



2019-20 Summer Reading Program: Grades 6-12

Parents / Guardians and Students: **academic and secular** success depends upon gaining a mastery of the English language through reading and writing.

Assignment: each returning and new students must read the grade-appropriate selection. Students must either write an essay responding to the prompts or complete assigned packets. Essays are worth 50 points and must be written in MLA format and submitted the **first full day** of school. A Close Reading exam worth 50 points will be given the **first full day** of school.

Note: New students will have till Sept 4th to complete the assignment.

Plagiarism is stealing. **Do not steal** someone else's work and claim it as your own by either **copy and pasting** or not citing the reference article. Be advised: all essays will be submitted to an electronic originality checker; students engaging in plagiarism will receive a zero. Parents, please encourage your child to write their own original essay.

SUMMER READING LIST

MIDDLE SCHOOL

6th Grade

- *The Dust Bowl Diary of Grace Edwards, Dalhart, Texas 1935* by Katelan Janke

*see packet below

7th Grade

- *Chasing Lincoln's Killer* by James Swanson

*see packet below

8th Grade

- *Flowers for Algernon* by Daniel Keyes

*see packet below

HIGH SCHOOL

9th Grade

- *The Book Thief* by Markus Zusak

Book Thief--https://westernhs.bcps.org/UserFiles/Servers/Server_4204286/Image/Grade9GT--TheBookThiefMarkusZusak.pdf <https://www.sparknotes.com/lit/the-book-thief/> (For additional help reading/understanding)

Part I (50 points): Compose a 350 word essay discussing the theme of the individual vs. society, and how characters either conform to or rebel against societal expectations. Format your essay to MLA, including a Works Cited page. Essays are due the **first day of class**.

<https://owl.english.purdue.edu/owl/resource/747/13/>

Part II (50 points): Be prepared for a close reading test on the **first day of class**.

10th Grade

- *Things Fall Apart* by Chinua Achebe <http://l-adam-mekler.com/things-fall-apart.pdf>

Part I (50 points): Compose a 400 word essay that examines Okonkwo as a classical hero. Identify his tragic flaw, and analyze how it led to his downfall.

Essays are due **first day of class**. Format essays to MLA, include a Works Cited page.
<https://owl.english.purdue.edu/owl/resource/747/13/>

Part II (50 points): Be prepared for a close reading test on the **first day of class**.

11th Grade

- *The Grapes of Wrath* by John Steinbeck
<https://docs.google.com/viewer?a=v&pid=sites&srcid=aW1hZ2luZXByZXAuY29tfGh1bWFuaXRpZXMtMjAxMi0yMDEzfGd4OjUyZjkyMWM2OTYzOWVhNGE>

Part I (50 points): Compose a 550 word essay analyze through the POV of the characters the following: mistreatment of American migrants (the displaced), or the loss of the American Dream due to natural disasters and banking policies (repossession), or how poverty influences demoralization and crime. Use the following questions to guide your response: What is the novel's attitude toward the American Dream? What details elicit anger toward the characters for their actions or inactions? What set of circumstances gave impetus to the Joad's destructive course?

Essays are due the **first day of class** (no exceptions). Format essays to MLA, include a Works Cited page. <https://owl.english.purdue.edu/owl/resource/747/13/>

Part II (50 points): Be prepared for a close reading test on the **first day of class**.

12th Grade

- *Frankenstein* by Mary Shelly
<http://www.planetebook.com/ebooks/Frankenstein.pdf>

Part I (50 points): Compose a 750 word essay analyzing the two points of view (POV) in the novel: 1) Victor Frankenstein's anti-social misanthropic obsession with creating life, and 2) his creation's analytical sympathetic compassion for humanity. Brainstorm: why is Victor's creation appear hideous and repulsive, but possess super intelligence and physical prowess? Why does the daemon possess the best human attributes? What does Shelly imply by quoting Milton's conceit: "Did I request thee, O Maker, from clay / To mold me man," (PL.X.743-745).

Essays are due the **first day of class**. Format essays to MLA, include a Works Cited page.
<https://owl.english.purdue.edu/owl/resource/747/13/>

Part II (50 points): Be prepared for a close reading test on the **first day of class**.

Below are reading packets for 6th, 7th, and 8th grade.

6th Grade Summer Reading

Book Title:

Survival in the Storm: The Dust Bowl Diary of Grace Edwards, Dalhart, Texas 1935

by Katelan Janke

Summer Reading activities must be typed and is due August 12, 2018.

