

# MSA Upper School & CommArts Summer Reading 2020

## 1. WHICH BOOK(s) should I read?

Please look closely at the pages that follow. You will see that certain books are for certain grades.

Rising Freshmen are upcoming 9th graders; Rising Sophomores 10th; Rising Juniors 11th; and Rising Seniors are 12th.

## 2. WHEN should I read my book( s)? Choose a plan from the list below

**Whenever you read , once you start - KEEP GOING!**

- Some successful students read their selections early in summer, and then use online **review** services in August to help recall the details. This plan works well, but not without the review piece.
- Other students buy their books and/or audiobooks early to be sure that they have them. They keep track of their purchases, then do their reading at the end of the summer to be fresh with details. This plan works well for them.
- Some students read a chapter – then read a summary of it online – to be sure they understand fully. This plan works well and it is not cheating (*unless you skip reading the actual book!*)
- Some students wait until the last minute to locate the book, rush to buy it, pay extra shipping, and try to read the book in two days. Some look for book summaries online and try to ‘fake it.’ They all feel stressed, and start out the year feeling like they are already ‘messing up.’ This strategy does not work well.

## Should I write A REPORT OF SOME KIND?

**Maybe. Please look at the instructions that apply to your grade level.**

**If it doesn't say to write a report, what then? How will we use SUMMER READING? IN CLASS**

Your teacher will organize activities around the book when we return to school. The assigned grade (s) are usually worth 5-10% of the fall semester average.

1. Perhaps he/she will require that students write a report together, in which students provide their own details from the book.
2. There may be a comprehension quiz.
3. Sometimes lively discussions lead to teams proving a thesis by using specific examples from the book.

**We monitor email during summer months, should you have a question.**

**Sometimes, expect 24-48 hours before you may get a response-**

**we hope you enjoy your book(s)!**

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Erin Muehlhausen [emuehlhausen@millsprings.org](mailto:emuehlhausen@millsprings.org) Rising Freshmen

Brittany Emge [bemge@millsprings.org](mailto:bemge@millsprings.org) Any students requiring an audio book

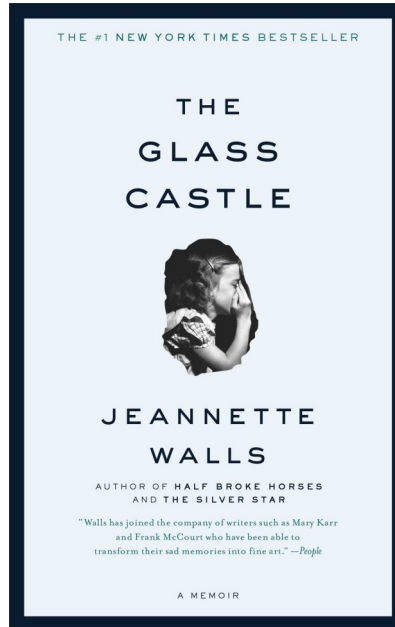
**\*Learning Ally and Bookshare are both available for most if not all selections\***

# Rising Seniors All

## Choose your option:

1. Look for email messages for a Study Guide to complete on this book (sent out via email late May or early June) during the summer **OR**
2. You may choose to take an objective test (multiple choice) **when we return**.
3. After which, we will discuss the book and will write an essay in groups, so that you may learn what I expect from you when writing essays.
4. **Read the book in mid-July to August**, so you remember details.
5. Choose your comprehension strategy wisely based on your strengths!

Some books may have mature content or themes meant for our senior or college-level classroom.



*The Glass Castle*  
Jeannette Walls  
Memoir

## Senior Research

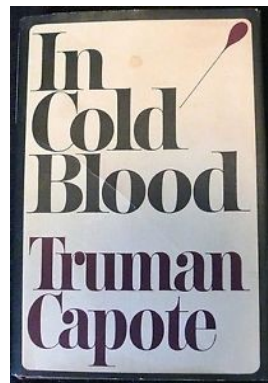
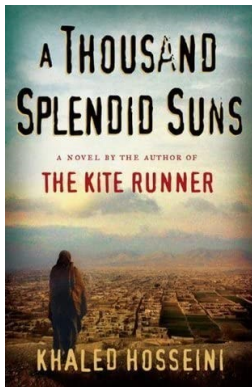
Start thinking about at least three viable Senior Project Topics over the summer: this will be area of study for a Research Paper in the Fall, and a Presentation in the Spring.

