June 1, 2026

Dear 11th Graders and Parents,

Just when you think you have almost made a clean get-away and headed towards summer vacation . . . SURPRISE!

Fear not, novice juniors, this will be a painless process.

First, find attached a list of the short stories with their corresponding links and the description of the genre under which it fits. These stories will be the topics for the research paper first semester. You are **REQUIRED** to read a total of **10 short stories** from different genres. If the link provided for your chosen short story does NOT work, simply Google the author and title. These are well-known titles that should be found at multiple sites.

Next, complete **ONE** of the projects listed from the attached project menu. I have included the rubric to explain how your project will be evaluated. This project will be due the first week of school and should be completed **WITHOUT** the use of AI. The use of AI assistance is painfully obvious in both wording and phrasing, so use your own creativity and brain to complete your selected project.

Please let me know through email (mkelley@trinitywildcats.com) if you have problems.

Happy reading…happy summer,

Mala Kelley

SHORT STORIES FOR SUMMER READING

(THESE STORIES WILL BE USED AS RESEARCH PAPER TOPICS FIRST SEMESTER)

INSTRUCTIONS:

- Follow the directions for each category, reading a total of 10 stories (still fewer pages than a novel!).
- Links for reading these stories online have been provided. If the link does not work, GOOGLE the title with the author. These are well-known stories, and finding a link or copy of the story will NOT be a problem.
- Consider how the characteristic of each genre connects with your chosen stories.

Romanticism, American Gothic (1800 – 1865)
Choose 2 from <u>different</u> authors in this group.

- Emphasized feelings and imagination over reason and fact
- Showed life in terms of idealism rather than reality
- Interested in past times and places (especially folktales, mythology, and medieval tales)
- Believed in the natural goodness of man
- Interested in the supernatural or the mysterious
- Looked at the potential of the individual
- Emphasized the inner world
- Associated the county as an idyllic place of escape, independence, and illusion
- Valued democracy and freedom of the individual

Hawthorne, Nathaniel – "Young Goodman Brown"
http://andromeda.rutgers.edu/~jlynch/Texts/younggoodmanbrown.html
Hawthorne, Nathaniel – "The Minister's Black Veil"
http://andromeda.rutgers.edu/~jlynch/Texts/ministersblackveil.html
Hawthorne, Nathaniel – "Rappaccini's Daughter"
http://andromeda.rutgers.edu/~jlynch/Texts/rappaccini.html
Irving, Washington – "The Legend of Sleepy Hollow"
http://www.gutenberg.org/files/41/41-h/41-h.htm
Irving, Washington – "Rip Van Winkle"
http://www.bartleby.com/195/4.html
Poe, Edgar Allan – "The Tell-Tale Heart"
https://www.poemuseum.org/works-telltale.php
Poe, Edgar Allan – "Fall of the House of Usher"
http://xroads.virginia.edu/~hyper/poe/fall.html
Poe, Edgar Allan – "The Cask of Amontillado"
http://xroads.virginia.edu/~hyper/poe/cask.html

Realism, Naturalism, and Regionalism (1865 – 1930)
Choose 2 from <u>different</u> authors in this group.

- Depicted the everyday life and speech of ordinary people
- Represented the reality of life without feelings of tenderness, sadness, or nostalgia
- Featured characters severely and hopelessly limited by their environment or heredity
- Emphasized *local color* - setting, history, speech, dialect, and customs of a particular geographic area

Bierce, Ambrose – "An Occurrence at Owl Creek Bridge"

http://www.gutenberg.org/files/375/375-h/375-h.htm
Chopin, Kate – "Desiree's Baby"
http://storyoftheweek.loa.org/2010/09/desirees-baby.html
Crane, Stephen – "The Open Boat"
http://public.wsu.edu/~campbelld/crane/open.htm
Gilman, Charlotte Perkins – "The Yellow Wallpaper"
https://www.nlm.nih.gov/literatureofprescription/exhibitionAssets/digitalDocs/The-Yellow-Wall-Paper.pdf
Glaspell, Susan – "A Jury of Her Peers"
http://www1.law.umkc.edu/Academic/Spring2011/assignments/MiniTerm/AJuryofHerPeers.pdf
London, Jack – "To Build a Fire"
http://americanenglish.state.gov/files/ae/resource_files/to-build-a-fire.pdf
Twain, Mark – "The Jumping Frog of Calaveras County" or "The Celebrated Jumping Frog of Calaveras County"
http://twain.lib.virginia.edu/projects/price/frog.htm
Wilkins, Mary E. – "The Revolt of Mother"
http://wilkinsfreeman.info/Short/RevoltOfMotherNEN.htm

Modernism (1914-1945)
Choose 3 from <u>different</u> authors in this group.

