

Summer Reading - 2009

English
Social Studies

English Department Summer Reading Project

Annotated Title List for 2009-2010 English Summer Reading

****All students must complete both English & Social Studies Summer Reading Projects****

Summer Reading Project English Department

In an effort to expose students to a wider variety of scholarly materials and to prepare them for college, the English Department requires students to read selected book(s) that will be referenced in their English classes this year. All students in regular English courses are required to read one book; students in **Honors level and AP classes must read TWO** books. Book selections for each grade level are listed on the following pages.

Students will write an in-class essay response to their book(s) using a specific writing prompt during the first week of the 2009-2010 school year. In addition, students will have discussion opportunities in class to share observations and analyses of the book(s).

The English faculty *strongly* advises that students take hand-written notes while reading, focusing upon setting, characters, conflict, plot, and themes. Students *may* use their hand-written notes while writing their in-class essays.

The summer reading assessment will be listed as a PASS/FAIL grade, indicating whether the requirements of the assignment have been met. The assessment will not count directly toward the student's grade in English class; however, students who do not complete the assignment will not receive credit for their required English class.

The essay scoring guidelines are included below, and students whose papers do not meet the standards for a "satisfactory" grade in *any* of the areas will be asked to revise their papers until they meet the standards.

English Department Summer Reading

Essay Scoring Guidelines

The in-class essay:

- | | | | | |
|--|-----------|--------|--------------|----------------------------|
| 1.) Develops a thesis statement that clearly addresses the writing prompt | Excellent | Strong | Satisfactory | Does not meet expectations |
| 2.) Uses specific examples from the book that demonstrate comprehension | Excellent | Strong | Satisfactory | Does not meet expectations |
| 3.) Uses accurate details from the book | Excellent | Strong | Satisfactory | Does not meet expectations |
| 4.) Presents ideas logically and clearly | Excellent | Strong | Satisfactory | Does not meet expectations |

5.) **Uses language clearly and effectively according to the rules of standard written English**

Excellent Strong Satisfactory Does not meet expectations

If you have any questions, please email Trish Main, English Department Chair, at tmain@wheatonacademy.org.

2009-2010 English Summer Reading List

All FRESHMAN English students must read *The Outsiders* by S.E. Hinton.

***The Outsiders* by S.E. Hinton**

The insiders and the outsiders (the Socs and the Greasers) occupy the world of Hinton's book. The hero, Ponyboy, is a greaser. When one of his friends, Johnny, accidentally kills a Soc, the boys run away to avoid capture. Although this was written in the 60s, the problems of teen life, gangs and cliques make it as real today as it was then. This is one book that every teen should read.

IN ADDITION, students enrolled in **Honors FRESHMAN English** must ALSO read *Dandelion Wine* by Ray Bradbury. (Students will be notified of Honors placement by the end of June)

***Dandelion Wine* by Ray Bradbury**

Known for his science fiction writing, Ray Bradbury changes style to write a coming-of-age book about his own childhood. Douglas Spaulding, a 12-year-old boy in a small town in the 1920s, discovers the beauty and quiet thrill of being alive. This is a work of brilliant writing that affirms the innocence of childhood. Many readers feel this is one of the best books about moving from childhood to adulthood.

All SOPHOMORE English students must read *Lord of the Flies* by William Golding.

***Lord of the Flies* by William Golding**

This book could have been the original source of the TV show *Lost*. A plane full of English schoolboys crashes on a deserted island. Compelled to find food and shelter, the boys first try to build a community but then revert to primitive/animalistic behavior. No book does a better job of exploring the innate evil in all our souls--riveting and thought provoking.

Before reading, check out the *abundant* information, especially the video podcasts, on <http://www.port206.com>.

IN ADDITION, students enrolled in **Honors SOPHOMORE English** must ALSO read *1984* by George Orwell.