I. Complete at least two activities from the following list:

1. Choose a character in **Survival in the Storm** and write a one-page letter to that character expressing your likes and dislikes toward that character.
2. In **Survival in the Storm**, the author seems to suggest that in some ways the land forgives the people for their misuse of the land. Compose a 200 - word essay explaining this theme as presented in the selection.
3. Make a scrapbook over at least 2 characters in **Survival in the Dust**. The scrapbook page(s) should include colorful illustrations and detailed captions describing the picture.
4. Draw a map of places you think a character from **Survival in the Dust** would choose to relocate based on the selection. Write descriptive 5 paragraph essay explaining why you chose those places for that character.
5. Review the following phrases from Grace's diary and analyze the meaning of each phrase as it is developed within the story.
 - "borrowing trouble"
 - "burr under my saddle"
 - "a crying shame"
 - "a bee in my bonnet"
6. Dust and sand get into everything in Grace's house, even the food. She writes of biting into cornbread and "feeling the inevitable crunch of sand between my teeth." One food the sand doesn't get into deviled eggs. Try making this special dish. You might even want to make some "sand free" cornbread to go with your eggs.
7. Look at grocery ad on page 183. Choose five of the products in the advertisement and find out what they'd cost now. Make a chart comparing prices in 1935 with those of today.

II. *Thinking About the Book.*

Answer the following questions. Use the novel as your reference.

1. What role did farmers play in helping to create the Dust Bowl storms?
2. Why is April 14, 1935 known as “Black Sunday?”
3. When the Mayfield's roof collapses under the weight of the blown sand, Grace's family hurries to help them repair and clean up. What other examples can you find of neighbors helping each other out? When have you seen neighbors helping each other in modern times?
4. Is *Survival in the Storm* mostly a story about hope or about family or about forgiveness? Explain your choice.
5. If you had only three words to describe Grace’s father, what words would you choose? Why?
6. Explain what the “Last Man Club” was.
7. What does Grace learn from Helen's letters about life in California?
8. If you could make a movie of Grace’s story, would you film it in black and white or in color? Why?
9. What is the one scene you remember most after reading *Survival in the Storm*? What makes this particular scene so special?
10. Choose one of the following phrases from Grace’s diary and explain what it means.
 - “borrowing trouble”
 - “burr under my saddle”
 - “a crying shame”
 - “a bee in my bonnet”
11. Grace’s mother had several favorite sayings. One was “What is important is how we behave ourselves when no one’s watching, and what we do with what we’ve been given. That’s what really matters.” Re-read Grace’s June 23, 1935 diary entry. What does the above saying mean? Do you believe it?

III. Complete the following WebQuest to further our understanding of Natural Disasters.

Natural Disasters and Creating a Plan to Survive

Introduction

There are many types of weather patterns in our world and with those weather patterns come **natural disasters!!** Through this WebQuest you are going to explore some of these natural disasters and the **earth-shattering** results which they sometimes have. Some natural disasters that could occur are Droughts, Earthquakes, Floods,

Extreme Heat, Hurricanes, Landslides, Space Weathers, Tornadoes, Tsunamis, Volcanoes, Wildfires, or Winter Storms/Extreme Cold. You are going to pretend that you are experiencing a natural disaster and you are the only one in your town who knows how to survive the storm. The Mayor has put you in charge of saving your town and yourself. You must create a survival plan to safely make it through the storm and save as many people in your town that you can while also thinking about **how this natural disaster is going to change the way your town looks.**

The Task

In this WebQuest you are going to be learning more about a natural disaster of your choosing. **You are going to research your natural disaster and use what you have learned to describe the natural disaster. Then after you understand more about the natural disaster you chose, you will create a survival plan for you and your town. You will also describe how this natural disaster will change the landscape of where you live.** You can choose any of the following natural disasters:

- Droughts
- Earthquakes
- Floods
- Extreme Heat
- Hurricanes
- Landslides



- Space Weathers
- Tornadoes
- Tsunamis
- Volcanoes
- Wildfires

- Winter Storms/Extreme Cold

You will explain what you have learned about natural disasters in an **oral presentation** and **write your survival plan in the form of a brochure** that others can read and use your information protect themselves too. When you give your presentation to the class, you will explain what you found out about natural disasters, how they can change the land.

You will be evaluated on your presentation and your survival plan brochure.