We will need to have solid, college-level topics that will be supported with high-quality sources very soon after school starts.

Please email me with any questions, or if you want to talk through a topic idea.

# Rising Seniors Honors- Choose Second Book

## Choose one of these Classics



Combine the following elements into a cohesive essay:

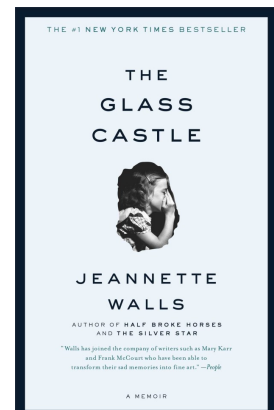
1. Conduct a little research on your author's biographical background and compile some facts of note and interest into a paragraph. (Intro)
2. Write a one-page summary of the novel. (Summary)
3. Write a one-page discussion of why this book is considered a classic that is necessary for a high school senior to read. What themes does your book explore? (Analysis)

Do a little research and use your judgement as to which book you might enjoy the most. Also, please contact me for approval if you have another classic novel (that you have not read) in mind- the same writing assignment above applies! We will share our essays by the second week of school.

## Senior Research

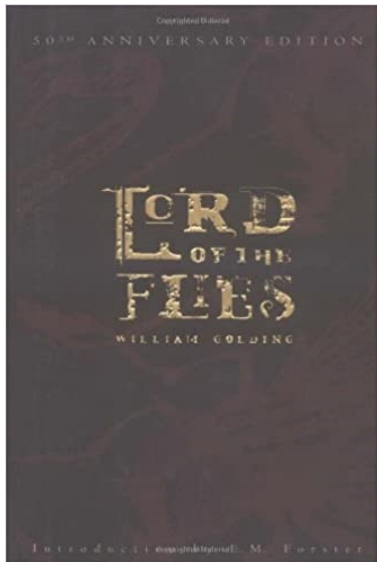
Please see notes above.

## *The Glass Castle* Jeannette Walls Memoir



Please see notes above.

## Rising Juniors All



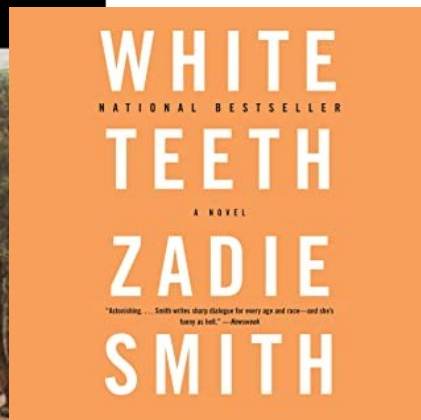
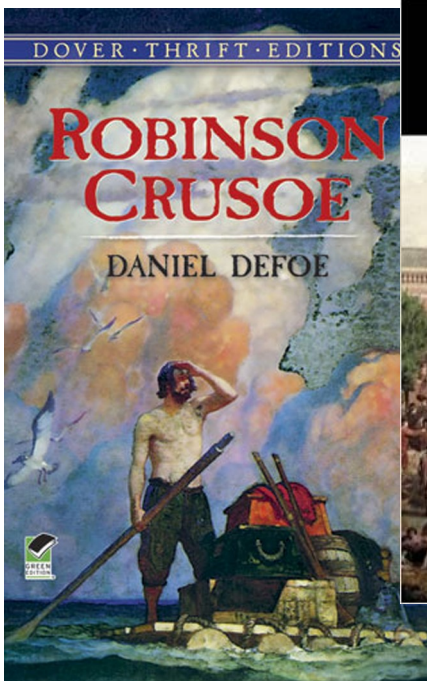
### *Lord of the Flies*

William Golding

Use the sidebar  
to the right to  
take notes on the  
book.

## Rising Juniors Honors- Choose Second Book

In addition to reading *Lord of the Flies*, Honors students please choose one of the following classics to share with the class when we return to school.



### Summer Reading Book Review for Juniors Only

**NOTE:** You will use these notes to write essays the first two weeks of school. Bring your books and completed forms to class.

**Student Name:**

**Date:**

**Name of Book:**

**Author:**

**Setting:** Where does the book take place?

**Characters:** List 2 and describe each.

- 1.
- 2.