(#) 1984 by George Orwell

"Thought police, Big Brother, Disinformation, Orwellian" are all words which have entered our vocabulary from the publication of *1984*. One purpose of this novel was to warn against a future where the government spies on the people, where independent thought is forbidden and where people are forbidden to love. While Orwell initially was writing about the Communist and Socialist regimes that have since fallen, the novel's issues and ideas are pertinent today throughout the world. A novel for anyone concerned about his/her world today.

A (#) next to a title means the book may contain either profanity or moderate adult situations.

Students enrolled in **Regular JUNIOR English** must read *Warriors Don't Cry: Searing Memoir of the Battle to Integrate Little Rock* by Melba Pattillo Beals.

NOTE: Check for ISBN: 978-0-671-86639-6 OR 0-671-86639-7

Do not select the simplified, children's version.

***Warriors Don't Cry: Searing Memoir of the Battle to Integrate Little Rock*
by Melba Pattillo Beals**

Beals, one of the nine black students who integrated Central High School in Little Rock, AR, in 1957, tells an incredible story of faith, family love, friendships and strong personal commitment. Drawing from the diaries she kept, the author puts readers into her shoes as she struggles against those people in both the white and black communities who do not approve of her actions to end segregation. In this non-fiction account, the author brings to life the significance of the Supreme Court's passage of *Brown v. Board of Education*.

Students enrolled in **Honors JUNIOR English** must read *The Crucible* by Arthur Miller **AND** *Fahrenheit 451* by Ray Bradbury

***The Crucible* by Arthur Miller**

Written by one of America's best playwrights to protest the McCarthy Congressional trials of the 1950s, this play remains a fiercely powerful work of American theater. On the surface, it is the story of the teen-aged girls of Salem, Massachusetts, who, in 1692, accused members of their community of witchcraft. As the hysteria took over the region, the destruction and tragedy of the false accusations destroyed the town, reputations and, indeed, lives. As relevant today as it was when it premiered, this play vividly depicts one of the great American tragedies.

***Fahrenheit 451* by Ray Bradbury**

Fahrenheit 451 casts a dystopian vision of the future in which control of the masses by media, mindless entertainment and censorship is a reality. In this new world, firemen burn houses, books are considered evil, and critical thinking and questions are forbidden. People live without reminders of history or appreciation of the past but instead experience life via television, which has replaced the common perception of family. Individuality, conversation and intellectual pursuits are viewed as anti-social. This book gives a warning of what a society that devalues reading and relationships could become.

Students enrolled in **Regular SENIOR English** must read either *Brave New World* by Aldous Huxley **OR** *Night and Dawn* by Elie Wiesel.

(#) *Brave New World* by Aldous Huxley

Enter a society where "soma" (marijuana?) is the drug of choice to navigate life, where mind-less activities entertain (video games and Internet surfing?), where babies are grown in laboratories (test-tubes?). This was Huxley's prediction of society—only he wrote it in 1930. Compared by some to *The Matrix*, this novel is both science fiction and successful adventure. This is a classic that is eerily relevant today.

***Night and Dawn* by Elie Wiesel**

This pair of brief, but not easy, works are about the Holocaust and man's questions about man's inhumanity to man. *Night* is largely autobiographical and deals with Wiesel's guilt at having survived the Holocaust that destroyed his family. It is his search for God and for the strength to continue living in the aftermath of unspeakable horror. One might expect *Dawn* to present the hopeful continuation. Unfortunately, that is not so. *Dawn* is the fictional story of a man of faith and principle who is ordered to murder another. It is the story of how trauma and suffering can shape a life. *Night* was a choice of the city of Chicago's "One Book One Chicago" program.

SENIORS enrolled in any **AP English** must read **TWO** of the following books:

***Jane Eyre* by Charlotte Bronte**

Orphaned as an infant, Jane Eyre is first raised by relatives and then placed in an awful boarding school, Lowood. After finishing her education, Jane secures a job as a governess for the ward of Edward Rochester. The mystery woman in the tower, the battle between love and integrity, and Jane's development as an independent young woman help speed the pace of this marvelous Gothic romantic mystery.

