



BISHOP DuBOURG HIGH SCHOOL

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Dear Parents and Students,

Bishop DuBourg High School teachers don't want to see learning end with the school year. With that in mind, summer reading gives students an opportunity to use a part of their summer break to practice vital academic skills.

All students are asked to read one book within a specific genre for their grade level. They will be given an assessment on that book in the first week of the new school year. Students who (wisely) want to start the year with extra credit should complete the attached extra credit note taking assignment as they read.

Thank you in advance for participating in Bishop DuBourg's summer reading program. Attached to this letter you will find grade-specific assigned books as well as the extra credit assignment.

Sincerely,
Bishop DuBourg English Department

Academy of Advanced Studies Seminar Assignment

In addition to the English department grade level books on the following pages, students in the Academy of Advanced Studies are asked to read one more book for their Academy seminar. Copies of these books can be checked out in the main office:

Incoming Freshmen	<i>This Fleeting World</i> by David Christian
Incoming Sophomores	<i>The Boys in the Boat</i> by Daniel James Brown
Incoming Juniors	<i>Christ Our Compass</i> by Alfred McBride O.Praem
Incoming Seniors	<i>Please Understand Me</i> by David Keirsey and Marilyn Bates

INCOMING FRESHMEN - FICTION

Freshman year is a time of growth, new experiences, and the beginning of a new journey. Incoming freshmen are required to read a fiction novel focused on a coming-of-age.

Percy Jackson & The Olympians Book 1: The Lightning Thief

by Rick Riordan

Percy Jackson is a 12-year-old boy who is sucked into an exciting adventure on a school trip and finds himself on a time-sensitive quest to find Zeus's lightning bolt before an all-out war breaks out between the gods. If you have read this book before, please read a different novel by Rick Riordan. This novel can provide an excellent background in Greek mythology as we approach Homer's *The Odyssey* in the first semester of school.

For students entering Honors Enriched English 11: *Of Mice and Men*

by John Steinbeck (contains some inappropriate language)

Set on the migrant farms of Southern California in 1937, this classic American novella tells the story of two men bonded by an unlikely friendship. No-nonsense, serious George looks after naive, childlike Lennie. The two share a dream of owning their own ranch, but this is tested by the harsh realities of the migrant existence, the stigma against Lennie's disabilities, and Lennie's nearly superhuman strength that causes more issues than it solves. Students entering honors English must choose this novel; students not entering the honors class will read this book later in the year and should choose a different novel.

INCOMING SOPHOMORES - WORLD LITERATURE

Incoming sophomores are required to read a book written by a non-American author or about a non-American country.

I Am Malala: How One Girl Stood Up for Education and Changed the World

by Malala Yousafzai

When the Taliban took control of the Swat Valley in Pakistan, one girl spoke out. Malala Yousafzai refused to be silenced and she daringly fought back, surviving a murder attempt so that she could share her story with others and encourage more equal access for women to education around the globe.

For students entering Honors Enriched English 21:

The Curious Incident of the Dog in the Nighttime

by Mark Haddon (contains some inappropriate language)

This is the improbable story of Christopher John Francis Boone, who knows every prime number up to 7,057, doesn't understand human emotion, and cannot stand the color yellow. He goes on a quest to investigate the suspicious death of a neighbor's dog and makes amazing discoveries about his family and himself along the way.

INCOMING JUNIORS - AMERICAN LITERATURE

Incoming juniors are required to read a memoir written by an American author. Students may read the book below or choose a another memoir written by an American.

Half a Life

by Darin Strauss

At the end of his senior year in high school, Darin Strauss was behind the wheel of a car that killed a classmate who was riding a bicycle. Though the accident was not his fault, Strauss' young years were shaped by this event, as he felt he had to live not only his own life, but his deceased classmate's as well. This memoir deals with how he came to terms with the grief and guilt this tragedy evoked.

For students entering Advanced College Credit English 31:

Just Mercy: A Story of Redemption and Justice

by Bryan Stevenson

This book examines some of the fault lines in the American justice system. The author is the founder of the Equal Justice Initiative, a legal practice devoted to defending the poor and others who don't have access to adequate legal representation. Through vivid stories of the people he has defended, Stevenson makes a powerful argument about the importance of constructing a justice system that is capable of mercy.

INCOMING SENIORS - NON-FICTION

Seniors are required to read a post-high school work of non-fiction, a broad category that includes books of information, argument, and self-help, as well as stories of true lives and events. Students may select the recommended book or choose another non-fiction book.

The Last Lecture

by Randy Pausch and Jeffrey Zaslow

One day, Randy Pausch, a computer science professor at Carnegie Mellon, was asked to give a lecture about death. Little did his audience know he had recently been diagnosed with terminal cancer, making this last lecture his best ever because it was his last in life. The speech, called "Really Achieving Your Childhood Dreams," is about life and the importance of using your time wisely to overcome obstacles and achieve your dreams.

For students entering Advanced College Credit English 41:

How to Argue with a Cat

by Jay Heinrichs

Subtitled "A Human's Guide to the Art of Persuasion," this short book illustrates a number of principles of effective argumentation that will be helpful as a jumping off point for a semester dedicated to .

FRESHMEN & SOPHOMORE EXTRA CREDIT FICTION READING NOTES

Main Character Descriptions: Describe each of the main characters with details to help you remember them. What do they look like? What is their personality like? Explain what makes each character unique.

Common Themes: Themes are underlying messages or big ideas from books. Which themes did you notice during your reading? Explain how they are significant to the text. Include quotes and any other information to help you remember the themes.

Quotes with page numbers: Write out at least three important quotes from the book. Who said it? How is it significant to the development of the story or the character?

Summary/Plot Line: Identify the significant parts of the plot. Feel free to give as much detail as you wish. *Elements of plot = Exposition, Rising Action, Climax, Falling Action, Resolution

Connections: What connections do you see between the reading and your life? What connections do you see between the reading and other books you have read? What connections do you see between the reading and the world?

JUNIOR AND SENIOR EXTRA CREDIT NON-FICTION SUMMER READING NOTES

This note taking activity is an optional assignment for extra credit. Write down notes for the book you read. Do this work as you read to help you remember the details of your book. Turn this assignment in during the first week of class.

Main point: WHAT does this say? What is the main point of the book? (You might think of this as asking what the author's purpose was in writing it.) After stating in your own words the book's main point or argument, choose a quote you think expresses that point and explain your choice. Be sure to record the page number.

Support: After pinning down the main point, choose three examples of ways the author supports that argument. These should be specific and tied to the text, with quotes and page numbers.

Style: HOW does the author say it? What stands out about the author's style and how would you describe that style? (For example: Is the text formal or informal? Artistic or journalistic? Academic or colloquial? Does it rely on personal stories? Facts and figures?) After briefly describing your observations about the writer's style, choose three quotations or brief passages (include page numbers) from different parts of the book that characterize the writer's style and explain specifically why you chose each one.

Connections: What connections do you see between the reading and your life? What connections do you see between the reading and other books you have read? What connections do you see between the reading and the world?