All classes will have an assessment of summer reading within the first few days of school.

➤ CHOOSE ONE OF THE BOOKS FROM THE LIST BELOW TO READ.
➤ READ ANY OTHER AGE-APPROPRIATE BOOK OF YOUR CHOICE.
➤ COMPLETE THE LIT/COMP 9 SUMMER READING ACTIVITY (Directions are on the next page).

- **Acceleration** by Graham McNamee (2003)
  - Duncan finds a little leather book filled with the dark and dirty secrets of a twisted mind, a serial killer stalking his prey in the subway. And Duncan can't stop reading. What would you do with a book like that?

- **All American Boys** by Jason Reynolds (2015)
  - Sixteen-year-old Rashad is mistakenly accused of stealing. Classmate Quinn witnesses his brutal beating at the hands of a police officer who's the older brother of his best friend.

- **Becoming** by Michelle Obama (2018)
  - An intimate, powerful, and inspiring memoir by the former First Lady of the United States

- **Blankets** by Craig Thompson (2003)
  - In this graphic novel, Craig grows up suffering the taunting of his fellow church campers, the isolation of poverty and the indignity of sharing a bed with his little brother. Then, as a teenager, he falls in love with Raina.

- **Boxers OR Saints** by Gene Luen Yang (2013) *read one of these
  - The parallel stories of two young people caught up on opposite sides of a violent rift, the boxer rebellion.

- **Children of Blood and Bone** by Tomi Adeyemi (2018)
  - Danger lurks in Orïsha, where strange creatures prowl, and vengeful spirits wait in the waters. Yet the greatest danger may be Zélie herself as she struggles to come to terms with the strength of her magic – and her feelings for an enemy.

- **The Chosen** by Chaim Potok (1967)
  - A classic story of two fathers and two sons and the pressures on all of them to pursue the religion they share in the way that is best suited to each.

- **Dear Martin** by Nic Stone (2017)
  - Justyce is an African American teen caught between two worlds. He knows that the education he's receiving at a private school will grant him more opportunities, however he begins to question the effects of his private school education on his own identity.

- **Ghost** by Jason Reynolds (2016)
  - Castle "Ghost" Crenshaw lives with his mother; his father is serving time in prison after firing a gun at Ghost and his mom three years ago. Once he discovers track, however, he learns the advantages of teamwork.

- **Great Expectations** by Charles Dickens (1861)
  - A classic coming-of-age novel that depicts the personal growth and personal development of an orphan nicknamed Pip.

- **I Am Not Your Perfect Mexican Daughter** by Erika L. Sánchez (2017)
  - Julia struggles to prove who she is not, and discovers who she is: stronger, braver, more worthy of loving and living than she ever imagined. This book reminds us that we are all flawed, and it is those flaws that make us priceless.

- **Shadow and Bone** by Leigh Bardugo (2012)
  - Alina has never been more than yet another orphan of her country's ongoing wars until she channels magic to protect her best friend.

- **When We Collided** by Emery Lord (2016)
  - Seventeen-year-old Jonah has lived in Verona Cove, California, his whole life, and only one thing has ever changed: his father used to be alive, and now he is not. But at the start of summer, a second change rolls in: Vivi, the new girl.

- **Winger** by Andrew Smith (2013)
  - Set in the prestigious boarding school, Pine Mountain, Oregon, the story follows fourteen-year-old Ryan Dean West as he recounts past events that he has experienced in his journey of maturation.
**Lit/Comp 9 Summer Reading Activity**

**Directions:** Complete **TWO DIFFERENT ACTIVITIES** from the Choice Menu below:

- One for your required summer reading book (from the list)
- One for your book of choice

Bring them with you to class on the first day of school, or have them ready to share with your teacher electronically.