The Process

1. To begin this WebQuest, you will first pick a natural disaster to research. As I stated before, you can choose any of the following natural disasters:

- Droughts
- Earthquakes
- Floods

- Extreme Heat
- Hurricanes



- Landslides
- Space Weathers
- Tornadoes
- Tsunamis
- Volcanoes
- Wildfires
- Winter Storms/Extreme Cold

2. Once you have chosen a natural disaster, go onto the internet to find more information about your natural disaster. The following website has all of these natural disasters

listed: <http://www.ready.gov/natural-disasters>. **You must use this website and find at least 2 additional websites to complete this assignment.** Make sure to record the websites you used on the back of your brochure under the "Resources" heading.

3. You will need to find the answers to the following questions and report on them in your oral presentation:

- A.) What is the natural disaster you selected?
- B.) How/Why does it occur?
- C.) Where do these natural disasters occur in the world?
- D.) What are the dangers that happen when this natural disaster occurs?
- E.) How will the natural disaster affect the earth when it happens?

4. After finding these questions write them down on an information note card so that you are prepared to report on them in your presentation.

5. Next you will begin working on your brochure. I have provided a template to utilize on the brochure. You will write a short description of your natural disaster on your brochure and then go into your survival plan.

Here you will list what supplies or measures must be taken to survive your natural disaster. At the end, list how many people can be saved by your survival plan, and how the land will look different after the natural disaster occurs. Make sure to list the sources you used to research your natural disaster. You must include at least 2 reference sources in your survival plan.

6. Use the sheets provided to organize your information. Your brochure should contain the following sections:

- brochure title
- basic information
- tips
- tools

- clothing

- equipment
- food
- dangers or challenges

Evaluation

You will be evaluated individually based on the amount of information that you found and report in your presentation and the quality of your survival plan in your brochure.

Resources

Here are resources that you can utilize to organize your research and to create your brochure:

<file:///C:/Users/gmms2/Downloads/NaturalDisasterResearchOrganizerandBrochureTemplate.pdf> (Ctrl Click to access).

Book Title:

Survival in the Storm: The Dust Bowl Diary of Grace Edwards, Dalhart, Texas 1935 by Katelan Janke

Novel available for purchase on Amazon.com

(New and Used \$2.30 - \$5.99) <https://www.amazon.com/Survival-Storm-Edwards-Dalhart-America/dp/0439215994>

SUMMER READING PACKET FOR SEVENTH GRADE

Chasing Lincoln's Killer by James Swanson

Assignments are due in August, **first full day of school**

Choose THREE to complete (If you want to do all of them, you can receive extra credit!)

1. **Wanted Posters:** Please create two wanted posters for the outlaws we are discussing in the book.

There are a few to choose from: John Wilkes Booth, Lewis Powell, David Herold, and George Atzerodt (for example).

In order to receive full credit, your 'Wanted' posters must have all of the following:

- "Wanted" written at the top.
- The name of the person who is wanted.
- A reward amount.
- A picture of the wanted person (hand-drawn or printed from the computer...be careful, however, that you do not print off a picture of the person AFTER they were

apprehended by the authorities).

- An explanation of why they are wanted.

**These can be done on a regular sheet of computer paper, a poster, specialty paper, etc. If you want to 'age' the paper to make it appear old, that is fine.

** Please remember that you are going to construct a portfolio at the end of the year and if you use a poster, it will not fit inside your binder.

2. Four illustrations for the book: Pretend that someone has asked you to illustrate this non-fiction

book. Please choose the events you would like to illustrate from anything that occurs in chapters 1-5

In order to receive full credit:

- Must be hand-drawn.
- All four illustrations must be in color.
- Each illustration needs a caption at the bottom of the picture to indicate what event is being shown.

3. Design a postcard: Please design a postcard that John Wilkes Booth might have sent while he was on the run after assassinating Lincoln.

Remember, a postcard has two sides: one that shows the scenery of where it is sent from, and the other which contains the message/letter, as well as some postage.

In order to receive full credit:

- Design the 'front' of the card with the state name and some scenery (in color)
- Write a letter from John Wilkes Booth, explaining what he has done and how he feels about his actions. This can be addressed to anyone: his mother, brothers, girlfriend...even Mary Todd Lincoln. It must read as if HE wrote it, NOT YOU (no 'whats up', etc.).
- Include the area for an address and stamp...design your own!

4. Answer fifteen questions from the book (chapters 1-5).

In order to receive full credit: -All answers must be written in COMPLETE SENTENCES that REFER BACK TO THE QUESTION!

-If one number contains two questions, you must answer BOTH.