***Cry, the Beloved Country* by Alan Paton**

Cry, the Beloved Country has been called the most famous and important novel in South Africa's history. It is an impassioned novel about a black man's country under a white man's law; a social protest against the structures of the society that would later give rise to apartheid. The deeply moving story of Zulu pastor Stephen Kumalo and his son, Absalom, is set against the background of a land and people torn apart by racial injustice. Kumalo fears that strict Zulu moral traditions, based on family unity, may be breaking down completely. It is a classic work of love, courage, endurance, redemption and hope.

(#) *For Whom the Bell Tolls* by Ernest Hemingway

One of Hemingway's best-known works, this novel examines love, war, dying well and living well. Robert Jordan, the tragic hero, is about to blow up a bridge during the Spanish Civil War. His emotions and thoughts over the course of three days conclude that all mankind is related: what happens to one happens to all. Analyzing war is now, and always has been, an occupation of the thoughtful, human mind.

***Their Eyes Were Watching God* by Zora Neal Hurston**

Almost every major African-American woman author credits Hurston with being her inspiration. Lost to the literary world from the 1950s until the mid-70s, Hurston burst back onto the scene with the help of Pulitzer Prize winning author Alice Walker. The novel follows the growth and liberation of Janie, an African-American woman, through three marriages, many friendships, much pain and finally happiness. Capturing the cadence and rhythms of the southern vernacular, Hurston earned a solid place in the American literary scene with this novel.

A (#) next to a title means the book may contain either profanity or moderate adult situations.

[Back to English Reading Project](#)

[Back to Top](#)

Social Studies Department Summer Reading Project

In an effort to expose students to a wider variety of scholarly materials and to prepare them for college, the Social Studies requires students to read a selected book that will be used during the study of history this year. **All students** are required to read a book, even if they are taking their history class second semester.

Students who are taking an AP class will be notified of their summer reading assignment after they have received confirmation that they will be enrolled in the AP class. Students in AP classes will read different material than the other classes.

In response to the book, the student will write a response paper that meets the following requirements:

- The student should answer the appropriate question relevant to their grade level and book.
- The paper will be at least 600 words.
- Students should not use outside sources to write the paper. This response paper is a personal observation essay, therefore we are not looking for students to utilize any other sources – we want to see their thinking and ideas.
- The students must submit their paper ELECTRONICALLY. Instructions on how to submit the paper will be given to students the first day of school, Wednesday, August 26th and **the paper must be submitted by Thursday, August 27th.**

Specific Paper Requirements:

- MLA format:
- Name, date, and assignment (justified left)
- Title of essay (centered)
- Times New Roman 12-point font
- Double-spaced
- 1-inch top and bottom margins; 1.25 inch left and right margins
- Introduction paragraph with a thesis statement
- Several body paragraphs that are clearly organized with a topic sentence
- Specific examples from the text to support your thesis
- Direct quotes from the text
- Conclusion paragraph

This reading assignment will be listed on the student's transcript as a PASS/FAIL grade, stating whether they have met the requirements of the paper. It will not count directly toward the students' grade in history class, however, if a student doesn't complete the assignment, they will not be able to receive credit for their history class, which will mean not receiving a passing grade for their history class.

The criteria for evaluation and the grade rubric are included in this packet, and student papers that do not meet the standards for a "passing" grade in any of the areas will be asked to revise their papers until they meet the standards.

Finally, there will be an in-class discussion during the first week of school where students will share observations from their reading and the class will discuss and analyze the book.

If you have any questions, please email your student's assigned history teacher (email is firstname.lastname@wheatonacademy.org) or Kori Hockett, Social Studies Department Chair at Kori.Hockett@wheatonacademy.org.

