**Summer Reading Program**

**2015-2016**

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**Mount Carmel Area Jr/Sr High School**

**Mount Carmel Area Jr/Sr High School Summer Reading Program**

Grades 7 through 12

**All students are required to read one book and complete the assignment before they start school.**

 The English Department of the Mount Carmel Area School District believes in the importance of summer reading to enrich the lives of students. Hopefully, the summer reading experience will be enjoyable. We have created reading lists to offer you a wide variety of reading material from which to choose. You may choose a book from the list or decide on one of your own with your current teacher's approval. The following list contains books from many genres and reading levels. You should be able to find at least one that sparks your interest and piques your imagination. Books may be read with friends or family members to enhance your experience and understanding of the text. All students entering grades 7 through 12 are required to read one book over the summer and complete the summer reading assignment. While each of you is only required to read one book, we offer this extensive list to encourage you to read more than the minimum.

**Students enrolled in Honors English/AP classes in grades 9 through 12:**

Those students who have elected Honors or AP English classes for the 2014-2015 school year will read a selection that is part of the course curriculum. Students should be prepared for an assessment within the first two weeks of school.

Entering Honors English 9: *The Old Man and the Sea* by Ernest Hemingway

Entering Honors English 10: *Into the Wild* by Jon Krakauer

Entering Honors English 11: *The Scarlet Letter* by Nathaniel Hawthorne

Entering Honors English 12: *A Separate Peace* by John Knowles

Entering AP English: Summer reading packets will be distributed.

MCA English Department Policies for Summer Reading:

1. Choose one novel from the **Suggested Reading List** or a book of your own with your teacher’s approval. Make sure to read novels that are not too easy and not too difficult.
2. Complete the **Summer Reading** form and have your teacher sign it.
3. When you finish reading, complete the **Summer Reading Assignment** attached to this packet.
4. Complete ***one* Activity** from the suggested list.
5. Bring your **Summer Reading Assignment** and **Activity** on the first day of school.
6. Students in all grade levels will present their **Activity** in class during the first week of school.
7. This summer reading project will count as the first grade in your English class. If it is not finished, you will lose points every week it is past due. At the end of the first marking period, you will be given a zero if you do not complete the project.

Visit the English Department's website to access forms and information.

Thank you and have a great summer!

**"The more that you read, the more things you will know. The more that you learn, the more places you'll go."**

**– Dr. Seuss**

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|  |  |
| --- | --- |
| Alexander, Lloyd.The Arkadians | Giff, Patricia Reilly. *Eleven* |
| Armstrong, Jennifer.Steal Away | Gray, Luli.Falcon's Egg |
| Auch, M.J. *One-Handed Catch* | Haas, Jessie.Uncle Daney's Way |
| Avi. *Iron Thunder* | Hesse, Karen.Letters from Rifka |
| Banks, Lynne Reid.Mystery of the Cupboard | Hite, Sid.It's Nothing to a Mountain |
| Beller, Susan.Cadets At War: The True Story of Teenage Heroism at the Battle of New Market | Hobbs, Will.The Big Wander |
| Bruchac, Joseph.A Boy Called Slow: The True Story of Sitting Bull | Hoestlandt, Jo.Star of Fear, Star of Hope |
| Bruchac, Joseph.The Boy Who Lived with the Bears and Other Iroquois Stories | Klass, David.Danger Zone |
| Byars, Betsy.The Moon and I | Korman, Gordon. *Swindle* |
| Collier, James L. and Christopher.With Every Drop of Blood | Lowry, Lois.All About Sam and Attaboy Sam |
| Cooney, Caroline.Among Friends | McKay, Hilary.Dog Friday |
| Cooney, Caroline.Out of Time | Myers, Walter Dean.Shadow of the Red Moon |
| Coville, Bruce.Jennifer Murdley's Toad | Naylor, Phyllis Reynolds.Alice the Brave |
| Coville, Bruce.Jeremy Thatcher, Dragon Hatcher | Paulsen, Gary.Brian's Winter |
| Creech, Sharon.Absolutely Normal Chaos | Paulsen, Gary.Call Me Francis Tucket |
| Cummings, Pat.Talking with Artists: Volume Two | Peck, Robert Newton.A Part of the Sky |
| Curtis, Christopher Paul.The Watsons Go to Birmingham–1963 | Powell, Randy.Dean Duffy |
| Cushman, Karen.The Midwife's Apprentice | Rosen, Michael J.A School for Pompey Walker |
| Davies, Jacqueline. *The Lemonade War* | Rostkowski, Margaret.Moon Dancer |
| Dubois, Muriel L.Abenaki Captive. | Rylant, Cynthia.The Van Gogh Cafe |
| Engel, Dean & Freedman, Florence B.Jack Keats: A Biography with Illustrations | Salisbury, Graham. *Night of the Howling Dogs* |
| Filipovic, Zlata.Zlata's Diary: A Child's Life in Sarajevo | Smith, Roland. *Elephant Run* |
| Freedman, Russell.Eleanor Roosevelt: A Life of Discovery | Stead, Rebecca. *First Light* |
| Fritz, Jean.You Want Women to Vote, Lizzie Stanton? | Taylor, Mildred.The Well: David's Story |
| George, Jean Craighead.Julie | Taylor, Theodore.The Bomb |