Example: Who was John Wilkes Booth?

Answer: He killed Lincoln. INCORRECT: Who is 'he'?

An actor who murdered Abraham Lincoln. INCOMPLETE

John Wilkes Booth was an actor who murdered Abraham Lincoln. CORRECT

Chapter Questions: Chasing Lincoln's Killer

Please answer all questions on your own piece of paper. Your sentences should be complete enough that I know which question you are answering without having to read the question.

Chapter 1

1. John Wilkes Booth describes President Lincoln as a "tyrant"...why is he so angry towards President Lincoln?
2. James L. Swanson describes John Wilkes Booth on page 10. Please identify and write down five descriptions that help you best understand what kind of person he was.

Chapter 2

1. How did Booth gain access to the presidential box? What surprised him?
2. What did Booth yell after he landed on the stage? What does it mean?
3. What is something new that you learned about the assassination of President Lincoln in this chapter?
4. There was not very much security around President Lincoln...do you think something like this could happen today? Why or why not?

Chapter 3

1. Describe the attack on William H. Seward. Where was he stabbed?

2. What do you think Powell was trying to do when he yelled, “I’m mad. I’m mad!”?

Chapter 4

1. Who was the doctor who rushed to President Lincoln’s aide? What was his experience (job experience)?

2. Describe President Lincoln’s wound as found by Leale.

3. Why do you think Leale resuscitated the president if the wound was a ‘mortal’ one?

4. Who was supposed to kill Vice President Johnson? What happened?

5. Where did they take the President for his final moments of life? Why?

Chapter 5

1. What do you think the people who saw Lincoln being carried into the Petersen house were thinking?

2. What were Mary Lincoln’s last words to her husband? Do you think it was right for Stanton to have her removed from the room?

BONUS: What is a Nelaton probe and what was it used for?

8th GRADE READING PACKET

Flowers for Algernon by Daniel Keyes

Biographical Sketch

Daniel Keyes was born in 1927 in Brooklyn, New York. After working as a merchant seaman, he attended Brooklyn College, where he earned both bachelor and master degrees. He went on to become a fiction editor at Marvel Science Fiction and also worked as a high school teacher for developmentally disabled adults. Having periodically published science-fiction stories since the early 1950s, Keyes drew on his experience in the classroom and his love for science fiction to compose a short story called "Flowers for Algernon" in 1950, which was published into a novel in 1966.

In 1968, the novel was adapted for a feature film called *Charly*. The story has since been adapted many times in many media, notably in 1978 as a short-lived Broadway musical, *Charlie and Algernon*, and as a television drama in 2000 starring Matthew Modine.

✚ "Any one who has common sense will remember that the bewilderments of the eye are of two kinds, and arise from two causes, either from coming out of the light or from going into the light, which is true of the mind's eye, quite as much as of the bodily eye; and he who remembers this when he sees any one whose vision is perplexed and weak, will not be too ready to laugh; he will first ask whether that soul of man has come out of the brighter life, and is unable to see because unaccustomed to the dark, or having turned from darkness to the day is dazzled by excess of light. And he will count the one happy in his condition and state of being, and he will pity the other."

- *The Republic*, Preface

✚ "I had betrayed them, and they hated me for it."

✚ "They had pretended to be geniuses. But they were just ordinary men working blindly, pretending to be able to bring light into the darkness. Why is it that everyone lies? No one I know is what he appears to be."

✚ "What did you expect? Did you think I'd remain a docile pup, wagging my tail and licking the foot that kicks me?"

I no longer have to take the kind of crap that people have been handing me all my life.

Comprehension Questions

When you've finished reading the associating chapters, answer each of these questions ON LOOSE-LEAF.

Answer each in your OWN WORDS. Defend your answers with specific examples/details and/or quotations from the novel.

pages 1-24

Vocabulary – Define each of these words/names in full sentences on loose-leaf.

1. Rorschach
2. Thematic Apperception Test
3. subconscious
4. conscious

Answer the following Comprehension Questions in full sentences on loose-leaf.

5. What can you tell about what Charlie is like? (explain with specific examples)
6. What sorts of tests is Charlie given and how does he respond to these tests?
7. Who is Algernon and how does Charlie feel about him?
8. Why does Charlie want the operation? What are the risks?

pages 24-53

Vocabulary – Define each of these words/names in full sentences on loose-leaf.

1. neurosurgeon
2. pessimist
3. ringo-levio
4. photostated

Answer the following Comprehension Questions in full sentences on loose-leaf.

