée fight after making her decision to forgive the killers?
- How does she overcome these temptations?
- How does forgiveness lead her to a new understanding of God?
- Reflect on the times when you have received mercy, and some occasions when you have given it. How can you grow to become a person who gives mercy like Immaculee, and ultimately like Jesus on the cross, who said before dying: "Father, forgive them, they know not what they do."?

**Your essay should be typed, one and a half to two pages in length, and handed to your Theology teacher on the first day of class.**

## **ENGLISH LITERATURE READING**

Students in Honors and CP classes will complete the following work over the summer (AP students will receive separate assignments). Each grade level has been assigned a book to read over the summer.

- By the first day of classes, students will submit responses to a series of short answer questions and/or answer a prompt about the book. Assignments may be found in the Google Classroom listed below and should be submitted there. Incoming freshmen **do not** have to answer any questions, although the discussion questions at the back of the book are an excellent study aid.
- On the second day of classes, students will be tested on the book. This test will include questions about plot, characters, settings, and/or themes. No time in class will be used to review for this assessment. Students are expected to prepare on their own.
- Teachers will continue to work with these books for approximately two additional weeks in class, after which students will have a final assessment. All students need a hard copy of the book when they come to classes in the fall.
- Rising sophomores, juniors, and seniors can access a Google Classroom dedicated to Summer Reading 2020 resources for their grade.

### **FRESHMEN**

*Freshmen are invited to attend one of two online sessions in August (**Tuesday, August 11<sup>th</sup> from 10-11 am or Thursday, August 13<sup>th</sup> from 4-5 pm**) to review the book and prepare for their test. It will be hosted via Zoom.*

**Book:** *The Other Wes Moore* by Wes Moore

### **SOPHOMORES**

**Google Classroom Code: vdl24qs**

**Book:** *Something Beautiful Happened* by Yvette Manassis Corporon

Questions:

1. Why is Yvette Manassis Corporon's story called *Something Beautiful Happened*?
2. There is a Corfu Holocaust memorial statue with an inscription "Never again for any nation." Why is it important to keep telling stories about events like the Holocaust? How do they relate to today's issues and how do they allow us to grow as people?
3. Why is it important to risk yourself for other people? Is this something everyone can do? What are some of the ways people risk themselves displayed in the story?
4. Why was it important for Corporon to find the members of Savvas Israel's family?

5. Why is it important to “pay attention” according to Corporon? What are some of the things she, or her Yia-yia learned from paying attention? Why should we pay attention in our own lives?

## JUNIORS

**Google Classroom Code: pld6mwp**

**Book:** *The Color of Water* by James McBride

Questions:

1. Discuss Ruth McBride Jordan’s refusal to reveal her past and how that influenced her children’s sense of themselves and their place in the world. How has your knowledge (or lack thereof) about your family background shaped your own self-image?
2. Several of the McBride children became involved in the civil rights movement. Do you think that this was a result of the times in which they lived, their need to belong to a group that lent them a solid identity, or a combination of these factors?
3. “It was in her sense of education, more than any other, that Mommy conveyed her Jewishness to us.” Do you agree with this statement? Is it possible that Ruth McBride Jordan’s unshakable devotion to her faith, even though she converted to Christianity from Judaism, stems from her Orthodox Jewish upbringing?
4. While reading the descriptions of the children’s hunger, why do you think Ruth McBride Jordan did not seek out some kind of assistance?
5. Do you think it would be possible to achieve what Ruth McBride Jordan has achieved in today’s society?

## SENIORS

**Google Classroom Code: tx4k5qy**

**Book:** *When Breath Becomes Air* by Paul Kalanithi

Prompt:

Listen to this episode of the [Everything Happens](#) podcast with Lucy Kalanithi. Then, write a reflection (400-600 words) on the following topic:

While it can be easy to wish for a different life or different circumstances, Lucy suggests that sometimes a jolting experience can wake us up to the beauty of the life we have and lead us recommit to what already exists. Do you agree with this or not? What experiences have you had that shapes this opinion?

## **FRESHMEN ONLINE SUMMER READING REVIEW SESSIONS**

Freshmen students are invited to attend one of two online sessions in August to review the English summer reading (*The Other Wes Moore*) with Ms. Smith. During these sessions, Ms. Smith will facilitate both large and small group discussions of the book, geared at preparing students for the summer reading test. Additionally, Ms. Smith will present students with study strategies and general advice for having a good test-taking experience.

Students should attend only one session, as Ms. Smith duplicates the content covered. Sessions will be recorded and available online for students who were not able to attend.

It is **not** required to have finished the book before attending the review session, although students will have a better experience if they have read at least the first third.

Students should RSVP by emailing Ms. Smith ([asmith@jp.dfrcs.org](mailto:asmith@jp.dfrcs.org)) with the session they will be attending and their name. In order to secure the sessions, students must have the Meeting ID and Password, and their name **must** match what has been provided in the RSVP. For students' safety, persons with unknown names will not be allowed to join the session.

### **August 11th, 10-11 am via Zoom:**

Meeting ID: 763 5592 9131    Password: 9SzeUGsuob

### **August 13th, 4-5 pm via Zoom:**

Meeting ID: 761 6452 6739    Password: Nt9EOiZDMu

## **STUDY GUIDE**

- *Discussion Questions:* Consult the discussion questions provided at the back of the book. Think about how you would answer each question if you were asked to write a response to them on a test. In particular, develop your thinking about Questions #2, 4, 5, 6, 10, and 11.
- *Structure:* What does the author do to indicate which parts of the book are about himself, and which parts are about the Other Wes Moore? Why does the author decide to emphasize certain years in their life? Why does the author alternate their stories moment-by-moment?
- *Environment:* What are the environments that surround each Wes Moore like? How do these environments change and/or remain the same? How do these environments affect them?
- *Mothers:* What does each mother do for her son? Is one mother “better” or more successful than the other? What factors seem to influence each mother’s ability to guide, protect, teach, and love her son?

- *Turning Points:* What seem to be the key moments in the life of each Wes Moore? What opportunities did they have to succeed or fail, and how did they respond to those opportunities?

**IDEAS FOR TAKING NOTES**

- List the names of the people important to each Wes Moore, along with a short description of how they are related to him, and/or what they mean to him.
- Construct a chart (like this) to keep track of what happens to each Wes Moore, and when. This exercise is helpful for seeing the similarities and differences in their experiences.

YEAR	AUTHOR WES MOORE	OTHER WES MOORE