

Audience: CCA English II Students & Families

Subject: Summer Reading Assignment

Year: 2018

Dear Incoming Sophomores and Parents,

I would like to take this opportunity to let you know how much I enjoyed teaching you this year, and I look forward to having you in my English II class. You were simply a fun class that soaked up lessons and “ran with it.” I loved seeing you grow over the course of this school year.

Additionally, I want to inform you of the summer reading assignment. The book that incoming sophomores will read is called *The Devil in Pew Number Seven* by Rebecca Nichols Alonzo. This non-fiction piece is a true story of a pastor and his family who were persecuted in modern times, yet still sought God’s peace, forgiveness, and direction – even though tragedy occurred. It truly is a story of forgiveness and redemption. While the author does describe the violence brought to her family, it is written with a Christian audience in mind and is by no means inappropriate. As you aesthetically read this novel over the summer months, consider the following questions:

1. What obligations does a just individual have toward society?
2. What obligations does a just society owe to an individual?
3. What are the limits on individual freedom?
4. How does an individual judge right from wrong?
5. What is the role of the individual in confronting injustice?
6. What kind of government is effective?
7. How does an individual experience redemption?
8. What is the role of love in the redemption of an individual and/or of society?

As you read the book and consider the above questions, please annotate for modes of persuasion (ethos, logos, and pathos) as well as other rhetorical devices found in the novel. By annotating, I mean for you to write notes in the margin of the books, not just highlighting sentences. Note-taking during reading engages you in the reading process. Therefore, if you read a comment that you find interesting, write what and why you find it interesting. You may also write notes about one or more of the eight questions above; write where you see similes, imagery, etc. and how those devices benefit the book. **You will turn in the annotated book on the first day of school for a daily grade. I will look for 20 different annotations.** Additionally, choose one of the above questions to explore further with notes, which you will be able to use on an essay assignment during the first week of school. The essay will count as a **Major Test grade, but we will write the essay in class once school has started.** We will revisit the book during the first two weeks of school and take a **Major Exam** over the book at the conclusion of the second week of school.

So, to re-cap, the following assignments will be given over the summer reading:

1. Read the novel and make 20 annotations in the book's margin. Due first day of school.
2. Be prepared to write an essay in class within the first five days of school. This will be an in-class activity.
3. Be prepared to take a comprehensive exam over the book at the conclusion of the second week of school.

If you have any questions, please feel free to email me at [sswaim@ccagranbury.com](mailto:sswaim@ccagranbury.com)

Thank you,

Sherry Swaim