- Based on rational thinking, logic, and the scientific process in looking at life
- Aimed at creating a clear and rational view of the world
- Believed that through science and reason, mankind can advance and grow
- Believed that there is much to learn from the past that could be beneficial to the present
- Supported the belief that there is purpose for life that must be viewed objectively
- Saw the world optimistically and believed that values and ethics must be followed
- Lacked concern for politics and focused on more significant subjects, such as relationships
- Marked by originality

Anderson, Sherwood – "I Want to Know Why"
http://www.online-literature.com/sherwood-anderson/1469/
Faulkner, William – "Barn Burning"
http://jerrywbrown.com/wp-content/uploads/2014/02/Barn-Burning-by-William-Faulkner-1.pdf
Faulkner, William – "A Rose for Emily"
http://resources.mhs.vic.edu.au/creating/downloads/A_Rose_for_Emily.pdf
Fitzgerald, F. Scott – "Bernice Bobs Her Hair"
http://storyoftheweek.loa.org/2013/05/bernice-bobs-her-hair.html
Fitzgerald, F. Scott – "Diamond as Big as the Ritz"
http://www4.ncsu.edu/unity/users/m/morillo/public/fitzgeraldstories1.pdf
Fitzgerald, F. Scott – "Winter Dreams"
https://public.wsu.edu/~campbelld/engl494/winterdreams.pdf
Hemingway, Ernest – "Snows Like Kilimanjaro"
http://xroads.virginia.edu/~drbr/heming.html
Hemingway, Ernest – "The Short Happy Life of Francis Macomber"
https://www15.uta.fi/FAST/US1/REF/macomber.html
Hemingway, Ernest – "Soldier's Home"

http://www.pennsbury.k12.pa.us/pennsbury/Staff%20Pages/Pennsbury%20High%20East/Zurybida,%20S./12%20World%20Literature%20-%20Academic/Soldier's%20Home.pdf
Lardner, Ring – "Haircut"
http://storyoftheweek.loa.org/2013/07/haircut.html
Parker, Dorothy – "Big Blonde"
https://www.unz.org/Pub/Bookman-1929feb-00639
Steinbeck, John – "Chrysanthemums"
http://isites.harvard.edu/fs/docs/icb.topic1220828.files/The%20Chysanthemums-Steinbeck.pdf
Thurber, James – "The Secret Life of Walter Mitty"
http://www.newyorker.com/magazine/1939/03/18/the-secret-life-of-walter-james-thurber
Welty, Eudora – "Why I Live at the P.O."
http://art-bin.com/art/or_weltypostoff.html
Welty, Eudora – "A Worn Path"
http://xroads.virginia.edu/~drbr/ew_path.html
Wright, Richard – "The Man Who Was Almost a Man"
http://xroads.virginia.edu/~DRBR2/wright.htm

CONTEMPORARY, POSTMODERNISM (1950 – Present)
Choose 3 from <u>different</u> authors in this group.

- Took place after the Second World War but gained popularity in the 1960s
- Marked by the chaos of an uncertain, turbulent world
- Advocates the belief that there is no universal truth
- Uses an unscientific approach to life and believed that all things are irrational
- Believes in chance and the brevity of life
- Questions the rationality of modernism, its principles and thinking
- Believes that there is no connection between the past and the present and that past events are irrelevant in the present
- Characterized by the advancement of technology and its use in music, art, and literature
- Relies on the inspiration and creativity of modern artists rather than creating their own original works and ideas

Capote, Truman – "A Christmas Memory"
http://faculty.weber.edu/jyoung/English%206710/A%20Christmas%20Memory.pdf
Cheever, John – "The Enormous Radio"
http://english307formsofmodernshortstory.web.unc.edu/files/2014/03/enormous_radio-by-John-Cheever.pdf
Jackson, Shirley – "The Lottery"
https://sites.middlebury.edu/individualandthesociety/files/2010/09/jackson_lottery.pdf
Malamud, Bernard – "The Magic Barrel"
http://thereycenter.org/uploads/3/4/3/2/3432754/the-magic-barrel-bernard-malamud.pdf
Oates, Joyce Carol – "Where Are You Going, Where Have You Been"
https://www.d.umn.edu/~csigler/PDF%20files/oates_going.pdf
O'Brien, Tim – "The Things They Carried"
http://www.sfponline.org/Uploads/372/OBrien%20Story.pdf
O'Connor, Flannery – "Everything That Rises Must Converge"
http://thomasaquinas.edu/pdfs/alumni/everything-that-rises.pdf
O'Connor, Flannery – "A Good Man is Hard to Find"

http://xroads.virginia.edu/~drbr/goodman.html
Updike, John – "A & P"
http://www.saginaw-twp.k12.mi.us/view/7889.pdf
Walker, Alice – "Everyday Use"
https://www.deanza.edu/faculty/leonardamy/Everyday%20Use.pdf

COLLEGE PREP 11TH GRADE SUMMER READING PROJECT MENU

Choose ONE from the following menu. The grading rubric is on a separate attachment.

