



Grace Christian Academy High School
Summer Reading
2014-15

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English 9

Rising ninth-grade students will read portions of ONE required book:

***Mythology* by Edith Hamilton ISBN: 9780446574754**

Rising ninth-grade students will fully read ONE book:

***To Kill a Mockingbird* by Harper Lee ISBN: 0446310786**

Please be aware that *To Kill a Mockingbird* contains mature language and themes. Parents, if you have concerns, please contact me at bgiles@gcarams.org.

Please confirm the ISBN when purchasing your texts. Please purchase a new or lightly used copy of each book because you will be responsible for annotating the texts.

Assignments:

- Students will read the sections of *Mythology* that are outlined below. Annotate the text as you read.
- Annotate *To Kill a Mockingbird* as you read.

Resources:

- For annotating guidelines, please review the attached document “Annotating Instructions.”

Sections to read in *Mythology*:

"Introduction to Classical Mythology" (pgs. 13-21)

"The Gods, The Creation, and the Earliest Heroes"

- "The Gods" (pg. 24)
- "The Titans and the Twelve Great Olympians" (pgs. 24-27)
- "Zeus" (pgs. 27-28)
- "Hera" (pgs. 28)
- "Poseidon" (pgs. 28-29)
- "Hades" (pg. 29)
- "Pallas Athena" (pgs. 29-30)
- "Phoebus Apollo" (pgs. 30-31)
- "Hercules" (pgs. 166-179)

"How the World and Mankind Were Created" (pgs. 65-77)

"The Cyclops Polyphemus" (pgs. 85-89)

"The Trojan War" through the end of "The Fall of Troy" (pgs. 185-210)

If you have questions related to the summer reading assignments, please email Bennett Giles at bgiles@gcarams.org.

English 10 CP

Welcome to tenth-grade English! Although I hope you will make reading a regular part of your summer activities, you will be required to read two books for your summer reading assignment. All students will read *The Outsiders* by S.E. Hinton. In addition, you may choose between *In the Presence of My Enemies* and *Under the Overpass*. You will find the assignments for your reading below. All assignments will be due on Wednesday, August 13, which is our first full day of class. Please feel free to email me at hkelley@gcarams.org if you have any questions.

Happy reading!!

Mrs. Kelley

Book 1: *The Outsiders* by S.E. Hinton

After reading the novel, choose one of the following assignments:

Option 1: On poster board, create a "graffiti" collage featuring 15 slang words in the novel. Include the literal meaning of the word and the current slang equivalent. Please remember that neatness and effort count. Definitions and slang equivalents should be appropriate for the classroom.

Option 2: Research why juveniles commit serious crimes. Compare the reasons you find with the causes or reasons you can infer from the book. (2 paragraph minimum)

Book 2: *In the Presence of My Enemies* by Graciella Burnam or *Under the Overpass* by Mike Yankoski

Read the book of your choice, annotating the text as you read. You will need to purchase a new copy of the book rather than getting a used or library copy. Electronic books are not acceptable for this assignment. Use the attached annotation guidelines for instructions.

English 10 Honors

Pygmalion (drama) – George Bernard Shaw

The Adventures of Huckleberry Finn – Mark Twain

Dear Tenth-Graders,

Welcome to tenth-grade honors English! Although I hope you will make reading a regular part of your summer activities, you will be required to read two books for your summer reading assignment. You will find the assignments for your reading below. All assignments will be due on Wednesday, August 13, which is our first full day of class. The assignments for each book will count as a test grade; in addition, you will be tested on your understanding of the books during the first few days of school. Please feel free to email me at hkelley@gcarams.org if you have any questions.

Happy reading!!

Mrs. Kelley

Book #1: *Pygmalion*

- Read the play, annotating the text as you read. You will need to purchase a new copy of the play rather than getting a used or library copy. Use the attached annotation guidelines for instructions.
- Eliza Doolittle undergoes a complete transformation throughout the course of the play. Create a scrapbook or collage to document this change. Choose pictures, words, symbols, etc. to show the thoughts and emotions that Eliza might experience throughout the play. If you choose to create a scrapbook, it should contain a minimum of ten pages. Construction paper scrapbooks are fine; please don't feel that you have to purchase anything expensive in order to complete the assignment. If you choose to create a collage, you may use either standard poster board or the smaller, half-size poster board. The board should be completely covered with items related to the assignment – no white spaces, please.

