

# Summer Reading Program

School Murphy High School Date 4/27/17 Grade 9<sup>th</sup>-12<sup>th</sup>

Please list the books (titles and authors) selected for the summer reading program for both regular and honors (if appropriate). Include the directions to the students concerning these books. This form should be completed for each grade or indicate if the school has selected one title for all grade levels.

## Regular Title(s)/Author(s)

1. See attachment

2. \_\_\_\_\_

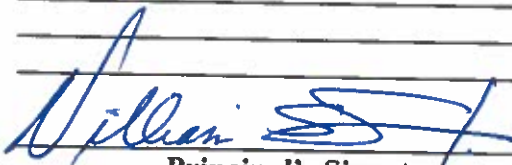
## Directions

## Honors Title(s)/Author(s)

1. See attachment

2. \_\_\_\_\_

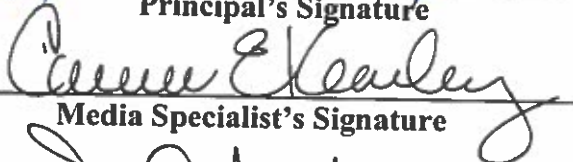
## Directions



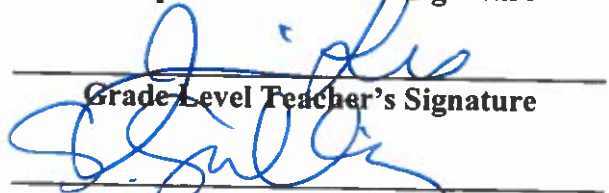
Principal's Signature



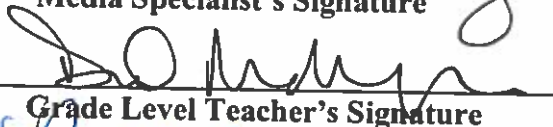
Department Chair's Signature



Media Specialist's Signature



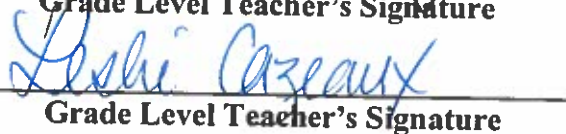
Grade Level Teacher's Signature



Grade Level Teacher's Signature



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Notes: Attach additional sheets if needed.

## All 9<sup>th</sup> -12<sup>th</sup> grade English (General Education Students)

General education students in all grades will have a summer reading assignment this year. Students should find 8 informational articles (school appropriate), read them, and write a brief summary of each article. A portfolio of the articles should be created. The portfolio should contain all articles and summaries should be placed directly behind each article. The portfolios will be collected during the first or second week of school. The portfolio will be documented in the gradebook as a writing assessment. We, also, encourage you to read one of the selected novels listed for your grade level.

\*\*\*Honors, AP, and IB students have a summer assignment due the first week of school and an assessment on each novel during the first week. If your class is 2<sup>nd</sup> semester, your assignment will be due the first week back from Christmas break.

### NINTH GRADE

Regular Suggested Reading: *The Giver* by Lois Lowery; *The Diary of a Young Girl* by Anne Frank; *Forged by Fire, Darkness before Dawn, Tears of a Tiger*, and *Romiette and Julio* by Sharon Draper; *Monster* by Walter Dean Myers; *Sleeping Freshmen Never Lie* by David Lubar; or *Wolff's Make Lemonade* by Virginia Euwer

Honors AND CIS: *I have Lived a Thousand Years: Growing up in the Holocaust* by Livia Bitton-Jackson and *Esperanza Rising* by Pam Munoz Ryan.

**\*For BOTH books**, make a list of 5 characters with descriptions, describe the setting, and discuss 4 conflicts.

2. \*Choose ONE of the two books and write a reflection on the book. You may discuss the theme, the setting, a character, anything that you like. You may even discuss the book as a whole, but refrain from providing a summary or book review. Discuss how the story or one of the aspects mentioned above affects you as a reader or contributes to the novel as a whole.  
(Minimum 2 pages typed, double spaced, Times New Roman, 12pt font)

Gifted and Pre IB: *For One More Day* by Mitch Albom and *Black Boy* by Richard

Wright \*Create an original test for each book. Include 10 matching (characters with brief descriptions), 25 multiple choice (A-D), and an answer key.

#### TO BE PURCHASED FOR CLASS:

1. AMSCO's *Vocabulary for the College Bound Student*  
**Publisher:** Amsco School Pubns Inc; 4 edition (March 31, 2006),  
**Language:** English, **ISBN-10:** 1567651224, **ISBN-13:** 978-1567651225

## **TENTH GRADE –**

Regular Suggested Reading: *Driver's Ed* by Caroline B. Cooney, *Bleachers* by John Grissom, or *Speak* by Laurie Halse Anderson

**Honors and CIS: Choose Two:** *The Adventures of Tom Sawyer* by Mark Twain, *All Over But the Shoutin* by Rick Bragg, *The Soldier's Heart* by Gary Paulsen

➤ Counts as 1 test grade and one class work grade. .

\*Write a character analysis of one character (history, growth, and destination) At least 3 paragraphs in length.

\*Identify the theme(s) \*Describe the setting and explain how it is important to the novel. If the setting were different how would it affect the story? Characters? Plot? At least 2 paragraphs.

## **English 10 Pre-IB:**

*Great Gatsby*, F. Scott Fitzgerald - *Fahrenheit 415*, Ray Bradbury

\*For each of these works, students will be assessed with an objective paper and pencil test on the first day of school. Additionally, students are required to complete a reader response journal. This journal should include a chapter-by-chapter personal response that includes minimal key plot points and looks to make connections in the text that are more analytical in nature. These should be handwritten; typed reader responses will not be accepted. Reader response journals will be submitted on the first day of school.