5. How would you describe the style and content of Charlie's writing at the beginning of April?
6. By April, how has Charlie changed intellectually?
7. What does Charlie finally realize about the way most of his "friends" at the bakery have been treating him all along? How does he arrive at this insight?
8. Dr. "trauss tells Charlie that the more intelligent he becomes, the more problems he'll have. Why?
9. How is Charlie's improved memory painful?
10. How is Charlie's reaction to the Rorschach cards different now? What does this show about

him?

pages 54-92

Vocabulary – Define each of these words/names in full sentences on loose-leaf.

1. scapegoat
2. alma mater
3. etymologies
4. platonic
5. hysterectomy
6. blasphemer

Answer the following Comprehension Questions in full sentences on loose-leaf.

7. How does Alic Kinnian's relationship with Charlie change in May?
8. a) Charlie begins to resent Professor Nemur. Why?
b) Is his perception of the man accurate, do you think?
9. When pursued by the woman in the park, Charlie realizes that he wanted to be caught and beaten. Why do you think he wanted to be punished?
10. Charlie and Alice have grown apart. Do you think there is still "hope" for their relationship?

pages 92-115

Vocabulary – Define each of these words/names in full sentences on loose-leaf.

1. pathology
2. prognosis
3. egotistic
4. paradoxical
5. vacuous

Answer the following Comprehension Questions in full sentences on loose-leaf.

6. a) What do you think of Dr. Guarino? Do you condemn him?
b) Why did he compare himself with Pasteur and Jennings?

1. What is the Algernon-Gordon effect?
2. a) What is ironic about the condition in which Charlie finds his mother?
b) What is ironic about the circumstances under which he leaves?
3. How has Norma changed?

pages 115-149*approach these chapters with caution and maturity. Be sure to address them with a Catholic mindset.

Vocabulary – Define each of these words/names in full sentences on loose-leaf

1. futile
2. naivete
3. polygamy
4. self-perpetuating
5. brusque

Answer the following Comprehension Questions in full sentences on loose-leaf.

1. a) How does Charlie locate his father?
b) Why doesn't he ever tell his father who he is?
2. Why does Charlie refer to his mother so often as "two people"?
3. Charlie the adult says that Charlie the child is watching him. Explain what he means.
4. How is Algernon changing?

pages 150-193*approach these chapters with caution and maturity. Be sure to address them with a Catholic mindset.

Vocabulary – Define each of these words/names in full sentences on loose-leaf.

4. inexplicable
5. cortical
6. exigencies
7. dissociation
8. neurosis

Answer the following Comprehension Questions in full sentences on loose-leaf.

1. How do the researchers react when Charlie returns? How has his role shifted?
2. How does Charlie find out what will happen to him if he becomes "retarded" again?
3. What is the Algernon-Gordon effect?
4. a) What is ironic about the condition in which Charlie finds his mother?
b) What is ironic about the circumstances under which he leaves?

5. How has Norma changed?

pages 193-216 *approach these chapters with caution and maturity. Be sure to address them with a Catholic mindset.

Vocabulary – Define each of these words/names in full sentences on loose-leaf

1. stolid
2. microcosm
3. labyrinth
4. pretense

Answer the following Comprehension Questions in full sentences on loose-leaf.

5. How does the first word of Progress Report 17 set the tone for the rest of the book?
6. Charlie thinks of committing suicide. Why doesn't he do it?
7. What sort of hallucination/vision does Charlie have in Dr. "trauss' office? What do you think it all means?
8. Charlie recalls the front window of the house in which he lived as a child. Why has the window become a recurring image for him?
9. How do the bakery workers treat Charlie when he returns? How have they changed?
10. What is Charlie's final request to the experimenters?
11. How much time elapses between the surgery and Charlie's return to Warren, at the end?

Essay Questions

Choose ONE essay question from the choices below.

Write an essay that argues a point-of-view regarding the essay question, backed-up by at least ONE quotation from the novel. Be sure to provide enough description. WRITE FULL SENTENCES and PARAGRAPHS. Begin with a thesis statement and end with a concluding sentence. Essays should be approximately ONE page long.

PROMPTS

1. Explain how Charlie's personality changed throughout the novel.
2. Why does Charlie desire to be smart? (consider as a youth to an adult)

3. Describe deliberate acts of cruelty against the “retarded” Charlie.
4. Explain the meaning of “flowers” in the title.
5. Discuss the importance of autonomy in Charlie’s new life.