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<th>Choice Menu</th>
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<td>Record a podcast about some aspect(s) of your novel (the author, setting, characters, themes, historical context, etc.). It should be between 5-10 minutes long.</td>
<td>Start a blog featuring your novel and post at least 5 entries discussing what you are reading as you read it (at least 100 words each). Talk about how the novel relates to you, and how you feel about it. Include links to news articles that are related in some way or links to author site, and upload photos relevant to the story.</td>
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<td>If you have read at least three similar books (i.e. books by the same author, of the same genre, from a certain time period/etc.), write a brief summary for each of the books (at least 150 words each). The summaries should introduce each book, compare it to the other books, and critique it.</td>
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<td>Travel Brochure</td>
<td>Design a newspaper for the time period of the novel. Include 3 news stories and 2 ads. News stories should be about 200 words each, and they should be about events in the novel. Give it a title and date. Make it look like a newspaper—type it using columns or word boxes.</td>
<td>Create a book trailer (no longer than three minutes). Pro Example: <a href="http://tinyurl.com/ProBookTrailer">http://tinyurl.com/ProBookTrailer</a></td>
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<td>Storyboard</td>
<td>Create a storyboard (minimum 16 panels with illustrations and captions for each panel). Don’t choose this option if you’re not a good artist :)</td>
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<td>Create a resume (including a list of references), and a cover letter for a main character in your novel. Use correct form for each of these items.</td>
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**Choice Menu**

- **Collage**
  Create a collage on the themes/ideas presented in your book. Give it a title, such as “A Search for Identity,” “Growing Up” etc. (Poster-sized). You can use printed images and/or original artwork and/or artistic text in your collage. Include 5 quotations from the novel that correlate with the title you have chosen for your collage.

- **Letter to the Author**
  Write a letter to the author of the book you read that explains your views of the novel. You might want to explain what the book taught you, why the book was particularly special to you, what you liked/didn’t like about it, suggest ideas for a sequel/etc. Use specific examples from the book to explain what you mean. It should be at least 500 words long.

- **Podcast**
  Record a podcast about some aspect(s) of your novel (the author, setting, characters, themes, historical context, etc.). It should be between 5-10 minutes long.

- **Alphabet Book**
  Create and produce an alphabet book (for little kids). Show knowledge of characters and events through each letter of the alphabet. Each entry should be at least 20 words long. Your alphabet book should have illustrations and an aesthetically pleasing cover.

- **Annotated Book List**
  If you have read at least three similar books (i.e. books by the same author, of the same genre, from a certain time period/etc.), write a brief summary for each of the books (at least 150 words each). The summaries should introduce each book, compare it to the other books, and critique it.

- **Blog**
  Start a blog featuring your novel and post at least 5 entries discussing what you are reading as you read it (at least 100 words each). Talk about how the novel relates to you, and how you feel about it. Include links to news articles that are related in some way or links to author site, and upload photos relevant to the story.

- **Travel Brochure**
  If your book involves travel, create a travel brochure depicting the places the main character(s) went. Make an aesthetically pleasing cover. Include illustrations of the settings with a brief overview about what takes place in each. Include specific characters that your main character meets.

- **Newspaper**
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- **Book Trailer**
  Create a book trailer (no longer than three minutes). Pro Example: [http://tinyurl.com/ProBookTrailer](http://tinyurl.com/ProBookTrailer)
  Student example: [http://tinyurl.com/StudentBookTrailer](http://tinyurl.com/StudentBookTrailer)

- **Resume and Cover Letter**
  Create a resume (including a list of references), and a cover letter for a main character in your novel. Use correct form for each of these items.
All classes will have an assessment of summer reading within the first few days of school.

CHOOSE ONE OF THE BOOKS FROM THE LIST BELOW TO READ.
READ ANOTHER AGE-APPROPRIATE BOOK OF YOUR CHOICE BY AN AMERICAN AUTHOR (United States).
COMPLETE THE AMERICAN LITERATURE SUMMER READING ACTIVITY (Directions are on the next page).

- The Awakening by Kate Chopin (1899; Lexile Level: 960)
  - This novel shocked readers with its open sensuality and uninhibited treatment of marital infidelity. The story follows a New Orleans wife who attempts to find love outside a stifling marriage.

- The Bean Trees by Barbara Kingsolver (1988; Lexile Level: 900)
  - Written with humor and pathos, this novel focuses on love and friendship, abandonment and belonging as Taylor, out of money and seemingly out of options, settles in Tucson and begins working at Jesus Is Lord Used Tires while trying to make a life for herself and Turtle.

