

Summer Reading 2019-2020

Dear Parents,

Can you believe that we are starting the 2020 school year? Our goal (and yours as well, I am sure) is to make this year is the best year for our students academically and spiritually. Help us get a head start to a good year.

As students enjoy their summer break, studies show they risk losing up to two months of learned language ability. Studies also show that classes can spend up to six weeks reteaching students material that they knew just last year. We want to counteract this annual summer learning loss and allow our students to make the most of their education, so we will once again be requiring all upper-level English courses to complete summer reading.

We know how much you care to invest in your children's education, and we know how hard your children work during the school year. This addition of summer reading is not meant to be a burden on you or them, but instead it is meant to help cement the hard work our students give all year long in the way that only independent application can. These assignments exist to encourage our students to take part in independent reading, to nourish their analytical skills, to enhance reading comprehension, and to better prepare them for their upcoming English Language courses. The assignments will also help generate discussion based on shared experience and inquiry.

Below you will find the summer reading assignments for the 2019-2020 year. Make sure to look at the page that relates to which ELA course your student will be entering into in the Fall. All assignments will be due on the Friday at the end of the first full week of school, allowing students a week after the beginning of the school year to finish their assignments.

If you have any questions about the assignments, contact Ms. Douglas (mdouglas@pcagreenwood.org).

6th Grade Literature

For incoming 6th graders, summer reading will consist of a story of their choice from the provided list. This project is due at the end of the first full week of school, in August.

During summer break, rising sixth grade students will read **one (1) book of their choice**. This should be a book not previously read, and it should be at least 150-200 pages. Students will produce a project as described below, which will count as a test grade.

This assignment may be typed or handwritten. Instructions: 1. Read the book of your choosing from the 6th/7th grade reading list. 2. Create a project based on your book.

Story of your Choice → Project of your choice

Below is a list of options for students to choose from for their second project. The only requirement for this book is that it must be at least 150 pages long and students must not have previously read the book. Parents, please make sure that your students are reading books that you deem appropriate.

Suggested 6th & 7th Grade Reading List:

Miracles on Maple Hill	Virginia Sorensen
Old Yeller	Fred Gipson
Amos Fortune: Free Man	Elizabeth Yates
The Light in the Forest	Conrad Richter
Maniac Magee	Jerry Spinelli
Island of the Blue Dolphins	Scott O'Dell
The Phantom Tollbooth	Norton Juster
Adam of the Road	Elizabeth Gray
Redwall Series	Brian Jacque
The Secret Garden	Francis Burnet
Snow Treasure	Marie Mcswigan
Across Five Aprils	Irene Hunt
A Single Shard	Linda Sue Park
The Yearling	Marjorie Rawlings
By the Great Horn Spoon	Sid Fleischman
The Boy in the Striped Pajamas	John Boyne
Fever, 1793	Laurie Anderson

The Incredible Journey
Surviving the Applewhites
Indian Captive
The Devil's Arithmetic
Little Britches

Sheila Burford
Stephanie S. Tolan
Lois Lenski
Jane Yolen
Ralph Moody

Project Options:

Choose one of the following:

- **Google Slides** → Build an interactive presentation that leads the audience through a story summary (that does not give away the ending!!). It should include images, text, and embedded video. Your goal is to invite the audience to also read the book. You must include an introduction of your characters, and an overview of plot.
- **Setting Diorama** → Create a high quality shoebox diorama of a scene from the book you read. Write a detailed explanation of the scene and attach it to the diorama.
- **Board Game** → Based on the theme of the story, create a game that includes at least 10-12 trivia cards related to the plot, playing pieces that represent the characters, a method of movement and hazards related to the conflict(s) in the novel, and a detailed rule book.
- **Map Creation:** Make a quality map and retrace the journey of a character or characters in the story. Be sure to identify important places and events. Orally present your map to the class.
- **Pictorial Timeline:** Construct a quality pictorial timeline that summarizes what happens in the story. Orally present the timeline to the class.

7th Grade Literature

For incoming 7th graders, summer reading will consist of two books: *The Big Wave* by Pearl S. Buck and a book of their choice. In this process, there is to be NO collaboration with other students. Any assistance from the internet, movies, or secondary sources such as Sparknotes, Cliff Notes, or Wikipedia will be viewed as cheating. If you have questions about format, email your 7th grade teacher (mdurham@pcagreenwood.org). These journals and the project are due at the end of the first full week of school, in August.

During summer break, rising seventh grade students will read **one (1) book of their choice**. This should be a book not previously read, and it should be at least 150-300 pages. Students will produce a written response as described below, which will count as a test grade.

This assignment may be typed or handwritten. Instructions: 1. Read the book of your choosing from the 7th/8th grade reading list.

2. For *The Big Wave* by Pearl S. Buck, divide your novel into five (5) equal sections. Choose one meaningful passage from each of the 5 sections of your novel; quote it and write the page number of the passage. (Eg.: Your book has 250 pages ... $250/5= 50$. This example shows you should write a response every 50 pages.)

3. Next, use one response below to give your personal insight (NOT a summary) for each of the five passages. Provide a word count at the end. (Use the following examples only once so that you have a variety of responses.)

- a. This passage is important because...
- b. This passage reveals the...
- c. This excerpt makes me feel (angry/sympathetic/confused etc.) because...
- d. This character reminds me of...
- e. This character exhibits the quality of courage (honesty, etc.) ...
- f. The point the author wants to make here is...
- g. The author uses the literary device of (imagery/symbolism/theme etc.)...
- h. This setting is significant because...
- i. I agree/disagree with this character's decision because...
- j. This is exciting /boring because...
- k. The author does a good/bad job of...

Each commentary should be no less than 50 words in length. You should have a minimum of five entries.

4. Include a cover page with your name, the book's title, the book's author, and the book's page count.

Example:

Passage 1: "Fire swamps are, of course, entirely misnamed...Simply, there are swamps which contain a large percentage of sulfur and other gas bubbles that burst continually into flame. They are covered with lush giant trees that shadow the ground, making the flame bursts seems particularly dramatic. Because they are dark, they are almost always quite moist, thereby attracting the standard insect and alligator community that prefers a moist climate" (page 199).

Response: The author uses imagery in this passage when describing the fire swamps. The writing is very powerful that I could understand in my mind the immense, dark swamp like something out of a fairy tale, only with jets of flames popping up. The author does a fantastic job describing the swamps and why they were such a traumatic event for Florin and Guilder. (64 words)

Part 2: *Story of your Choice* → Project of your choice

Below is a list of options for students to choose from for their second project. The only requirement for this book is that it must be at least 150 pages long and students must not have previously read the book. Parents, please make sure that your students are reading books that you deem appropriate.

Suggested 7th & 8th Grade Reading List:

Miracles on Maple Hill	Virginia Sorensen
Rascal	Sterling North
The Bronze Bow	Elizabeth Speare
Amos Fortune: Free Man	Elizabeth Yates
The Light in the Forest	Conrad Richter
Maniac Magee	Jerry Spinelli
Island of the Blue Dolphins	Scott O'Dell
The Phantom Tollbooth	Norton Juster
Adam of the Road	Elizabeth Gray
Redwall Series	Brian Jacque
The Secret Garden	Francis Burnet
Snow Treasure	Marie Mcswigan
Across Five Aprils	Irene Hunt
Trumpeter of Krakow	Eric Kelly
White Fang	Jack London

The Yearling	Marjorie Rawlings
Swiss Family Robinson	Johann Wyss
The Red Badge of Courage	Stephen Crane
The Boy in the Striped Pajamas	John Boyne
Fever, 1793	Laurie Anderson
The Incredible Journey	Sheila Burford
Carry on Mr. Bowditch	Jean Lee Latham

Project Options:

Choose one of the following:

- **Google Slides** → Build an interactive presentation that leads the audience through a story summary (that does not give away the ending!!). It should include images, text, and embedded video. Your goal is to invite the audience to also read the book. You must include an introduction of your characters, an overview of plot, and a thematic statement.
- **Setting Diorama** → Create a high quality shoebox diorama of a scene from the book you read. Write a detailed explanation of the scene and attach it to the diorama.
- **Board Game** → Based on the theme of the story, create a game that includes at least 10-12 trivia cards related to the plot, playing pieces that represent the characters, a method of movement and hazards related to the conflict(s) in the novel, and a detailed rule book.
- **Reading Reflections** → Choose and retell 2 main events from the book. For both events, explain your personal connections and support those connections with a personal story. All of your ideas must be thoroughly thought through and you must present them in the form of a scrapbook or a poster.
- **Children's Pop-up Book** → Create a pop-up book that contains a minimum of 6 pop-up elements based on the book's content. The pictures and pop-ups must be paired with text.
- **Map Creation:** Make a quality map and retrace the journey of a character or characters in the story. Be sure to identify important places and events. Orally present your map to the class.
- **Pictorial Timeline:** Construct a quality pictorial timeline that summarizes what happens in the story. Orally present the timeline to the class.
- **Newspaper Article:** Develop a front page for a newspaper using incidents from the story. The page must have a title for the paper, headlines, bylines, datelines, picture with captions, as well as stories. Use a 12X18 piece of construction paper or poster board.. Orally present the "front page news".

8th Grade Literature

For incoming 8th graders, summer reading will consist of two books: *Crispin: The Cross of Lead* by Avi and a book of their choice. In this process, there is to be NO collaboration with other students. Any assistance from the internet, movies, or secondary sources such as Sparknotes, Cliff Notes, or Wikipedia will be viewed as cheating. If you have questions about format, email your 7th grade teacher (mdurham@pcagreenwood.org). These journals and the project are due at the end of the first full week of school, in August.

During summer break, rising seventh grade students will read **one (1) book of their choice**. This should be a book not previously read, and it should be at least 150-300 pages. Students will produce a written response as described below, which will count as a test grade.

This assignment may be typed or handwritten. Instructions: 1. Read the book of your choosing from the 7TH grade reading list.

2. For *Crispin: The Cross of Lead* by Avi, divide your novel into five (5) equal sections. Choose one meaningful passage from each of the 5 sections of your novel; quote it and write the page number of the passage. (Eg.: Your book has 250 pages ... $250/5= 50$. This example shows you should write a response every 50 pages.)

3. Next, use one response below to give your personal insight (NOT a summary) for each of the five passages. Provide a word count at the end. (Use the following examples only once so that you have a variety of responses.)

- a. This passage is important because...
- b. This passage reveals the...
- c. This excerpt makes me feel (angry/sympathetic/confused etc.) because...
- d. This character reminds me of...
- e. This character exhibits the quality of courage (honesty, etc.) ...
- f. The point the author wants to make here is...
- g. The author uses the literary device of (imagery/symbolism/theme etc.)...
- h. This setting is significant because...
- i. I agree/disagree with this character's decision because...
- j. This is exciting /boring because...
- k. The author does a good/bad job of...

Each commentary should be no less than 50 words in length. You should have a minimum of five entries.

4. Include a cover page with your name, the book's title, the book's author, and the book's page count.

Example:

Passage 1: "Fire swamps are, of course, entirely misnamed...Simply, there are swamps which contain a large percentage of sulfur and other gas bubbles that burst continually into flame. They are covered with lush giant trees that shadow the ground, making the flame bursts seems particularly dramatic. Because they are dark, they are almost always quite moist, thereby attracting the standard insect and alligator community that prefers a moist climate" (page 199).

Response: The author uses imagery in this passage when describing the fire swamps. The writing is very powerful that I could understand in my mind the immense, dark swamp like something out of a fairy tale, only with jets of flames popping up. The author does a fantastic job describing the swamps and why they were such a traumatic event for Florin and Guilder. (64 words)

Part 2: *Story of your Choice* → Project of your choice

Below is a list of options for students to choose from for their second project. The only requirement for this book is that it must be at least 150 pages long and students must not have previously read the book. Parents, please make sure that your students are reading books that you deem appropriate.

Suggested 7th & 8th Grade Reading List:

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Rascal	Sterling North
The Bronze Bow	Elizabeth Speare
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The Light in the Forest	Conrad Richter
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Island of the Blue Dolphins	Scott O'Dell
The Phantom Tollbooth	Norton Juster
Adam of the Road	Elizabeth Gray
Redwall Series	Brian Jacque
The Secret Garden	Francis Burnet
Across Five Aprils	Irene Hunt
Trumpeter of Krakow	Eric Kelly
White Fang	Jack London
The Yearling	Marjorie Rawlings

Swiss Family Robinson	Johann Wyss
The Red Badge of Courage	Stephen Crane
The Boy in the Striped Pajamas	John Boyne
Fever, 1793	Laurie Anderson
The Incredible Journey	Sheila Burford
Carry on Mr. Bowditch	Jean Lee Latham
Snow Treasure	Marie Mcswigan

Project Options:

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- **Setting Diorama** → Create a high quality shoebox diorama of a scene from the book you read. Write a detailed explanation of the scene and attach it to the diorama.
- **Board Game** → Based on the theme of the story, create a game that includes at least 10-12 trivia cards related to the plot, playing pieces that represent the characters, a method of movement and hazards related to the conflict(s) in the novel, and a detailed rule book.
- **Reading Reflections** → Choose and retell 2 main events from the book. For both events, explain your personal connections and support those connections with a personal story. All of your ideas must be thoroughly thought through and you must present them in the form of a scrapbook or a poster.
- **Children's Pop-up Book** → Create a pop-up book that contains a minimum of 6 pop-up elements based on the book's content. The pictures and pop-ups must be paired with text.
- **Map Creation:** Make a quality map and retrace the journey of a character or characters in the story. Be sure to identify important places and events. Orally present your map to the class.
- **Pictorial Timeline:** Construct a quality pictorial timeline that summarizes what happens in the story. Orally present the timeline to the class.
- **Newspaper Article:** Develop a front page for a newspaper using incidents from the story. The page must have a title for the paper, headlines, bylines, datelines, picture with captions, as well as stories. Use a 12X18 piece of construction paper or poster board.. Orally present the "front page news".

9th Grade General Literature

For incoming 9th graders, summer reading will consist of two books: *To Kill a Mockingbird* by Harper Lee and a book of their choice. In this process, students should not collaborate or seek any assistance from the internet, movies, or secondary sources such as Sparknotes, Cliff Notes, or Wikipedia. If you have questions about format, email your 9th grade teacher (mdouglas@pcagreenwood.org). This essay and the project are due at the end of the first full week of school.

9th grade General Literature is the class that prepares students for all future years in English courses. By completing individual reading assignments over the summer, students will both reaffirm the skills they learned in middle school and familiarize themselves with new work.

Below you can find information about the assignments that will go along with their reading.

Part 1: *To Kill a Mockingbird* → Essay

Below are four writing prompts for the novel *To Kill a Mockingbird*. Please choose ONE of the prompts and write a well-organized essay in response to it. Use the prompt as a basis for formulating your introduction and thesis statement. Be sure to use *at least one* piece of textual support for each of your body paragraphs.

1. Harper Lee suggests that real courage is the ability to stand up for what you believe in. In an organized and supported essay, explain how the children's (Scout's and Jem's) ideas about courage change throughout the novel, beginning with what they consider to be courage and showing how that evolves to the point where they finally come to understand that real courage is standing up for what is right despite the risks or sacrifices of doing so.

2. Harper Lee presents the idea that a person's education outside of the classroom helps us to mature and better understand life's more difficult situations. Explain how the events in Part One (Chapters 1-11) of the novel prepare the children (Scout, Jem, and Dill) for the events of the trial of Tom Robinson and the events that follow its unfair verdict.

3. Harper Lee suggests that it takes an innocent child to see the hypocrisy of the adult world. Using examples from the text, show how Scout (and perhaps Jem and Dill) are able to see the hypocrisy that the adults of Maycomb so blindly engage in.

4. Atticus says that people need to crawl inside other people's skin and see things from their point of view. Analyze this theme and discuss what we learn when characters in the book demonstrate this act of seeing from another's perspective.

Format: This essay should be at least two (2) full pages, double-spaced. You should use 12 pt. font and standard (one inch) margins. If your essay is not formatted correctly, I will ask you to resubmit it and will automatically deduct five (5) points. You should also have an appropriate and interesting title. When you use quotes, you must write the page number immediately after the quote: "quote" (23).

Part 2: *Story of your Choice* → Project of your choice

Below is a list of options for students to choose from for their second project. The only requirement for this book is that it must be at least 150 pages long and students must not have previously read the book. Parents, please make sure that your students are reading books that you deem appropriate.

Project Options:

Choose one of the following:

- **Poetry Anthology** → Write at least 5 original poems and include at least 3 found poems that relate to the book's contents. Bind it like a book (with a cover and table of contents.) Also, write a forward that identifies the theme of the book.
- **Prezi** → Build an interactive presentation that leads the audience through a story summary (that does not give away the ending!!). It should include images, text, and embedded video. Your goal is to invite the audience to also read the book. You must include an introduction of your characters, an overview of plot, and a thematic concept as well as a thematic statement.
- **Character Party** → Plan a theme party for the characters from the story. Create an event planning folder that includes visuals and descriptions of each element and why you chose it. Your folder should include an invitation, a menu, and a seating chart as well as a plan for entertainment and decoration.
- **Setting Diorama** → Create a high quality shoebox diorama of a scene from the book you read. Write a detailed explanation of the scene and attach it to the diorama.
- **Theme CD** → Compile a selection of 5-8 thematically related songs that represent the book. Though you may make this a digital playlist, you must include a physical CD insert that include that includes a page for each song and a detailed explanation for how the lyrics relate to the novel
- **Book Budget** → Based upon the activities and interests of the main characters, make a list of the supplies and services that were utilized in the story. Research and estimate the costs associated with the items and calculate the characters' total expenses. Create a spreadsheet (Google Sheets or Excel) for the data.
- **Board Game** → Based on the theme of the story, create a game that includes at least 10-12 trivia cards related to the plot, playing pieces that represent the characters, a method of movement and hazards related to the conflict(s) in the novel, and a detailed rule book.
- **Reading Reflections** → Choose and retell 2 main events from the book. For both events, explain your personal connections and support those connections with a personal story. All of your ideas

must be thoroughly thought through and you must present them in the form of a scrapbook or a poster.

- **Original Song & Music Video** → Compose and record an original song (based on the plot & theme). You may use garageband or real instruments for this. Create an accompanying music video that pairs visuals with the music and lyrics. Upload the video to youtube (does not have to be a public video) and send Ms. Douglas the link.
- **Children's Pop-up Book** → Create a pop-up book that contains a minimum of 6 pop-up elements based on the book's content. The pictures and pop-ups must be paired with text.

World Literature

This year students will be exploring other cultures through literature. To help them prepare over the summer, students should read *Beowulf* (translated by Heaney) as well as another novel originally written in a language other than English. Students should complete the following assignments to go along with their reading. In this process, there is to be NO collaboration with other students. Any assistance from the internet, movies, or secondary sources such as Sparknotes, Cliff Notes, or Wikipedia will be viewed as cheating. If you have questions about format, email your 10th grade teacher (mdouglas@pcagreenwood.org). These journals and the project are due at the end of the first full week of school.

Part 1: *Beowulf* (translated by Seamus Heaney) → Dialectical Journals

Returning students should remember these from last year. However, even they should read through the following instructions to help refresh them on how to properly create DJs.

The term "dialectic" means "using the process of question and answer to investigate the truth of a theory or opinion." The "dialectic" was the method Socrates used to teach his students how to be actively engaged in the struggle to obtain meaning from an unfamiliar and challenging work. A dialectical journal is a written conversation with yourself about a piece of literature that encourages the habit of reflective questioning. You will use a double-entry format to examine details of a passage and synthesize your understanding of the text.

Instructions

1. Purchase a spiral bound notebook or composition book OR **create a computerized response journal ← Preferred** (see example)
2. Write the number of pages in your novel here _____ (Round up or down to the tenth's place.)
3. Divide your novel into twenty (20) equal sections and write a response for every section. (Eg.: 253 pages ... $253/20 = 13$. This example shows you should write a response every 13 pages.)
4. Draw a vertical line down the middle of the page
5. Label the left column TEXT and the right column RESPONSE
6. In the TEXT column, copy passages word for word from the novel, including quotations marks and page numbers; **you should have TWENTY.**
7. How do you choose what passages to write down? Passages become important if:
 - i. Details in the passage seem important to you
 - ii. You have an epiphany
 - iii. You learn something significant about a character
 - iv. You recognize a pattern (recurring images, ideas, colors, symbols, descriptions, details, etc.)
 - v. You agree or disagree with something a character says or does
 - vi. You find an interesting or potentially significant quotation

vii. You notice something important or relevant about the author's writing style

viii. You notice effective use of literary devices

ix. You think that the passage contributes to or reveals a theme in the novel

8. In the RESPONSE column, write about the passages. DO NOT MERELY SUMMARIZE THE PLOT OR RESTATE THE PASSAGE IN YOUR OWN WORDS.

9. Label each passage with one of the letters below (RE, CH, CO, P, LD, RF, T, M, I). With the exception of literary devices, **you may not use the same label more than once.**

a. **(Reaction) RE=** Describe what the passage makes you think or how it makes you feel and why.

b. **(Characterization) CH=** Analyze details or dialogue uses to show you aspects of the identities of the characters.

c. **(Connection) CO=** Make connections to other places in the novel or to your life, or to the world, or another story that you have read.

d. **(Prediction) P=** Anticipate what will occur based on what is in the passage.

e. **(Literary Device) LD=** Analyze the author's writing using literary terms (see list of possibilities below)

f. **(Reflect) RF=** Think deeply about what the passage means in a broad sense – not just to the characters in the story. What conclusions can you draw about the world, about human nature, or just about the way things are?

g. **(Theme) T=** Determine the passage contributes to the author's overall message or messages about some aspect or aspects of life.

h. **(Mood) M=** Determine the way the passage establishes the mood or tone of a scene and explain how that might be important.

i. **(Inquiry) I=** Ask questions about what is happening, what a detail might mean, or things you are curious about.

10. Each RESPONSE must be at least 50 words (include word count at the end of each response.

First person writing (using the pronoun "I") is acceptable in the RESPONSE column

IMPORTANT: It is important to always explain why you think something or like something or don't understand something.

Sample Journal Entry:

TEXT	RESPONSE
<p>"He might have hurt me a little," Atticus conceded, "but son, you'll understand folks a little better when you're older. A mob's always made up of people, no matter what. Mr. Cunningham was part of a mob last night, but he was still a man...So it took an eight-year-old child to bring 'em to their senses didn't it?" (159-160).</p> <p>NOTE the quotation marks, punctuation, and MLA format</p>	<p>(LD). The tone here is matter-of-fact. Atticus admits that Mr. Cunningham could have harmed him, but he explains that Mr. Cunningham's actions were not entirely his own; he was influenced by the crowd as is common for many people. It takes Scout recognizing him and talking to him to make Mr. Cunningham realize that what he is doing is wrong. (61 words)</p> <p>NOTE word count; NOTE labeling of response type</p>

Literary Devices you can use for responses

- Alliteration
- Epic
- Onomatopoeia
- Subplot
- Tone
- Allusion
- Epic hero
- Oxymoron
- Suspense
- Theme
- Antagonist
- Fable
- Paradox
- Symbol
- Autobiography
- Foreshadowing
- Personification
- Biography
- Genre:
 - poetry
 - prose
 - drama
- Plot:
 - exposition
 - climax
 - resolution
- Blank verse
- hyperbole
- Point of view (1st, 3rd, limited, omniscient)
- Characterization -direct, indirect
- Imagery
- Protagonist -static, flat, etc
- Irony -dramatic, verbal, situational
- Repetition
- Rhyme
- Conflict
- Metaphor
- Satire
- Dialect
- Meter
- Setting
- Diction
- Mood
- Simile

Review of Requirements:

On the cover of your response:

--- Write your name; title of book and author; page count for entire book

TEXT side of journal:

---- You have ten excerpts from ten evenly spaced sections of the novel

---- You have quoted and used quotation marks (watch placement of marks)

---- Your citation has a page number and is according to MLA standards (see example)

RESPONSE side of journal:

---- You have ten responses

---- You have a variety of responses; they are labeled (RE, CH, CO, P, LD, RF, T, M, I)

---- Your response has word count; each must be at least 50 words.

Part 2: Translated Novel → Project of your choice for Honors [CP: Choose Part 2 or Part 3 and complete a project for either]

For the second novel, students may choose any novel that was originally written in a language other than English (EXCEPT *Metamorphosis* by Kafka) or may finish *Frankenstein* by Mary Shelley. Once read, students should complete one of the following assignments to go along with their book.

Project Options:

Choose one of the following:

- **Poetry Anthology** → Write at least 5 original poems and include at least 3 found poems that relate to the book's contents. Bind it like a book (with a cover and table of contents.) Also, write a forward that identifies the theme of the book.
- **Prezi** → Build an interactive presentation that leads the audience through a story summary (that does not give away the ending!!). It should include images, text, and embedded video. Your goal is to invite the audience to also read the book. You must include an introduction of your characters, an overview of plot, and a thematic concept as well as a thematic statement.
- **Character Party** → Plan a theme party for the characters from the story. Create an event planning folder that includes visuals and descriptions of each element and why you chose it. Your folder should include an invitation, a menu, and a seating chart as well as a plan for entertainment and decoration.
- **Setting Diorama** → Create a high quality shoebox diorama of a scene from the book you read. Write a detailed explanation of the scene and attach it to the diorama.
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- **Children's Pop-up Book** → Create a pop-up book that contains a minimum of 6 pop-up elements based on the book's content. The pictures and pop-ups must be paired with text.

Part 3: Book by C.S. Lewis → Essay for Honors [CP: Choose Part 2 or Part 3 and complete a project for either]

Choose one of the following books by C.S. Lewis, one you have not read previously. Read the novel and complete the related essay prompt.

<p>Mere Christianity</p>	<p>Philosophers and theologians often discuss the relationship (or conflict) between science and religion. Consider Lewis's views on this topic: does he see science as useful/valid in any respects? Is there anything that religion can offer that science cannot? What are your own thoughts regarding this subject?</p>
<p>Till We Have Faces</p>	<p>Choose one of the following thematic elements, and discuss why you think it is the most important in the text:</p> <ol style="list-style-type: none"> 1) Logic vs. Faith 2) Ugliness vs. Beauty 3) Sacrifice 4) Power 5) Truth
<p>The Screwtape Letters</p>	<p>Choose One:</p> <p>Essay Prompt #1 Lewis contends that Christians are generally intelligent, reasoning people capable of understanding God's plan and God's will. Screwtape advises that a basic devil tactic is to shift Christian focus to the mundane thereby lessening or blunting the thoughts of a human. Identify 6 examples of mundane that a modern devil might use to shift modern Christian thinking. Is the mundane an individual internal factor or can it be an external community factor?</p> <p>Essay Prompt #2 Lewis contends the human mind can be shifted to focus thinking on an abstract level as a means to avoid having to deal with the reality right in front of a person. Expand on the question whether this reality to abstraction is a permanent feature of American society as it relates to political campaigns.</p> <p>Essay Prompt #3 The literary tactic used by C.S. Lewis in The Screwtape Letters has often been imitated but never surpassed. Discuss why the decision to describe the Christian life from the standpoint of one trying to undermine it is so effective. How would the book have been different had Lewis written a straight devotional book advocating certain characteristics</p>

	of Christian maturity? Would have worked as well? Why or why not?
The Four Loves	Did you find this book helpful to you? Has it changed your outlook in any way? How would you go about putting Lewis' insights into practice in your own relationships?
The Great Divorce	Discuss the terms "Parable" and "Allegory." What characteristics does The Great Divorce share with these styles? Define the terms and cite examples of these characteristics from the text.

Format: This essay should be at least two (2) full pages, double-spaced. You should use 12 pt. font and standard (one inch) margins. If your essay is not formatted correctly, I will ask you to resubmit it and will automatically deduct five (5) points. You should also have an appropriate and interesting title. When you use quotes, you must write the page number immediately after the quote: "quote" (23).

American Literature

This year, we will be exploring the canon of American Literature. To prepare for this course, students should read *The Scarlet Letter* by Nathaniel Hawthorne and *Fahrenheit 451* by Ray Bradbury. Honors students should also read a modern American classic, which they should choose from the provided list of options below. Students should complete the following assignments to go along with their reading. In this process, there is to be NO collaboration with other students. Any assistance from the internet, movies, or secondary sources such as Sparknotes, Cliff Notes, or Wikipedia will be viewed as cheating. If you have questions about format, email your American Lit. teacher (mdouglas@pcagreenwood.org). All assignments are due at the end of the first full week of school, Friday, August 24, 2018.

Part 1: *The Scarlet Letter* → Essay #1

Hawthorne's *The Scarlet Letter* was written long after the end of the Puritanical Massachusetts Bay Colony. Research what life in the actual colony was like and write an MLA-style essay that compares the setting of *The Scarlet Letter* with the historical Salem. This essay should be at least 3 pages in length and include at least 2 sources other than the novel. A good essay will do more than just explain the differences between history and fiction. It will explore why Hawthorne chose the setting he did and how the setting affects the characters and events in the novel.

Part 2: *Fahrenheit 451* → Essay #2

Where *The Scarlet Letter* is set in the past of America, *Fahrenheit 451* by Bradbury is set in the future of America. In this future, censorship is central to America's way of life. In an essay, discuss the complexities of Bradbury's message. Is he against all forms of censorship? Do you think a society such as this could ever truly exist? What aspects of this society does Bradbury appear to detest the most? Make sure to cite specific information from the text to back your claim.

Honors: A Modern American Novel or Drama → Project

Honors students should choose one of the following novels to read on top of the other two novels. Students then will complete a project of their choice on said novel. Please note, these are more complex and more adult texts than the other texts on this list. However, the students who are in the Honors version of this class should be mature enough to handle this.

Possible Novels or Plays:

<i>The Grapes of Wrath</i> by John Steinbeck	<i>The Old Man and the Sea</i> by Ernest Hemingway	<i>The Glass Menagerie</i> by Tennessee Williams	<i>The Death of a Salesman</i> by Arthur Miller
<i>Of Mice and Men</i> by John Steinbeck	<i>The Sun Also Rises</i> by Ernest Hemingway	<i>Our Town</i> by Thornton Wilder	<i>In Cold Blood</i> by Truman Capote

Project Options:

Choose one of the following:

- **Poetry Anthology** → Write at least 5 original poems and include at least 3 found poems that relate to the book's contents. Bind it like a book (with a cover and table of contents.) Also, write a forward that identifies the theme of the book.
- **Prezi** → Build an interactive presentation that leads the audience through a story summary (that does not give away the ending!!). It should include images, text, and embedded video. Your goal is to invite the audience to also read the book. You must include an introduction of your characters, an overview of plot, and a thematic concept as well as a thematic statement.
- **Character Party** → Plan a theme party for the characters from the story. Create an event planning folder that includes visuals and descriptions of each element and why you chose it. Your folder should include an invitation, a menu, and a seating chart as well as a plan for entertainment and decoration.
- **Setting Diorama** → Create a high quality shoebox diorama of a scene from the book you read. Write a detailed explanation of the scene and attach it to the diorama.
- **Theme CD** → Compile a selection of 5-8 thematically related songs that represent the book. Though you may make this a digital playlist, you must include a physical CD insert that include that includes a page for each song and a detailed explanation for how the lyrics relate to the novel
- **Book Budget** → Based upon the activities and interests of the main characters, make a list of the supplies and services that were utilized in the story. Research and estimate the costs associated with the items and calculate the characters' total expenses. Create a spreadsheet (Google Sheets or Excel) for the data.
- **Board Game** → Based on the theme of the story, create a game that includes at least 10-12 trivia cards related to the plot, playing pieces that represent the characters, a method of movement and hazards related to the conflict(s) in the novel, and a detailed rule book.
- **Reading Reflections** → Choose and retell 2 main events from the book. For both events, explain your personal connections and support those connections with a personal story. All of your ideas must be thoroughly thought through and you must present them in the form of a scrapbook or a poster.
- **Original Song & Music Video** → Compose and record an original song (based on the plot & theme). You may use garageband or real instruments for this. Create an accompanying music video that pairs visuals with the music and lyrics. Upload the video to youtube (does not have to be a public video) and send Ms. Douglas the link.

- **Children's Pop-up Book** → Create a pop-up book that contains a minimum of 6 pop-up elements based on the book's content. The pictures and pop-ups must be paired with text.

AP Language and Composition

According to the AP board, the main goal of AP Language and Composition is to teach students to read like writers and write like readers. Though most of this course will focus on nonfiction prose, students will be learning from fiction authors over the summer. For this assignment, students will need to find a novel and book on writing written by the same author. In this process, there is to be NO collaboration with other students. Any assistance from the internet, movies, or secondary sources such as Sparknotes, Cliff Notes, or Wikipedia will be viewed as cheating. If you have questions about format, email your AP teacher (mdouglas@pcagreenwood.org). All assignments are due at the end of the first full week of school, Friday, August 24, 2018. Read below for instructions on this assignment.

Writing Like a Reader Project → Instructions

This project involves annotations, an essay, and a visual presentation. Students will need to read through a novel as well as a book on writing by the same author, finding connections between the author's advice and the author's own writing.

1. Read through the book on writing, synthesizing the information in the book into a list of ten (10) rules for writing and the author's reasons behind those rules.
2. While reading through the novel, create annotations that showcase places where the author either follows or breaks his/her own rules. A good rule of thumb is at least 2 annotations a rule and at least 1 annotation a chapter.
3. Once you have created your rules and made your annotations, you will write an essay that is at least three (3) pages long that compiles your rules and most important annotations. The goal of your paper is to create an understanding of how your author makes the decisions he/she did in writing.
4. Create a presentation with a powerpoint or a prezzi to present your information.
5. Presentations will be on Friday, August 24.

Thank you for Arguing, 3rd Edition → Quiz in Back of The Book

Read this book on persuasion and complete the Test Your Knowledge section in the back of the book. This is found in the Argument Lab chapter of the book and goes from pgs. 381-394. You may use the book to help you find answers. Turn in your answers as google doc to Google Classroom.

British Literature

This year, we will be exploring the canon of British Literature. To prepare for this course, students should read *The Screwtape Letters* by C.S. Lewis and a novel by Charles Dickens, which they should choose from the provided list of options below. Honors students should also read *Heart of Darkness* by Joseph Conrad. Students should complete the following assignments to go along with their reading. In this process, there is to be NO collaboration with other students. Any assistance from the internet, movies, or secondary sources such as Sparknotes, Cliff Notes, or Wikipedia will be viewed as cheating. If you have questions about format, email your British Lit. teacher (mdouglas@pcagreenwood.org). All assignments are due at the end of the first full week of school, Friday, August 24, 2018.

Part 1: *The Screwtape Letters* → Essay

The Screwtape Letters is an epistolary novel (told through a series of letters), but all of these letters show only one side of the conversation. In an essay that is at least 3 pages long, explore why we are given only Screwtape's point of view. Why do we never see into Wormwood's or the Patient's Point of View even though they are closer to the action?

Part 2: A Dickens Novel → Project

Students should choose one of the following novels to read and complete a project on. This should be a novel that the student has not read previously. If the student has read all offered texts, contact Miss Douglas (mdouglas@pcagreenwood.org) for an alternative assignment.

Possible Novels:

<i>Nicholas Nickleby</i>	<i>Oliver Twist</i>	<i>Little Dorrit</i>	<i>David Copperfield</i>
<i>Great Expectation</i>	<i>A Tale of Two Cities</i>	<i>Hard Times</i>	<i>Bleak House</i>

Project Options:

Choose one of the following:

- **Poetry Anthology** → Write at least 5 original poems and include at least 3 found poems that relate to the book's contents. Bind it like a book (with a cover and table of contents.) Also, write a forward that identifies the theme of the book.
- **Prezi** → Build an interactive presentation that leads the audience through a story summary (that does not give away the ending!!). It should include images, text, and embedded video. Your goal is to invite the audience to also read the book. You must include an introduction of your characters, an overview of plot, and a thematic concept as well as a thematic statement.

- **Character Party** → Plan a theme party for the characters from the story. Create an event planning folder that includes visuals and descriptions of each element and why you chose it. Your folder should include an invitation, a menu, and a seating chart as well as a plan for entertainment and decoration.
- **Setting Diorama** → Create a high quality shoebox diorama of a scene from the book you read. Write a detailed explanation of the scene and attach it to the diorama.
- **Theme CD** → Compile a selection of 5-8 thematically related songs that represent the book. Though you may make this a digital playlist, you must include a physical CD insert that includes a page for each song and a detailed explanation for how the lyrics relate to the novel
- **Book Budget** → Based upon the activities and interests of the main characters, make a list of the supplies and services that were utilized in the story. Research and estimate the costs associated with the items and calculate the characters' total expenses. Create a spreadsheet (Google Sheets or Excel) for the data.
- **Board Game** → Based on the theme of the story, create a game that includes at least 10-12 trivia cards related to the plot, playing pieces that represent the characters, a method of movement and hazards related to the conflict(s) in the novel, and a detailed rule book.
- **Reading Reflections** → Choose and retell 2 main events from the book. For both events, explain your personal connections and support those connections with a personal story. All of your ideas must be thoroughly thought through and you must present them in the form of a scrapbook or a poster.
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- **Children's Pop-up Book** → Create a pop-up book that contains a minimum of 6 pop-up elements based on the book's content. The pictures and pop-ups must be paired with text.

Honors: *Heart of Darkness* → Essay

In addition to the other two novels, honors students should also read Heart of Darkness. Though short, this book is a very complex text. Make sure to devote time to fully exploring this piece.

Understanding the role of symbols in a text is pivotal to understanding the text itself. In a 3-4 page paper, Describe the use of "darkness" both in the book's title and as a symbol throughout the text. What does darkness represent? Is its meaning constant or does it change?