Project Option 1: Literary Period Museum Exhibit
Students create a virtual or physical "museum exhibit" showcasing one literary period.
Requirements:
- Include at least 3 stories from that period.
- Explain how the stories reflect the period's characteristics.
- Create exhibit labels for important characters, themes, and symbols.
- Include visuals, artifacts, or images.

Skills: Literary analysis, synthesis, historical context.

Project Option 2: American Literature Time Capsule
Students create a "time capsule" containing items representing the 10 stories they read.
Requirements:
- One artifact for each story.
- Written explanation (1 paragraph per artifact—10 paragraphs total)
- Explain why the item represents a major theme, conflict, or character.

Example:
- A broken chain for a freedom-themed story.
- A map for a frontier story.
- A newspaper clipping for a realism story.

Skills: Symbolism, thematic analysis.

Project Option 3: Literary Period Comparison Portfolio
Students choose one story from each literary period and compare them.
Requirements:
- Compare themes.
- Compare conflicts.
- Compare characters.
- Explain how American values changed over time.

Final Product:
- Slides, poster, booklet, or Canva presentation.

Skills: Comparative analysis.

Project Option 4: Character Social Media Profiles
Students create social media pages for **5 major characters**.
Requirements:

- Biography
- "Posts" (at least 2 for each character)
- Friends/followers
- Character quotes
- Explanation of how the profile reflects the character's traits

Skills: Character analysis.

Project Option 5: American Literature Podcast
Students record a 5–10-minute podcast.
Possible Topics:

- Best story they read
- Most important American theme
- Most memorable character
- Which literary period still influences America today

Skills: Speaking, analysis, synthesis.

Project Option 6: Theme Tracker Journal
Students trace one theme through all 10 stories.
Possible Themes:

- Freedom
- Individualism
- Survival
- The American Dream
- Justice
- Identity

Requirements:

- Evidence from each story
- Reflection on how the theme changes across periods

Skills: Thematic analysis.

Project Option 7: Literary Map of America
Students create a map showing where stories take place.
Requirements:

- Plot settings on a U.S. map.
- Add summaries.
- Explain how geography affects the story.

Skills: Setting analysis and historical context.

Project Option 8: Soundtrack of American Literature
Students create a playlist.
Requirements:

- 10–12 songs.

- Each song connected to a story or literary period.
- Written explanation for each selection.

Skills: Theme and mood analysis.

Project Option 9: "If These Characters Met..."

Students create conversations between characters from different stories.

Requirements:

- Characters must come from different literary periods.
- Dialogue must reflect each character's beliefs and values.
- Include a reflection explaining why the characters would agree or disagree.

Skills: Characterization and synthesis.

Project Option 10: American Literature Magazine

Students create a literary magazine.

Include:

- Story reviews
- Character spotlights
- Theme articles
- Literary period features
- Recommended readings

Skills: Literary criticism and writing.

11th Grade American Literature Summer Reading Project Rubric

Total: 100 Points

Criteria	Excellent	Proficient	Developing	Beginning	Points
Completion of Reading Requirement	Demonstrates clear understanding of all required stories and literary periods. Evidence from multiple stories is accurate and thorough.	Demonstrates understanding of most required stories and periods.	Demonstrates partial understanding; some evidence is inaccurate or incomplete.	Little evidence that stories were read or understood.	**25**
Literary Analysis	Insightfully analyzes literary elements (theme, conflict, characterization, symbolism, literary period characteristics, etc.). Shows strong critical thinking.	Adequate analysis of literary elements with some thoughtful observations.	Analysis is mostly summary with limited interpretation.	Little or no analysis present.	**25**
Connection to Literary Periods	Accurately and thoroughly explains how stories reflect characteristics of their literary periods.	Correctly identifies most literary period characteristics.	Limited or partially accurate connections.	Little understanding of literary periods demonstrated.	**20**
Creativity & Effort	Project is highly creative, engaging, and clearly demonstrates significant effort.	Project shows good effort and some creativity.	Project shows minimal creativity or effort.	Project appears rushed or incomplete.	**15**
Organization & Presentation	Project is exceptionally organized, polished, and easy to follow. Free of major errors.	Generally organized and understandable. Minor errors present.	Organization is inconsistent; several errors present.	Difficult to follow or poorly presented.	**10**
Mechanics & Conventions	Virtually no grammar, spelling, or formatting errors.	Few errors that do not interfere with understanding.	Frequent errors that occasionally interfere with understanding.	Errors significantly interfere with understanding.	**5**

Total Points: _____ /100

Optional Bonus (+10 Points)

Students may earn up to **10 bonus points** by completing ONE of the following:

- Compare themes across at least three literary periods.
- Include research on an author's historical context.
- Create an additional reflective analysis discussing which literary period they found most interesting and why.
- Connect one story to a modern issue or contemporary work.

Teacher Comment Section

Strengths:

Suggestions for Improvement:
