

Lutheran North Academy

English Department: June 2023

Dear Incoming 6th-12th Grade Students and Parents:

Thank you so much for supporting our summer reading assignment. Our purpose in asking your teen to read over the summer is to continue to develop an appreciation and enjoyment for reading. Thinking, discussing, and writing about a book as the year begins gives us some common ground from which we can discuss and share.

By the end of the summer, the book and the attached assignment sheets should be completed and ready for the first day of school; teachers will collect them during English class.

Late Entrants:

Those students who register after starting day will be required to complete the summer reading and assignment within three weeks from the start of school.

Summer Books:

Incoming Seniors- *Into the Wild* by John Krakauer

Incoming Senior Dual Credit- *Fahrenheit 451* by Ray Bradbury and additional selection from list

Incoming Juniors- *The Five People You Meet in Heaven*, by Mitch Albom

Incoming Sophomores- *The Hobbit*, by J.R.R. Tolkien

Incoming Freshman- *Gifted Hands*, by Dr. Ben Carson

Incoming 8th Grade- *Refugee* by Alan Gratz

Incoming 7th Grade- *Out of My Mind* by Sharon Draper

Incoming 6th Grade- *Wonder* by R.J. Palacio

Please email Julie Bennett Julie.bennett@lutherannorth.org with any questions.

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.

7th Grade Summer Reading Assignment

This Summer, please read the novel *Out of My Mind* by Sharon Draper and complete the project below.

Part 1: 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).

Part 2: 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).

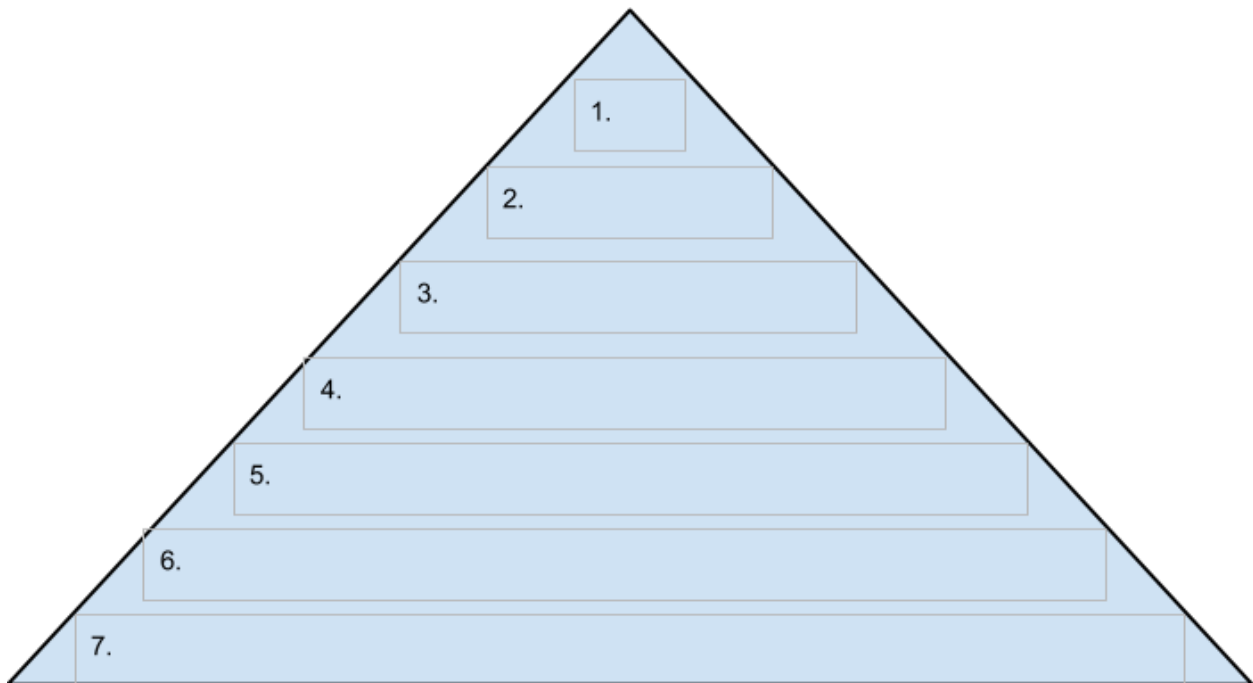
- 3.) Explain each time period and setting (when and where the book takes place) in *Refugee*. Please describe where a main character begins in the story, where they go, and the significance to where they are going (2-3 sentences per time period/setting).
- 4.) After writing your answer to Question 3, 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 Hobbit* by J.R.R. Tolkien. 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 *Life of Pi*, 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 the novel, 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@lutherannorth.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?

Concordia University English 102- Dual Credit Summer Reading and Assignments

Greetings and welcome to English 102. This is a fun, yet challenging course designed to strengthen your writing skills and broaden your abilities in analyzing literature. In preparation for our study in the August, you do have some work to complete over the summer. Please see below for more info.

All readings and assignments are expected to be completed and ready to turn in on the first day of school. I may not ask for a submission right away, but in case I do, you should be ready!

Read Fahrenheit 451 by Ray Bradbury, annotate, and complete the below assignments. You will need your own personal copy of this book because you will be annotating on the pages of the book. Follow the instructions below for what I want you to annotate for while you are reading.

Below are required assignments which will be collected on the first day of class:

Assignment #1: Text-Marking

Show us how you annotate.