Social Studies Department

Summer Reading Essay

Grade Rubric

Thesis

- Student includes a thesis statement (or two separate statements) that clearly answered the required questions
- Thesis included enough specificity and detail to answer the questions

Excellent Strong Satisfactory Does not meet expectations

Evidence of reading

- Student included specific evidence to prove that they read the book
- Student included direct quotes, citations or quote summaries from the reading
- Quotes are summarized and interpreted to show that students understand the purpose of the quote and how it proves their point
- Paper showed a clear understanding of the book and the student reflected an accurate interpretation of the material

Excellent Strong Satisfactory Does not meet expectations

Analysis

- Student showed evidence of critical thinking about the material
- Student included analysis of the book that goes into depth beyond just a surface interpretation

Excellent Strong Satisfactory Does not meet expectations

Writing Style

- Paper was well-written
- Paper was edited and was free from spelling and grammatical errors

Excellent Strong Satisfactory Does not meet expectations

Comments:

Total:

Reading Selections

Freshmen (taking Ancient History) will read excerpts from the Old Testament. Students should read Genesis, Exodus, 1 and 2 Samuel, 1 and 2 Kings, Ezra, and Daniel.

PURPOSE: This will provide the foundation for studying the ancient near eastern people groups who interacted significantly with the Israelites. Students may read any version of the Old Testament that they wish.

QUESTIONS -- (Answer BOTH – your thesis statement should be driven by your answer to question 2, and then throughout the essay you should address question #1):

- How is reading the Bible as a historical source different from reading the Bible for devotional purposes?**

- ❑ How would you characterize the interaction between the Israelites and the Egyptians and Persians?

Sophomores (taking Modern World History or Honors Modern World History) will read:

All Quiet on the Western Front, by Erich Maria Remarque.

PURPOSE: This book will provide the foundation for the study of World War I. This is the premier piece of literature about World War I, and in class, students will compare their reading of the book to the movie.

Question – (Choose one OR the other)

- ❑ ***All Quiet on the Western Front* is said to be the “greatest anti-war novel of all time.” In what ways does the author make this novel anti-war?**
- ❑ **How appropriate is the ending of the novel? Why do think the author chose to end the novel this way? What do you think the author is saying about war through the ending?**

Juniors (taking US History, Honors US History or AP US History) will read:

Killer Angels by Michael Shaara

Purpose: This book is an engaging story of the battle of Gettysburg. While it is historical fiction, Shaara is a premier author on U.S. military history. Shaara does a great job of showing both the Northern and Southern perspectives of the Battle of Gettysburg and the Civil War in general. Various issues are brought to the surface: slavery, faith in God, and the causes of the Civil War. Also Shaara does a fabulous job of portraying the leaders of the Civil War. This will correspond with the study of the Civil War.

Question – (Answer TWO of the three)

After reading the book and looking out for these issues, please answer the two of the following questions:

- ❑ **What was your favorite part of the book and why? Please use various quotes and citations as evidence for your opinion. (your thesis should be driven by the other question you answer)**
- ❑ **Which side would you support during the Civil War and why? For the sake of a succinct paper, you will base this answer off of one issue. Choose an issue (slavery, faith, or causes) and then choose a side to support. Again, use quotes and citations from the reading to support your answer.**
- ❑ **Which leader would you follow and why? Simply pick a particular leader from the reading and use evidence from the book to support your answer. Some possible choices (but not limited to): Longstreet, Lee, Meade, Chamberlain, Armistead.**

Seniors (taking Government and Current Issues) will read:

Hardball by Chris Matthews

Purpose: This book introduces students to the "lessons" of politics through the study of past political figures. It is considered to be a modern day version of Machiavelli's *The Prince*. This book will lay the foundation for the questions of the class relating to ethics and politics. Although the author of the book may or may not reflect the student's political attitudes, the book is intended to be a study of how politics works, and hopefully students will read critically to find areas with which they both agree and disagree.

Question - Please answer both questions in your paper:

- ❑ **Which political “lesson” did you think was the most important? Why?**
- ❑ **What is the proper role of morality in politics – how does this book affirm or disagree with your Christian worldview?**

We are very excited to expose students to these works that have made a profound impact on the study of history.