- The Bell Jar by Sylvia Plath (1963; Lexile Level: 1050)
  - Sylvia Plath's shocking, realistic, and intensely emotional novel is about a young girl's struggle with depression during the 1950s.

- Dreaming in Cuban by Cristina Garcia (1992; Lexile Level: 940)
  - Here is the dreamy and bittersweet story of a family divided by politics and geography by the Cuban revolution. The story mirrors the magical realism of Cuba itself.

- Dreams From My Father by Barack Obama (1995; Lexile Level: 1100)
  - Dreams from My Father tells the story of Obama's struggle to understand the forces that shaped him as the son of a black African father and white American mother.

- Is Everyone Hanging Out Without Me? by Mindy Kaling (2011; Lexile Level: 1010)
  - Producer, actress and writer of The Office, Mindy Kaling provides anecdotes about her co-stars, describes her struggle to “make it to the top,” and throws in a few observations about the humor of everyday life.

- Jurassic Park by Michael Crichton (1990; Lexile Level: 710)
  - An astonishing technique for recovering and cloning dinosaur DNA has been discovered. Creatures once extinct now roam Jurassic Park, soon-to-be opened as a theme park.

- Mexican White Boy by Matt de la Pena (2008; Lexile Level: 680)
  - Mexican White Boy is moving story about a young baseball player trying to find his identity.

- Misery by Stephen King (1987; Lexile Level: 860)
  - After an automobile accident, novelist Paul Sheldon meets his biggest fan. Annie Wilkes is his nurse-and-captor. Now, she wants Paul to write his greatest work-just for her. She has a lot of ways to spur him on. One is a needle. Another is an ax. And if they don't work, she can get really nasty.

- Six of Crows by Leigh Bardugo (2015; Lexile Level: 800)
  - Six dangerous outcasts. One impossible heist. Kaz's crew is the only thing that might stand between the world and destruction—if they don't kill each other first.

- Slaughterhouse Five by Kurt Vonnegut (1969; Lexile Level: 850)
  - Slaughterhouse Five is a science fiction-infused anti-war novel about the World War II experiences and journeys through time of Billy Pilgrim. With all the time jumping, alien abduction, and heavy-duty philosophy, it can be tough to work out how the sections go together.

- Speak by Laurie Halse Anderson (1999; Lexile Level: 690)
  - Melinda is a friendless outcast because she busted a party by calling the cops. She becomes increasingly Only her art class offers any solace. It is through her work on an art project that she is able to face what happened at that terrible party: she was raped by an upperclassman.
American Literature Summer Reading Activity

Directions: Complete **TWO DIFFERENT ACTIVITIES** from the Choice Menu below:

- One for your required summer reading book (from the list)
- One for your book of choice

Bring them with you to class on the first day of school, or have them ready to share with your teacher electronically.

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| Resume and Cover Letter       | Create a resume (including a list of references), and a cover letter for a main character in your novel. Use correct form for each of these items. |
**2019 Decatur High School Summer Reading for Rising JUNIORS (World Literature)**

**All classes will have an assessment of summer reading within the first few days of school.**

**CHOSE ONE OF THE BOOKS FROM THE LIST BELOW TO READ.**

**READ ANOTHER AGE-APPROPRIATE BOOK OF YOUR CHOICE THAT IS NOT BY AN AMERICAN AUTHOR.**

**COMPLETE THE ACTIVITY FOR WORLD LITERATURE SUMMER READING.**

- **American Born Chinese** by Gene Luen Yang (2006; **Lexile Level: N/A; non-prose**)
  - American Born Chinese is a **graphic novel** about Jin Wang, a boy who starts at a new school where he's the only Chinese-American student.

- **Little Bee** by Chris Cleave (2008; **Lexile Level: 1060**)
  - The lives of a 16-year-old Nigerian orphan and a well-off British woman collide in this affecting story of human triumph.