**![C:\Users\Kathy\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\HNH9LZ68\MC900330344[1].wmf]()Suggested Reading List grades 9-12**

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| --- | --- |
| Alvarez, Julia.How The García Girls Lost Their Accents | Hardy, Thomas.Return of the Native |
| Anderson, Sherwood.Winesburg,Ohio | Joyce, James.Portrait of the Artist as a Young Man |
| Angelou, Maya.I Know Why the Caged Bird Sings | Melville, Herman.Moby Dick |
| Arnett, Peter.Live from the Battlefield: From Vietnam to Bagdad | Kesey, Ken.One Flew Over the Cuckoo's Nest |
| Baker, Russell.Growing Up | Kuralt, Charles.Charles Kuralt's America |
| Blais, Madeleine.In These Girls, Hope Is a Muscle | London, Jack.The Sea Wolf |
| Brontë, Charlotte.Jane Eyre | McCullers, Carson.Member of the Wedding |
| Brontë, Emily.Wuthering Heights | Malamud, Bernard.The Natural |
| Brooks, Polly Schoyer.Queen Eleanor, Independent Spirit of The Medieval World: Biography of Eleanor of Aquitaine | McCaffrey, Anne.Dragonsong |
| Buck, Pearl S.The Good Earth | Mitchell, Margaret.Gone With the Wind |
| Cather, Willa.O Pioneers! | O'Brien, Tim.The Things They Carried |
| Cervantes, Miguel de.Don Quixote | Myers, Walter Dean.The Glory Field |
| Cisneros, Sandra.The House On Mango Street. | Paton, Alan.Cry, the Beloved Country |
| Conrad, Joseph.Lord Jim | Potok, Chaim.My Name is Asher Lev |
| Cooper, James Fenimore.Last of the Mohicans | Remarque, Erich Maria.All Quiet on the Western Front |
| Cormier, Robert.The Chocolate War | Potok, Chaim.The Chosen |
| Crane, Stephen.The Red Badge of Courage | Scott, Sir Walter.Ivanhoe |
| Defoe, Daniel.Robinson Crusoe | Shakespeare, William.A Midsummer Night's Dream |
| Dickens, Charles.David Copperfield | Shepard, Alan and Deke Slayton.Moon Shot: The Inside Story of America's Race to the Moon |
| Dostoyevsky, Fyodor.Crime and Punishment | Sinclair, Upton.The Jungle |
| Dreiser, Theodore.Sister Carrie | Silko, Leslie Marmon.Ceremony |
| Du Maurier, Daphne.Rebecca | Shute, Nevil.On the Beach |
| Delany, Sarah and Elizabeth.Having Our Say: The Delany Sisters' First 100 Years | Steinbeck, John.The Grapes of Wrath |
| Eliot, George.Silas Marner | Steinbeck, John.The Red Pony |
| Gunther, John.Death Be Not Proud. | Steinbeck, John.The Pearl |
| Grealy, Lucy.Autobiography of a Face | Stevenson, Robert Louis.Dr. Jekyll and Mr. Hyde |
| Faulkner, William.The Sound and the Fury | Thurber, James.My Life and Hard Times |
| Faulkner, William.As I Lay Dying. | Thoreau, Henry David.Walden |
| Ellison, Ralph.Invisible Man | Tan, Amy.The Joy Luck Club |
| Haley, Alex.Roots | Swift, Jonathan.Gulliver's Travels |
| Hugo, Victor.Les Misérables | Stoll, Clifford.Silicon Snake Oil |
| Homer.The Iliad | Wharton, Edith.Ethan Frome |
| Hemingway, Ernest.The Sun Also Rises | Twain, Mark.The Adventures of Tom Sawyer |
| Hemingway, Ernest.For Whom the Bell Tolls | Twain, Mark.The Adventures of Huckleberry Finn |
| Hemingway, Ernest.A Farewell to Arms | Thurber, James.The Thurber Carnival |
| Heinlein, Robert A.Stranger in a Strange Land | Williams, Tennessee.The Glass Menagerie |
| Hawthorne, Nathaniel.The House of Seven Gables | Wright, Richard.Native Son |
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**Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Author: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Student's Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**I have selected to read the above novel as my summer reading assignment. I have received a packet of information and I fully understand the activity I must present at the start of the 2015-2016 school year.**

**Student's Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Parent's/guardian's Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Teacher's Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**![C:\Users\Kathy\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\HNH9LZ68\MC900330344[1].wmf]()Summer Reading Assignment**

**Requirement**: Read at least one novel. You may choose your book from the MCA's recommended reading list or select a book of your own with your teacher’s approval. Summer reading books may not be the same as those covered by the curriculum.