Book #2 *The Adventures of Huckleberry Finn*

Write a minimum of fifteen half-page journal entries. Each entry should be hand-written and include the following heading: Date, Title of Entry, and Pages Covered. Do not write plot summaries. Feel free to create your own topics, or use the following suggestions.

- Who is your favorite character in the story? Why?
- Who is your least favorite character? Why?
- Do any characters remind you of yourself or someone you know? Discuss.
- Describe the setting. Would you enjoy living there? Why or why not?
- Compare Huck's journey to your own life experiences. How are they different? How are they similar?
- Discuss race relations in the book. How does this compare to race issues today?
- What moral or message do you think Mark Twain is trying to convey through the novel?
- Why do you think some schools and libraries have chosen to ban this novel? Do you agree or disagree with their choice? Why?

English 11 CP

Welcome to English 11, Juniors! Over the next several weeks, you will be reading two required books, one of which you will select from the options provided below and one of which I have selected for you. You will, additionally, come to class on Wednesday, August 13, 2014 having completed the accompanying assignments. If you have any questions, contact me at aroberts@gcarams.org.

Fiction Requirements –

1. Choose and purchase (new) **one** of the following novels:
 - *Peace Like a River* by Leif Enger
 - *The Secret Life of Bees* by Sue Monk Kidd
 - *The Last Sin Eater* by Francine Rivers
2. While reading, annotate the novel you have chosen using the “Annotating Instructions” document that you find attached.
3. Once we begin class in August, I will schedule a 7-10 minute interview with you in which we will discuss your book. This will provide an excellent opportunity for you to express your thoughts about the reading and display your level of interaction with the text. It will also allow me to get to know you a bit – both as a person and a reader! You will be able to use your annotated book in the interview.

Non-fiction Requirements –

1. Acquire and read the following autobiography:
 - *The Heavenly Man: The Remarkable True Story of Chinese Christian Brother Yun* by Brother Yun and Paul Hattaway, ISBN 978-0825462078
2. Write 10 journal entries describing and reflecting on your favorite chapters. Explain Brother Yun’s experiences in detail and then write about your reactions. Reflect on what challenges you, surprises you, and what you learn. Each of these entries should be one page in length, hand-written, and submitted in a three-prong folder.
3. You will be tested on the material after we have completed our class discussions.

Happy Reading!

English 11 AP

Welcome to AP English 11, Juniors! Over the next several weeks, you will be reading three required books, one of which you will select from the options provided below and two of which I have selected for you. You will, additionally, come to class on Wednesday, August 13, 2014 having completed the accompanying assignments. If you have any questions, contact me at aroberts@gcarams.org.

Reading Requirements:

1. Purchase the following book:
 - *How to Read Literature Like a Professor* by Thomas C. Foster, ISBN 978-1439558171
 - We will be referring back to the book throughout the year, so you will need your own copy.
2. Choose and purchase (new) **one** of the following novels:
 - *A Tree Grows in Brooklyn* by Betty Smith
 - *The Red Badge of Courage* by Stephen Crane
 - *The Chosen* by Chaim Potok
3. You should also acquire:
 - *The Grapes of Wrath* by John Steinbeck, ISBN 978-0143039433

Reading Assignments:

4. Read chapters 1, 5-8, 10-12, 14, 18-interlude, 22-23, and 26-27 in *How to Read Literature Like a Professor* **first**.
 - **Parents, please be advised** that this text is written from a secular perspective and contains some mature themes. The chapters I have assigned, however, are ones that will serve as an excellent foundation for our AP curriculum. I invite you to take a look at this valuable resource with your child.
5. While reading the novel you have chosen from the list above (*A Tree Grows in Brooklyn*, *The Red Badge of Courage*, **or** *The Chosen*), annotate using the “Annotating Instructions” document that you find attached.
6. While reading *The Grapes of Wrath*, you should identify within the text a theme or topic that you learned about in *How to Read Literature Like a Professor* (i.e. You might discover that one of the main characters has heart disease! You, having read *How to Read Literature Like a Professor*, will immediately recognize that “It’s Never Just Heart Disease...” as expressed in chapter 23). You will then consider and analyze that theme in a five-paragraph essay. Your essay should have a clear thesis statement and should be supported by examples from the text. Use your best critical thinking and analytical skills. The idea is that you use what you learned in *How to Read Literature Like a Professor*, and apply it to how you read and think about Steinbeck’s novel.

Happy Reading!

English 12 CP

Welcome to Senior Summer Reading 2014! You will be reading two books, one from the choices given and one that has been selected for you. My goal is for you to enjoy the books while gaining valuable life lessons. Contact me at anordhorn@gcarams.org if you have questions. All assignments are due Wednesday, August 13, 2014. Students will also be tested on the material after completing class discussions.

Required: *Who Moved My Cheese? For Teens* – Spencer Johnson, M.D.

_____ Make a two-sided poster that reflects the changes you *have faced* in high school and what changes you *anticipate* in the next few months/years. Yes, this is a two-sided project. Be creative and have fun with it! Use the half-size poster board which is about 11x14 inches.

Choose ONE of the following:

1: *Mistaken Identity: Two Families, One Survivor, Unwavering Hope* by Don and Susie Van Ryn; Newell Colleen; Whitney Cerak and Mark Tabb

Two families' lives are shattered when they receive the phone call no parents want: one girl is dead and the other girl is critically injured. But that's not the end of the story! This shocking tale explores the devastation and hope of a tragic mistake.

#2: *Inky: An Amazing Story of Faith and Perseverance*

"'Motivation' is often nothing more than forcing people to do something they don't really want to do. In contrast, inspiration affects people from within, giving them the ability to accomplish what would otherwise be impossible. Through his walk and his talk, Inky embodies and imparts a truly inspirational message." Walk through Inky's story as he motivates and inspires readers to live their dreams – not matter what circumstances are thrown their way.

Experienced-Based Connections: Choose one of the following activities for either *Mistaken Identity* OR *Inky Johnson* book

_____ Interview close friends (or siblings) about their relationship. Ask them 10 questions about their similarities, differences, disagreements, and bond. Type your questions and their responses.

_____ Interview someone who has overcome an obstacle. Ask them 10 questions about their experience. Type your questions and their responses.

_____ Interview someone in the medical profession who has worked in an Emergency Room or trauma center. Ask them 10 questions about their experiences. Type your questions and their responses.

Book Annotations: Required for either *Mistaken Identity* OR *Inky Johnson* book

See "Annotating Instructions" below.

English 12 AP

An important component of the Advanced Placement curriculum is classic literature, and each of the following reading requirements often shows up on the AP English Lit and Comp Exam.

Pride and Prejudice can be downloaded as free e-books at www.gutenberg.org/ebooks, but you must have a personal copy of *Ethan Frome* because you will be taking notes in the book. All selections need to be read in their entirety and the assignments completed by Wednesday, August 13, 2014. Please email me at anordhorn@gcarams.org if you have any questions. Assignments are also listed on my Moodle page at www.gca-tn.moodle.renweb.com/

Pride and Prejudice – Jane Austen

Waiting for Godot (drama)–Samuel Beckett

Ethan Frome – Edith Wharton (personal copy to be written in)

Assignment #1 – *Pride and Prejudice*

Explain how a **theme** is developed throughout the novel. Remember, theme is a universal commentary on mankind. Please double space, cite page numbers (in-text citations) and avoid plot summary.

Length = 550-600 words Due = Wednesday, August 13

*E-copy will also be submitted to turnitin.com once school begins.

Assignment #2 – *Waiting for Godot*

Be creative! Find five pictures of items mentioned in the story, and paste them to a poster board. Then beside the picture, write what you think the items symbolize.