- **Master Harold and the Boys** by Athol Fugard (1982; **Lexile Level: N/A; non-prose**)
  - Master Harold and The Boys is a **play** that takes place in South Africa during apartheid era, and depicts how institutionalized racism, bigotry or hatred can become absorbed by those who live under it.

- **Sold** by Patricia McCormick (2008; **Lexile Level: 820**)
  - Sold tells the story of a 13-year-old girl from Nepal named Lakshmi, who is sold into sexual slavery in India. The novel is written in a series of short, vignette-style chapters, from the point of view of the main character.

- **Things Fall Apart** by Chinua Achebe (1958; **Lexile Level: 890**)
  - Told through the fictional experiences of Okonkwo, a wealthy and fearless Igbo warrior of Umuofia in the late 1800s, Things Fall Apart is a classic narrative about Africa's cataclysmic encounter with Europe as it establishes a colonial presence on the continent.

- **The White Tiger** by Aravind Adiga (2008; **Lexile Level: 940**)
  - A stunning literary debut critics have likened to Richard Wright's Native Son, The White Tiger follows a darkly comic Bangalore driver through the poverty and corruption of modern India's caste society.

**World Literature Summer Reading Activity**

Bring your completed work to class on the first day of school.

**Directions:**

- For the book you choose from the list above, complete the SCASI assignment (attached).
- Answer **two** of the following questions, citing textual information from both books you read in each answer.

  - How do our views of the world connect with those of writers from other cultures?
  - How does a writer's culture impact the way he or she views the world?
  - Through written expression and literature, how do we share experiences with humanity throughout the ages?
  - How do we perceive truths and insights into human nature through literature?
Student’s Name: _______________________________________________________________
Name of Text:  _______________________________________________________________
Author:  ______________________________________________________

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</tr>
<tr>
<td><strong>Setting:</strong> time/place, geographic, historic, physical, religious, economic, philosophical and psychological landscape</td>
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</table>

Authors use the literary elements *style, characterization, action, and setting* to convey the big *idea*, or theme of the text. Choose one of these literary elements and state the idea it conveys (ex. The author uses S/C/A/S to convey…).

**Idea:**
________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
Read *How to Read Literature Like a Professor* (Paperback) by Foster (ISBN-13: 978-0062301673)

- You can obtain a new or used copy online or at your local bookstore. Here is a link for Amazon’s page: https://tinyurl.com/IBLitBook
- You can also borrow one from the library or see Mrs. Leach in 3516 to borrow a copy from her.

**IB Lang/Lit HL and SL Summer Reading Activity**

*Bring your completed work to class on the first day of school.*

- On loose-leaf paper, handwrite a *brief* summary (3-5 sentences) of each chapter (27 chapters). Yes, you need to hand write them out. Studies show that students who take handwritten notes vs. typing notes learn more on which they are writing. Here is the article if you’d like to read it: https://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/
  - You don’t need to summarize the Interlude or the Postlude, but you should read them both.

- The goal here is to produce a *complete* and *thoughtful* summary for EACH of these chapters by synthesizing only the most important information *in your own words.* You want to consider what patterns Foster tells you to look for when reading literature. How will you recognize what Foster is teaching you about when you’re reading texts for class? These notes will help you *throughout the course.*

- **Note well:** You must create a *separate / individual journal entry* for EACH individual chapter but you do *not* have to start a new page for each entry (GO GREEN)! Be sure to *label* each chapter with the chapter title.
2019 Decatur High School Summer Reading for RISING JUNIORS/SENIORS (AP ENGLISH LANG)

- All classes will have an assessment of summer reading within the first few days of school.

