

Wonder by R.J. Palacio
6th Grade Summer Reading Project:

I. Short Answer Responses: Please complete the questions below on a separate sheet of paper; you may also type your responses. Answers must include textual support Don't forget to include the title of the book and the author.

- A. Describe in 3-4 sentences who the main character is. Be sure to include a personality trait and other important information.
Quote text evidence from the book to support the description above. (*Cite the page number).

- B. Explain in 1-3 sentences when and where the story takes place. In other words, describe the setting or time period of the text. Then explain how the setting impacts the text. Find an example of textual support from the book that supports the description above. (*Cite the page number).

- C. What is the story's main problem or conflict and how is it resolved? Quote text evidence from the book that shows how the conflict is resolved. (*Cite the page number).

II. Visual Representation of Themes: Design a visual representation of the themes present in your book. You may complete a collage, story board, Illustration etc. (Examples of themes: Love, Loss, Loyalty, Friendship, Family, etc.) You may use a poster board, typing paper, construction paper etc.

Out of My Mind by Sharon Draper
7th Grade Summer Reading Project:

I. Short Answer Responses: Please complete the questions below on a separate sheet of paper; you may also type your responses. Answers must include textual support Don't forget to include the title of the book and the author.

A. Describe in 5-6 sentences who the main character is. Be sure to include a personality trait and other important information.
Quote text evidence from the book to support the description above. (*Cite the page number).

B. Explain in 1-3 sentences when and where the story takes place. In other words, describe the setting or time period of the text. Then explain how the setting impacts the text. Find an example of textual support from the book that supports the description above. (*Cite the page number).

C. What is the story's main problem or conflict and how is it resolved? Quote text evidence from the book that shows how the conflict is resolved. (*Cite the page number).

II. Visual Representation of Themes: Design a visual representation of the themes present in your book. You may complete a collage, story board, Illustration etc. (Examples of themes: Love, Loss, Loyalty, Friendship, Family, etc.) You may use a poster board, typing paper, construction paper etc.

8th Grade Summer Reading Assignment

This Summer, please read the novel *Refugee* by Alan Gratz (**recommended ISBN-13: 978-0545880831**). You will have **2 assignments** related to *Refugee* to complete over the summer (see below). You will turn in these 2 assignments on the first Friday of the school year (August 19).

Assignment 1: Using Textual Evidence

After reading *Refugee*, please answer these questions in complete sentences containing clear and consistent details. You may write your responses on notebook paper or a Word document – whichever you prefer.

1.) Describe each of the three main characters of *Refugee* (Josef, Isabel, and Mahmoud) in 2 sentences. Be sure to include a personality trait and other important information.

2.) After writing your answer to Question 1, quote textual evidence from the book to support your descriptions (at least 1 quote per character). Please write down (cite) the page number on which the quote is found after each quote in parentheses. **Here is an example (from *To Kill A Mockingbird*) of what your answers should look like:**

Describing Jem: “He couldn’t have cared less, so long as he could pass and punt” (1).

3.) Explain each time period and setting (when and where the book takes place) in *Refugee*. Please describe where a main character begins in the story, where they go, and the significance to where they are going (2-3 sentences per time period/setting).

4.) After writing your answer to Question 3, quote textual evidence from the book that supports your explanations above (1-2 quotes per setting). Please cite each quote’s page number following the quote (see the example from Question 2).

5.) What is the story’s main problem or conflict, and how is it resolved? (2-3 sentences.)