## **ELEVENTH GRADE**

Regular Suggested Reading: *Mississippi Trial 1955* by Chris Crowe, *Peaches* Jodi Lynn Anderson,  
*The Crazy Horse Electric Game* by Chris Crutcher, *The Wave* by Todd Strasser, *The Secret Life of Bees* by Sue Monk  
Kidd, or *They Cage the Animals at Night* by Jennings Michael Burch

**Honors:** *Mississippi Trial 1955* by Chris Crowe or *Peaches* by Jodi Lynn Anderson and *A Lesson Before Dying* by Ernest Gaines

**\*Write a character analysis of one character (history, growth,  
and destination)**

**\*Identify the theme; explain how it is revealed.**

**\*Describe the setting and explain how it is important to the novel.**

### AP U.S. History

Choose ONE of the following books and complete the attached assignment, or find the assignment on mhspanthers.com under Mrs. Furlong's page. The assignment is to be turned in on the first day of class.

Book Title	Author	Historical Setting
<i>Someone Knows My Name</i>	Lawrence Hill	Slavery and the Revolutionary War
<i>Narrative of the Life of Frederick Douglass</i>	Frederick Douglass	Slavery and abolition movement in the 1800s
<i>May the Road Rise Up to Meet You</i>	Peter Troy	Civil War
<i>Strange Career of Jim Crow</i>	C. Vann Woodward	Segregation in the South post-Civil War
<i>Bury My Heart at Wounded Knee</i>	Dee Brown	Western Migration during 2 <sup>nd</sup> half of 19 <sup>th</sup> century
<i>The Moon is Down</i>	Jon Steinbeck	WWII
<i>Night</i>	Elie Wiesel	Holocaust during WWII
<i>The Things They Carried</i>	Tim O'Brien	Vietnam War
<i>Lone Survivor</i>	Marcus Luttrell	Iraq-Afghanistan War

### English 11 IB:

*Joy Luck Club*, Amy Tan and *Death of a Salesman*, Arthur Miller

\*For each of these works, students will be assessed with an objective paper and pencil test on the first day of school. Additionally, students will be required to complete close reading journals for each work: 25 quotes for Joy Luck and 20 for Death of a Salesman. These must be handwritten, and they will be collected on the first day of school. Students are required to use the format provided.

**AP:** Read *Tuesdays with Morrie* by Mitch Albom and *Into Thin Air* by Jon Krakauer.

1. Locate two critical reviews on each book. Obtain print sources from a public library or online sources from Alabama Virtual Library--[www.avl.lib.al.us/](http://www.avl.lib.al.us/). Just click on "Student Resources" at the top of the AVL home page. Next, click on "High School" and thread your way to the Gale and EBSCO icons. If you have difficulty finding articles, just ask any librarian to assist you. Copy or print your articles.
2. As you read your articles, underline the author's main points.
3. Write a one-page summary of each article, keeping in mind the main points.

NOTE: *Cliff's Notes* and *Spark Notes* are NOT critical articles. (FOR FALL--AP English 11 students should bring a personal copy of the following books to class on the opening day of school: (1) *Vocabulary for the College-Bound Student, Fourth Edition* by Harold Levine, Norman Levine, and Robert T. Levine; Amsco School Publications, 2003; [www.amsco.com](http://www.amsco.com); ISBN: 978-1-56765-104-1. (2) *A Pocket Style*

*Manual* by Diana Hacker. Bedford/St. Martin, 2009; paperback or hardback: ISBN-10: 0-312-66480-X or ISBN-13: 978-0-312-66480-0. (***Purchased online, used books are often inexpensive.***)

### **TWELFTH GRADE**

Regular Suggested Reading: *Lord of the Flies* by William Golding, *The Chosen* by Chaim Potok, *Things Fall Apart* by Chinua Achebe, *And Then There Were None* by Agatha Christie, or *The Moonstone* by Wilkie Collins

**Honors:** *Brave New World* by Aldous Huxley **and** *Dr. Jekyll and Mr. Hyde* by Robert Louis

Stevenson

**\*Write a character analysis of one character (history, growth, and destination) At least 3 paragraphs in length.**

**\*Identify the themes – Just write them down.**

**\*Describe the setting and explain how it is important to the novel. If the setting were different how would it affect the story? Characters? Plot? At least 2 paragraphs.**

**AP & Dual Enroll:** *How to Read Literature Like a Professor* by Thomas Foster **and**

*Pride and Prejudice* by Jane Austen; Students will also need a copy of *A Pocket Style Manual* ISBN: 9780312542542/ *Edition 6* by Diana Hacker (This is required for the first day of school.)

- For *HTRLLAP (How to Read Literature Like a Professor)*, you must make an index card for each chapter and summarize the chapter. Include on the index card an example from *Pride and Prejudice* that can be illustrated through *HTRLLAP* for that particular chapter.
- For *Pride and Prejudice*, you will create a reading log and write a reflection. Please look under the **FORMS SECTION** of Ms. Crandle's Murphy High School Page for instructions. This assignment must be completed according to the instructions, and it will not be accepted late. Assignments are due on the **FIRST** day of class.

### **English 12 IB:**

*Macbeth*, William Shakespeare

\*Students will be assessed with an objective paper and pencil test on the first day of school. Additionally, students will be required to complete a close reading journal that includes a minimum of 25 quotes. These must be handwritten, and they will be collected on the first day of school. Students are required to use the format provided.