Contact Ms. McMahon with questions: emcmahon@csdecatur.net

CHOOSE ONE FROM EACH CATEGORY:

<table>
<thead>
<tr>
<th>Writing Category</th>
<th>Literary Nonfiction Category</th>
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</thead>
<tbody>
<tr>
<td>● Stephen King’s <em>On Writing</em></td>
<td>● Truman Capote’s nonfiction novel <em>In Cold Blood</em></td>
</tr>
<tr>
<td>● Anne Lamott’s <em>Bird by Bird</em></td>
<td>● Dave Cullen’s <em>Columbine</em></td>
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<td>● Pat Conroy’s <em>My Reading Life</em></td>
<td>● Annie Dillard’s <em>Pilgrim at Tinker Creek</em></td>
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<td>● Lee Smith’s <em>Dimestore</em></td>
<td>● John Grisham’s <em>The Innocent Man</em></td>
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<td>● Eudora Welty’s <em>One Writer’s Beginnings</em></td>
<td>● Bill Bryson’s <em>A Walk in the Woods</em></td>
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<td>● Martin Luther King, Jr.’s <em>Why We Can’t Wait</em></td>
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<td>● Jon Krakauer’s <em>Into Thin Air</em></td>
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<td>● Maya Angelou’s <em>Letter to my Daughter</em></td>
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<td>● Frank McCourt’s <em>Angela’s Ashes or ‘Tis</em></td>
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<td>● Kirstin Downey’s <em>The Woman Behind the New Deal</em></td>
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<td>● Rebecca Skloot’s <em>The Immortal Life of Henrietta Lacks</em></td>
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<td>● Neil Shubin’s <em>Your Inner Fish: A journey into the 3.5 billion year history of the human body</em></td>
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<td>● Cheryl Strayed’s <em>Wild: From Lost to Found on the Pacific Crest Trail</em></td>
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Most students find that these are really good and interesting books. Investigate carefully to find your right fit. Most of the books will take the average reader one week or less to read, with the reader reading 30-60 minutes daily.

About three of the Literary Nonfiction books will take the average reader two weeks to read, reading at the same pace named above.

It is ideal if you can own a copy of each of your summer reading books so that you can mark the passages in the book. If you do not own the copy, then write your notes on a note card for each book. Use the note card as a bookmark 😊

**AP English Language Summer Reading Activity**

**Bring your completed work to class on the first day of school.**

**Directions:** As you read each book, make note of the topic of the book and of how the writer teaches you something new or engages you with the topic of the book (10 or so notes per book). Consider the author’s apparent purpose for writing this book.
"The more that you read, the more things you will know. The more you learn, the more places you'll go."
-- Dr. Seuss, "I Can Read With My Eyes Shut"

Contemporary Lit/Comp 12 Summer Reading Activity
Bring your completed work to class on the first day of school.

Part I.
Collection of Newspaper Columns/Articles/Political Cartoons

Select and read FIVE editorial columns OR opinion pieces of contemporary interest from a newspaper such as The Washington Post, The New York Times or The Atlanta Journal and Constitution. Two of the selections MAY be political cartoons. Print them from the electronic version of the paper on the Internet, photocopy a copy, or cut them out from the newspaper directly if you own that newspaper. The selections must be from 2019 and you must physically turn in the five articles. IF you choose to listen to an NPR selection, you can print out the summary. Here are a few helpful links:

http://www.writershome.com/links/columnists.htm
http://www.nytimes.com/pages/opinion/
www.ajc.com
http://www.postwritersgroup.com/features.htm
www.npr.org

Assignment:
1. Annotate (take notes) on each of the five pieces. You need at least FOUR comments (these may be brief) per article. IF you choose a TED talk or NPR audio (such as “All Things Considered”) print the summary and complete URL. You may defend, challenge, or qualify the author’s viewpoint. At least ONE comment should be a “challenge” or disagreement with the author.

2. The term “qualify” in this context means that you may agree on some points made in the article and disagree on others. Whether you defend (agree), challenge (disagree) or qualify, make your position clear.

3. The first week of school, you will be expected to write about your articles in class.

Part II.
Contemporary (Post-1970) Novel

Assignment:
Read a novel of your choice published after 1970 and complete the SCASI (attached).

Your first summative assessment will be based on the novel and the articles.
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<tr>
<td><strong>Setting:</strong> time/place, geographic, historic, physical, religious, economic, philosophical and psychological landscape</td>
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Authors use the literary elements **style**, **characterization**, **action**, and **setting** to convey the big **idea**, or theme of the text. Choose one of these literary elements and state the idea it conveys (ex. The author uses S/C/A/S to convey…).

**Idea:**

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