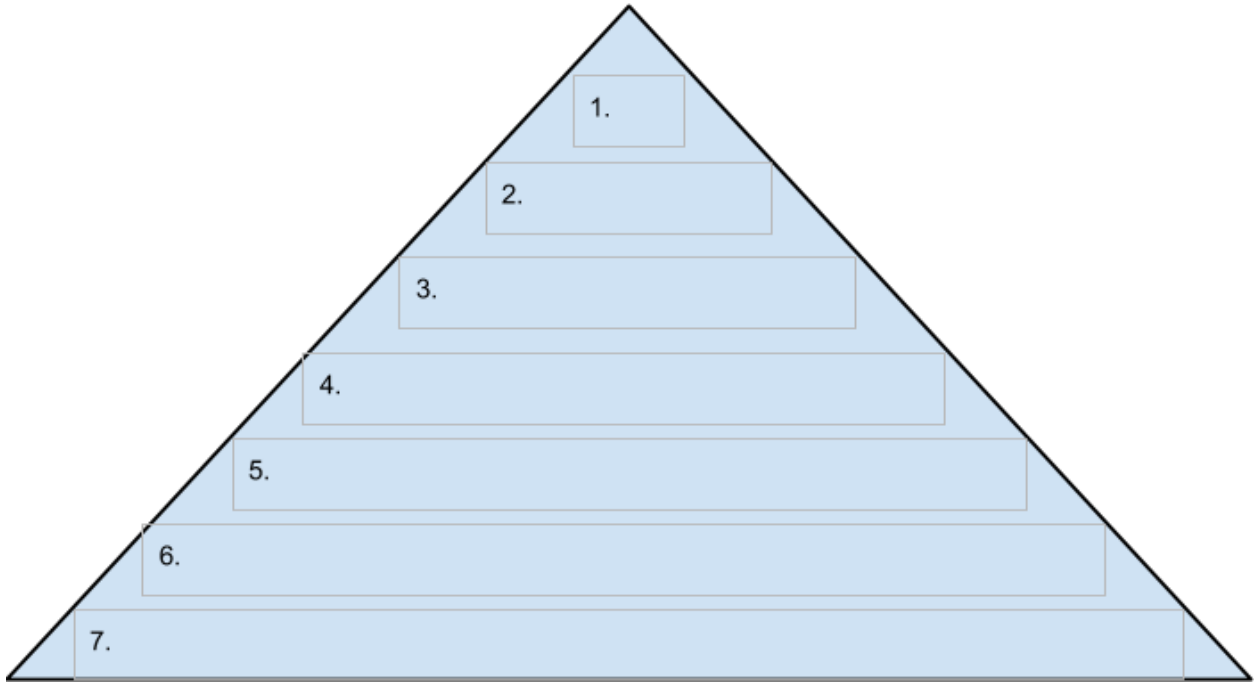
6.) After writing your answer to Question 5, quote textual evidence from the book that shows how the main problem or conflict is resolved (use as many quotes as necessary). Please cite each quote's page number following the quote.

Assignment 2: A Summary Pyramid

In this assignment, you will practice summarizing one of the main character's stories. After reading *Refugee*, please follow the seven prompts below to fill each block of the pyramid. **Please stick to using the number of words mentioned in each prompt! (Hyphenated words will count as two words.)**

Also, make this pyramid your own! You are welcome to use the standard template below, but, if you would like to design it yourself on the computer or in a notebook, please do so! I would love to see your brand of creativity shine through this project. **Just make sure that your answers are clear and visible in the pyramid.**

1. Choose your favorite main character (Josef, Isabel, or Mahmoud). Write **one** main character's first name in the top block.
2. Write **two words** that describe the main character in the second block.
3. Write a **three-word** phrase that describes the setting (where he/she begins or ends in the story).
4. Write a **four-word** phrase that states the character's goal or problem.
5. Write a **five-word** phrase that describes an important event.
6. Write a **six-word** phrase that describes the conclusion.
7. Write a **seven-word** phrase that describes your favorite part of his or her story, or of the novel in general.



Freshman Summer Reading Assignment

Please read the novel *Gifted Hands* by Ben Carson, M.D. and Cecil B. Murphy (**recommended ISBN-13 : 978-0310546511**).

Dialectical Journal

As you read *Gifted Hands* this summer, you will keep a dialectical journal. The term “dialectic” means “the art or practice of arriving at the truth by using conversation involving question and answer.” Think of your dialectical journal as a series of conversations with the text! The process is meant to help you to develop a better understanding of the novel as well as make a personal connection to the story, themes, and characters. You will find that it is a useful way to process what you’re reading, prepare for group discussions, and gather textual evidence for literary analysis assignments.

Throughout *Gifted Hands*, you will choose 5 passages or quotes and respond to them in a meaningful way. Below are directions for writing a dialectical journal. You may do this in a notebook or electronically. Each response should be at least 3 sentences. Your journal will be due on the first Monday of the semester (August 22).

Procedure:

AS YOU READ, choose passages that stand out to you and record them in the left column of the chart.

In the right column, write your response to the text (ideas/insights, questions, reflections, and comments on each quote).

You must label your response using the following codes:

(Q) Question – ask about something in the passage that is unclear

(C) Connect – make a connection to your life, the world, or another text

(P) Predict – anticipate what will occur based on the what is in the passage

(CL) Clarify – answer earlier questions or confirm/disaffirm a prediction

(R) Reflect – think deeply about what the passage means in a broad sense, not just to the characters in the novel. What conclusions can you draw about the world, human

nature, or the way things work?