**Plot:** List 5 important events in the story.

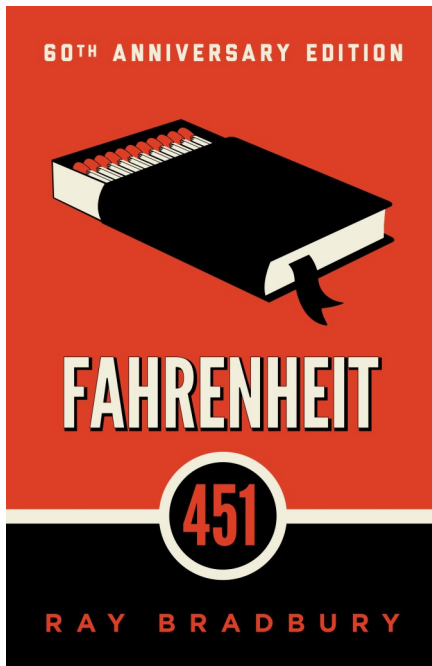
- 1.
- 2.
- 3.
- 4.
- 5.

**Point of View:** Who tells the story?

**Theme:** What main point is the author trying to make?

**Opinion:** Would you recommend this book to your peers to read? Why or Why not?

## Rising Sophomores All



*Fahrenheit 451*  
By Ray Bradbury

Students will be required to complete annotations on the three parts of the novel "The Hearth and the Salamander," "The Sieve and the Sand," and "Burning Bright."

The annotations of the novel will be focusing on summary, vocabulary and application.

Please find materials in your email from Caila by late May/ early June.

## Rising Sophomores Honors- *Persepolis* by Marjane Satrapi



You will have discussions and writing assignments on Volume II, as continued from your 9th grade Honors class and related to new themes explored in American Literature.

In addition, any new students to the class will complete corollary assignments and complete the reading on Volume II.

Some books may have mature content or themes meant for our Honors-level classroom.



# Rising Freshmen All

## *The Hobbit*

### Character Development Journal

Students will choose a character to follow in "The Hobbit" to develop a chronological Character Development Journal using MS Word. The student will highlight mentions/passages in their books with their chosen character and discuss each of these mentions or passages.

**Directions:** Each journal entry should include:

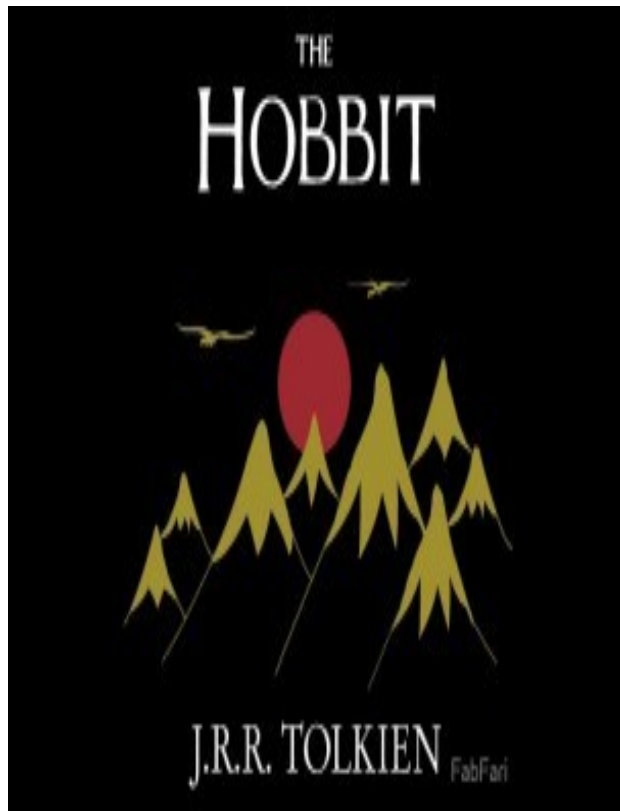
1. Page Number of the mention/ passage
2. The following questions typed:
  - What is the character doing?
  - How is the character described or illuminated?
  - How is this character important to the story?
3. Answers to the questions in complete sentences.

**Some character suggestions include:**

- Bilbo Baggins, the winning hero
- Gandalf, the wise wizard
- Thorin Oakenshield, a dwarf leader
- Gollum, an obsessive "creature"
- Smaug, the fearsome dragon

*Also, as long as the journal is in a readable font, **please, please, please feel free to add a cover, graphics or images— and have fun with it!** Your teacher will collect these journals at the beginning of the school year, and use them to prepare an activity on "The Hobbit."*

**The journal should be double-spaced, with a minimum of 15 entries and 5 pages.**



## *The Hobbit*

By J.R.R. Tolkien