Assignment # 3 - *Ethan Frome* – See “Annotating Instructions” below

Annotating Instructions GCA English Department

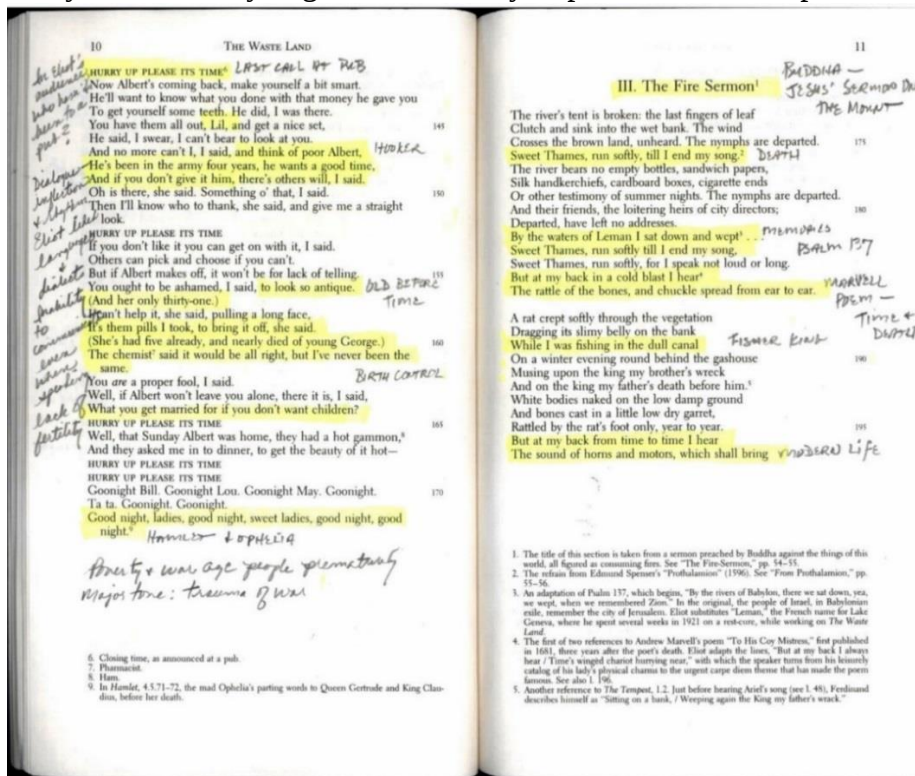
Purpose: Annotating a book helps to improve the reader's understanding of the story's characters, plot, vocabulary, themes and style. It also serves as a way for the reader to review the text without having to re-read entire passages. In a sense, the reader becomes actively involved in the storyline and, therefore, able to respond to the text as it progresses.

Materials needed: a personal copy of the book, pencil, and highlighter

Suggestions:

- ✓ Highlight important sentences, small passages, small quotes – do not over highlight
- ✓ A written (pencil) note should accompany every highlighted passage – use the side margin
- ✓ Circle unfamiliar vocabulary words – keep a list on the back cover, provide definitions
- ✓ Note confusing passages with a question mark – return and clarify later, as needed
- ✓ Mark important pages with a star in the upper right corner – note why the page is important under the star
- ✓ Briefly summarize at the end of each chapter
- ✓ Keep a list of important events, stylistic techniques, etc., on the inside cover
- ✓ Annotations should be seen throughout most of the book

Remember: Annotating is personal! Your text won't look exactly like someone else's. Also, be selective in what you annotate; you get to choose key/important events, so pick wisely.



Example Source: http://4.bp.blogspot.com/_IUgmfv9kSek/TU-KKFcCEII/AAAAAAAAABAY/6-SKc48wfzs/s1600/Annotations.jpg

Grace Christian Academy- Annotation Rubric

A (Excellent, exceeds expectations)

- Entire text is thoroughly annotated, indicating evidence of consistent thoughtful interaction with the text.
- Comments reveal thinking well beyond the surface/plot level of the work.
- Marginal comments accomplish a variety of purposes. Notations might include questions, observations, summary, analysis, recognition of shifts in time/place/speaker, stylistic and literary devices noted, connections to other works read, etc.
- Reader has clearly identified unfamiliar vocabulary and defined those words through context or research.
- Notations are legible and clear; reader can easily recall specific passages by consulting annotation.

B (Proficient, meets expectations)

- Entire text is reasonably well annotated, indicating evidence of good interaction with the text.
- Comments reveal thinking somewhat beyond the surface/plot level of the work.
- Marginal comments attempt to accomplish a variety of purposes. Notations might include questions, observations, summary, analysis, recognition of shifts in time/place/speaker, stylistic devices noted, connections to other works read, etc.
- Reader has identified some unfamiliar vocabulary and defined some of those words through context or research.
- Notations are legible and clear.

C (Adequate, fails to meet some expectations)

- Text is sporadically annotated, indicating little evidence of interaction with the text.
- Comments reveal thinking largely confined to the surface/plot level of the work.
- Marginal comments characterized by plot level questions or simplistic summary.
- Reader has made little effort to identify some unfamiliar vocabulary.
- Notations are hard to read.

D (Inadequate, fails to meet expectations)

- Minimal annotations, indicating no meaningful interaction with the text.
- No variety.
- No attempt at identifying or defining unfamiliar vocabulary.

F (Text not annotated, no evidence of completion of the assignment)