(E) Evaluate – make a judgment about what the author is trying to say or what his purpose is

SAMPLE

To Kill a Mockingbird by Harper Lee Quote Response

<p>"Scout," said Atticus, "when summer comes you'll have to keep your head about far worse things... it's not fair for you and Jem, I know that, but sometimes we have to make the best of things, and the way we conduct ourselves when the chips are down—well, all I can say is, when you and Jem are grown, maybe you'll look back on this with some compassion and some feeling that I didn't let you down." (53)</p>	<p>(R) Atticus wants Scout and Jem to forgive him and to show some compassion for others. This is a big theme in the novel. The racism runs deep in the novel and while the story was set a long time ago, racism is still around. This is why the book is classic and timeless. We could all be a bit more forgiving and compassionate towards other people.</p>
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Sophomore Summer Reading Assignment

Please read the novel *The Life of Pi*, by Yann Martel. As you are reading, complete the following assignment.

Dialectical Journals

The term “dialectic” means “the art or practice of arriving at the truth by using conversation involving question and answer.” Think of your dialectical journal as a series of conversations with the text. The process is meant to help you to develop a better understanding of the novel as well as make a personal connection to the story, themes, and characters. You will find that it is a useful way to process what you’re reading, prepare for group discussions, and gather textual evidence for literary analysis assignments.

Procedure:

-As you read, choose passages that stand out to you and record them in the left column of the chart.

In the right column, write your response to the text (ideas/insights, questions, reflections, and comments on each quote).

You must label your response using the following codes:

(Q) Question – ask about something in the passage that is unclear

(C) Connect – make a connection to your life, the world, or another text

(P) Predict – anticipate what will occur based on the what is in the passage

(CL) Clarify – answer earlier questions or confirm/disaffirm a prediction

(R) Reflect – think deeply about what the passage means in a broad sense, not just to the characters in the novel. What conclusions can you draw about the world, human nature, or the way things work?

(E) Evaluate – make a judgment about what the author is trying to say or what his purpose is

SAMPLE using *To Kill a Mockingbird* by Harper Lee Quote Response

Throughout *Things Fall Apart*, you will choose 10 passages or quotes and respond to them in a meaningful way. Below are directions for writing a dialectical journal. You may do this in a notebook or electronically. Each response should be at least 3 sentences.

<p>"Scout," said Atticus, "when summer comes you'll have to keep your head about far worse things... it's not fair for you and Jem, I know that, but sometimes we have to make the best of things, and the way we conduct ourselves when the chips are down—well, all I can say is, when you and Jem are grown, maybe you'll look back on this with some compassion and some feeling that I didn't let you down." (53)</p>	<p>(R) Atticus wants Scout and Jem to forgive him and to show some compassion for others. This is a big theme in the novel. The racism runs deep in the novel and while the story was set a long time ago, racism is still around. This is why the book is classic and timeless. We could all be a bit more forgiving and compassionate towards other people.</p>
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Junior Summer Reading Assignment

Please read the novel *The Five People You Meet in Heaven*. As you are reading, complete the following assignment.

Dialectical Journals

The term “dialectic” means “the art or practice of arriving at the truth by using conversation involving question and answer.” Think of your dialectical journal as a series of conversations with the text. The process is meant to help you to develop a better understanding of the novel as well as make a personal connection to the story, themes, and characters. You will find that it is a useful way to process what you’re reading, prepare for group discussions, and gather textual evidence for literary analysis assignments.

Procedure:

As you read, choose passages that stand out to you and record them in the left column of the chart.

In the right column, write your response to the text (ideas/insights, questions, reflections, and comments on each quote).

You must label your response using the following codes:

(Q) Question – ask about something in the passage that is unclear

(C) Connect – make a connection to your life, the world, or another text

(P) Predict – anticipate what will occur based on the what is in the passage

(CL) Clarify – answer earlier questions or confirm/disaffirm a prediction

(R) Reflect – think deeply about what the passage means in a broad sense, not just to the characters in the novel. What conclusions can you draw about the world, human nature, or the way things work?

(E) Evaluate – make a judgment about what the author is trying to say or what his purpose is

SAMPLE using *To Kill a Mockingbird* by Harper Lee Quote Response

Throughout *Flags of Our Fathers* you will choose 15 passages or quotes and respond to them in a meaningful way. Below are directions for writing a dialectical journal. You may do this in a notebook or electronically. Each response should be at least 5 sentences.