- A. Circle unknown words
- B. Squiggly-underline examples of figurative language (symbol, personification, irony, etc.)
- C. Underline interesting uses of language (syntax, diction, rhetorical devices, etc.)
- D. [Bracket] words, phrases, or sentences that relate to the larger meaning of the work.

NOTE: It is possible—likely even—that you will have multiple marks on the same line(s).

Assignment #2: Written Response

You will need to write two typed responses.

Please limit each response to no more than two pages

Use MLA style and be concise

Semi-formal personal response (you may use “I”)

The following are three thought provoking quotes from dystopian writers. Select two and write a thoughtful reaction to it. Write this reaction after you read *Fahrenheit 451* and relate your response to your reading.

- “If love dies, that’s when we’ve all truly died.” ~ Keary Taylor
- “Hate looks like everybody else until it smiles.” ~ Tahareh Mafi
- “Is it better for a man to have chosen evil than to have good imposed upon him?” ~ Anthony Burgess

These two assignments should be put in the order above and the Academic Honor Statement should be signed and stapled to the front. Your written response for Assignment #3 should be put in the back of the packet. It will be collected as well as being used as the basis of our first major class discussion.

Assignment #3: Additional Reading

Finally, select one more title to read over the summer from the list provided on the next pages. The titles on the list are considered novels of “literary merit” by critics, but they never define what “literary merit” means. While you are reading your chosen book, think about why your book has literary merit. Then, upon completion, write a 250+ word reflection explaining what that phrase (literary merit) means to you, and why this novel or play has literary merit.

Academic Honesty is required in my class. Turning in someone else’s work (from a classmate or the Internet) as your own will result in a zero for an assignment.

A signed Academic Honor Statement is required to be submitted with your summer work.

Email me with any questions you may have at julie.bennett@lutherannorth.org.

Have a great summer! Happy reading!

- Mrs. Bennett

Novels to Choose From:

Neoclassical

1759 – Candide – Voltaire

Romantic

1811 – Sense and Sensibility – Jane Austen

1813 – Pride and Prejudice – Jane Austen

1838 – Oliver Twist – Charles Dickens

Victorian

1847 – Wuthering Heights – Emily Brontë

1847 – Jane Eyre – Charlotte Brontë

1861 – Silas Marner – George Eliot

1869 – Little Women – Louisa May Alcott

1884 – Adventures of Huckleberry Finn – Mark Twain

1897 – Dracula – Bram Stoker

1891 – The Picture of Dorian Gray – Oscar Wilde

1899 – The Awakening – Kate Chopin

Naturalist

1902 – Heart of Darkness – Joseph Conrad

1911 – Ethan Frome – Edith Wharton

Modern

1915 – The Metamorphosis – Franz Kafka

1925 – Mrs. Dalloway – Virginia Woolf

1939 – The Grapes of Wrath – John Steinbeck

1940 – The Power and the Glory – Graham Greene

1945 – Animal Farm – George Orwell

1949 – Nineteen Eighty-Four – George Orwell

Post Modern

1951 – The Catcher in the Rye – J.D. Salinger

1952 – East of Eden – John Steinbeck

1953 – Fahrenheit 451 – Ray Bradbury

1959 – A Separate Peace – John Knowles

1960 – To Kill a Mockingbird – Harper Lee

1967 – The Chosen – Chaim Potok

1969 – Slaughterhouse-Five – Kurt Vonnegut

1976 – A River Runs Through It – Norman Maclean

1984 – The House on Mango Street – Sandra Cisneros

1989 – A Prayer for Owen Meany – John Irving

1990 – The Things They Carried – Tim O'Brien

1992 – The Secret History – Donna Tartt

1994 – In the Lake of the Woods – Tim O'Brien

1997 – Cold Mountain – Charles Frazier

1997 – The Red Tent – Anita Diamant

1998 – The Poisonwood Bible – Barbara Kingsolver
2001 – Atonement – Ian McEwan
2003 – The Kite Runner – Khaled Hosseini
2002 – The Namesake – Jhumpa Lahiri
2005 – The Glass Castle – Jeannette Walls
2006 – The Road – Cormac McCarthy
2008 – Serena – Ron Rash
2008 – Little Bee – Chris Cleave
2010 – Room – Emma Donoghue
2013 – The Goldfinch – Donna Tartt
2014 – All the Light We Cannot See – Anthony Doerr
2014 – A Man Called Ove – Fredrik Backman
2015 – The Nightingale – Kristin Hannah

Suggested Plays:

Cat on a Hot Tin Roof – Tennessee Williams
Death of a Salesman – Arthur Miller
A Doll’s House – Henrik Ibsen
An Enemy of the People – Henrik Ibsen
The Importance of Being Earnest – Oscar Wilde
Our Town – Thornton Wilder
Waiting for Godot – Samuel Beckett

This document must be signed and placed on top of your summer work for AP Literature and Composition.

Definition of PLAGIARIZE (From Merriam Webster Dictionary)

plagiarized; plagiarizing

transitive verb

: to steal and pass off (the ideas or words of another) as one's own : use (another's production) without crediting the source

intransitive verb

: to commit literary theft : present as new and original an idea or product derived from an existing source

By signing this document I signify that the answers given and projects completed for my summer assignment were all created by me, and in no way plagiarized from another student, textbook, or website.

By signing this document I understand that letting another student copy my work is the same as plagiarism and will also be punished. I have also been warned that when two students have similar or identical answers to questions an investigation into both students will begin.

I pledge that I will have honor in in my work, and will conduct myself with integrity in my academic career in Mrs. Bennett's English 102 Dual Credit class.

(Your name – your name printed)

(Your name – your name signed)