**Response**: For the book you have chosen, complete the form below. The information about the book will assist you in completing the summer activity assigned for the first week of school. You will need to hand in the form along with your activity. Your grade for completing the two assignments will count as a grade for the first marking period.

|  |
| --- |
| Title  |
| Author |
| Main characters |
|  |
|  |
| What are the important events that take place in the book? (List in chronological order) |
|  |
|  |
|  |
|  |
|  |
|  |
| What are the most important ideas that the author wants you to consider? |
|  |
|  |
|  |
|  |
|  |
| Copy one or two short quotations or passages that you think are particularly important. |
|  |
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**![C:\Users\Kathy\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\HNH9LZ68\MC900330344[1].wmf]()Activity One – Sequence of Action**

**Objectives:**

* **Demonstrate understanding of sequence of action**
* **Define newvocabulary terms**

**Activity:**

* **Create a timeline of events that take place in the novel.**
* **Target about five important events.**
* **List and define five new or interesting words you learned.**

**Presentation:**

* **You will present your activity to the class, explaining how the author conveyed the series of events.**
* **Try to include literary elements such as flashback and climax.**
* **Be prepared to present your activity on the first day of class.**

**![C:\Users\Kathy\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\HNH9LZ68\MC900330344[1].wmf]()Activity Two – Setting**

**Objectives:**

* **Demonstrate understanding of setting**
* **Define newvocabulary terms**

**Activity:**

* **Identify the setting of the novel.**
* **Draw or find pictures to describe both the time and place represented in the novel. Try to use five adjectives to describe the setting.**
* **If the setting is an actual place, also include a map to show its relationship to other places in the world/country.**
* **List and define five new or interesting words you learned.**

**Presentation:**

* **You will present your activity to the class, explaining how the author developed the setting.**
* **Think about how the author develops the setting to convey feelings and set the mood.**
* **Be prepared to present your activity on the first day of class.**

**![C:\Users\Kathy\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\HNH9LZ68\MC900330344[1].wmf]()Activity Three – Characterization**

**Objectives:**

* **Demonstrate understanding of character development**
* **Define newvocabulary terms**

**Activity:**

* **Draw an outline of one main charater in the novel.**
* **Inside the outline, write or place symbols or pictures to describe the internal elements of his or her character. Think about character traits such as honesty or bravery.**
* **Outside the outline, write or place symbols or pictures to describe the external elements of his or her character. Think about physical characteristics like the way the character looks or dresses. Try to include five different characteristics or traits.**
* **List and define five new or interesting words you learned.**

**Presentation:**

* **You will present your activity to the class, explaining how the author develops the characters.**
* **Think about how the characters interact with eachother and the types of relationships they develop.**
* **Be prepared to present your activity on the first day of class.**

**![C:\Users\Kathy\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\HNH9LZ68\MC900330344[1].wmf]()Activity Four – Figurative Language**

**Objectives:**

* **Demonstrate understanding of the use of figurative language**
* **Define newvocabulary terms**

**Activity:**

* **As you read, identify elements of figurative language.**
* **Look for about five examples of figurative language such as simile, metaphor, personification, alliteration, hyperbole, idiom, allegory, and irony.**
* **Find or draw a picture to represent one of your examples.**
* **List and define five new or interesting words you learned.**

**Presentation:**

* **You will present your activity to the class, explaining how the author uses figurative language to develop his or her style.**
* **Be prepared to present your activity on the first day of class.**

**![C:\Users\Kathy\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\HNH9LZ68\MC900330344[1].wmf]()Activity Five – Symbols**

**Objectives:**

* **Analyze literature/demonstrate understanding through the use of symbols**
* **Define new vocabulary terms**

**Activity:**

* **As you read, identify examples of symbols.**
* **Identify about five examples of symbolic images.**
* **Bring an object to represent one of your examples.**
* **List and define five new or interesting words you learned.**

**Presentation:**

* **You will present your activity to the class, explaining how the author's use of symbolism helps to develop his or her style.**
* **Be prepared to present your activity on the first day of class.**

**![C:\Users\Kathy\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\HNH9LZ68\MC900330344[1].wmf]()Activity Six – Theme**

**Objectives:**

* **Analyze literature/demonstrate the understanding oftheme**
* **Define newvocabulary terms**

**Activity:**

* **As you read, identify some quotations from the text that help to identify the theme.**
* **Create a poster (8 ½ x 11 inches) with one quote from the novel that demonstrates its general theme.**
* **List and define five new or interesting words you learned.**

**Presentation:**

* **You will present your activity to the class, explaining the theme of the novel and the quotation(s) you have selected.**
* **Be prepared to present your activity on the first day of class.**