<p>"Scout," said Atticus, "when summer comes you'll have to keep your head about far worse things... it's not fair for you and Jem, I know that, but sometimes we have to make the best of things, and the way we conduct ourselves when the chips are down—well, all I can say is, when you and Jem are grown, maybe you'll look back on this with some compassion and some feeling that I didn't let you down." (53)</p>	<p>(R) Atticus wants Scout and Jem to forgive him and to show some compassion for others. This is a big theme in the novel. The racism runs deep in the novel and while the story was set a long time ago, racism is still around. This is why the book is classic and timeless. We could all be a bit more forgiving and compassionate towards other people.</p>
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ENGLISH 12 SUMMER READING ASSIGNMENT

Into The Wild, by Jon Krakauer

Summer Greetings Rising Seniors:

Into the Wild tells the story of college graduate Chris McCandless, who set out on a quest of self-discovery and journeyed across America, eventually making it to the wilderness of Alaska. On his journey, Chris sought to live freely and to develop his own unique identity without conforming to society's expectations. His quest, his exploration of the American landscape, and his questioning of society's values all parallel the explorations of major writers and characters that we will study next year. As you read, try to understand what motivated Chris and other adventurers like him. There is a film version of *Into the Wild*; you are encouraged to watch it as a supplement to (but not a replacement for) your reading. As you read, you may find that reading slowly and even rereading sections is helpful to gain a clear understanding of the work. Keep a pen, pencil or highlighter nearby as you read, and underline or annotate any passages that pertain to the issues raised in the study guide questions that follow. If you read the book early in the summer, these marginal notes and highlighted areas will allow you to skim the book again before the school year starts, refreshing your memory without rereading the entire book. Feel free to also highlight anything that seems important to you even if it does not appear in the list of questions. These questions will provide a foundation for discussion at the beginning of the school year.

A few notes about this book's structure may help your reading.

- First, each chapter begins with an epigraph (or two). Do not skip over these quotes; read them carefully! The quotes emphasize essential ideas about Chris and his journey.
- Second, many chapters are titled based on the locations that Chris or the author visited on their journeys. At the start of each chapter, take a moment to look up its location on a map (the book contains several, and so use them!).
- Third, several chapters offer stories of other adventurers to provide context for Chris's journeys. Chapters eight and nine describe several wilderness explorers, and chapters fourteen and fifteen detail Krakauer's own high-risk ascent of a peak in Alaska. Krakauer was a relatively unknown author when he wrote *Into the Wild*, but he is now an internationally acclaimed writer.

These reading tips and questions are designed to encourage you to read closely, to provide direction so that you get the most out of this assignment, and to help you prepare to share your thoughts about your reading when you return to school in August.

DUE DATE: FIRST DAY OF SCHOOL

Reading Questions: (Please type your responses under the questions. You may print and bring it to me on the first day of school or email it to me at Julie.bennett@lhnlions.org).

1. Why does Krakauer become so fascinated with the story of Chris McCandless? Read the Author's Note at the start of the book to understand the story and Krakauer's interest.
2. Consider the different names Chris used during his travels. How does Chris's use of different names fit with his goals on his cross-country journey?
3. What details in the story suggest Chris's own motives for doing what he did? Highlight any passages that seem to explain these motives.
4. Consider the epigraphs, especially those by Thoreau and London, that begin each chapter. How do these passages reflect key elements of Chris's story? How might Krakauer be using these passages to show that Chris's death was an accident? How do the passages help convey the larger purpose of Krakauer's writing of this book?
5. In ch. 8, Krakauer uses the word pilgrim to describe Chris. What does pilgrim mean, and what is a pilgrimage? Why does Krakauer characterize Chris with these terms, and with other religious diction? How do Chris and Krakauer compare to other pilgrims in the book?
6. Chapters 14 and 15 focus upon Krakauer's quest to climb Devils Thumb. How does this personal anecdote of Krakauer's climbing experience convey his sense of McCandless's intentions? To Krakauer, what are those intentions of Chris? Why does Krakauer use the symbol of the cross and the word penitente to represent himself? What does Krakauer learn in his solo climb above Witches Cauldron? What is significant about the Gothic Cathedral simile and nightmare? How do these passages and the religious symbolism help Krakauer represent the larger issue of the book?
7. How does Chris change, according to Krakauer, from his stance on relationships in Chapter 6 to his new view of happiness in Chapter 17? In Chapter 18, what does the final self-portrait photo of Chris reveal about the way Krakauer interprets his character? What does the emphasis on words such as sublime and transcendent and words such as bless and beatific and monk imply about his character and Krakauer's, too?
8. Consider watching the film and listening closely to the lyrics of the soundtrack to the film. How do scenes from the film help you understand the complexity of Chris? How do the songs "No Ceiling" and "Guaranteed" and "Wolf" best represent his life experiences and the memorable traits of his character?