

MSA Upper School & Comm Arts Summer Reading - 2018

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 **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.

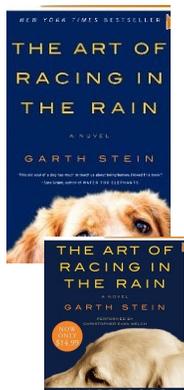
**Sometimes, expect 24-48 hours before you may get a response (we may be at the beach)-
we hope you enjoy your book (s)!**

Shilpee Kathuria skathuria@millsprings.org Rising Seniors
Nellie Jackson njackson@millsprings.org Rising Juniors
Tracy Schutz tschutz@millsprings.org Rising Sophomores
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Rising Seniors **General – 2 Books**

The Art of Racing in the Rain

Garth Stein
Fiction



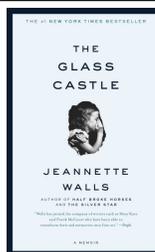
The Art of Racing in the Rain— Consider listening on CD or audiobook, with the whole family. Last year's seniors loved this book!

Choose your option:

1. Look for email messages for **materials to complete on this book (late May or early June)** during the summer **OR**
2. You may choose to take an **objective test (multiple choice)** and one short essay when we return in August.

The Glass Castle

Jeannette Walls
Fiction



We will have a 30 question **comprehension quiz** on important details in the book during your **second week of school**.

During the **next several classes**, we will discuss the book and we will write an **essay in groups**, so that you may learn what I expect from you when writing essays. **Read the book in late July, so you remember details.**

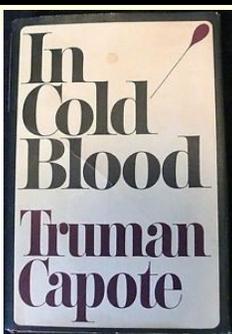
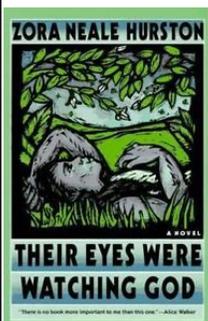
Senior Research

Please 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 –3 Books**

Choose one of these Classics



Combine the following elements into a cohesive essay:

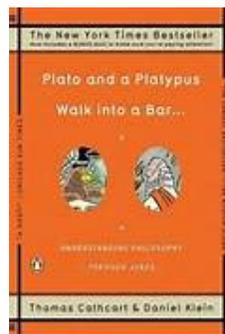
1. Conduct a little research on your author's biographical background and compile some facts of note and interest into a paragraph. (Intro)
2. Write a one-page summary of the novel. (Summary)
3. Write a one-page discussion of why this book is considered a classic that is necessary for a high school senior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

Plato and a Platypus Walk into a Bar

Tom Cathcart & Daniel Klein
Nonfiction, Philosophy, Jokes



Please find **materials in your email** from Shilpee by late May/ early June. Complete them when enjoying the first four chapters.

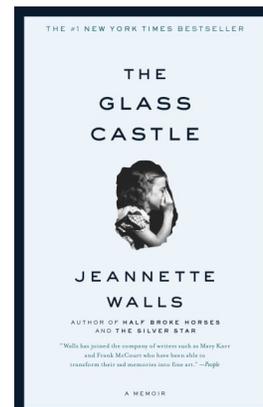
Due by second week of school.

Senior Research

Please see notes above.

The Glass Castle

Jeannette Walls
Memoir



Please see notes above.

All Rising Juniors- 2 Books

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.

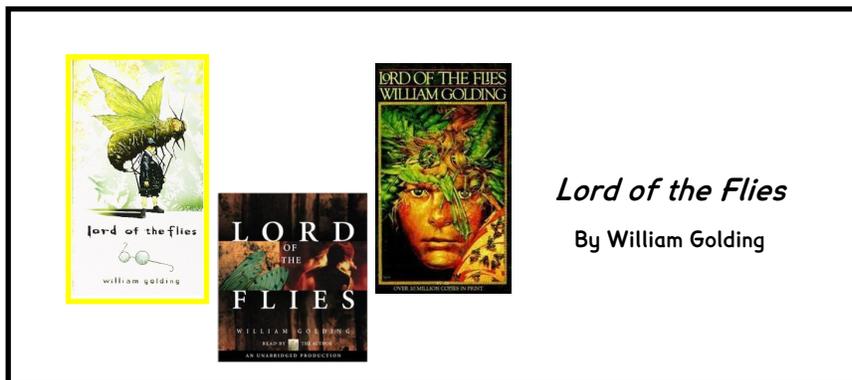
Plot: List 5 important events in the story.

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

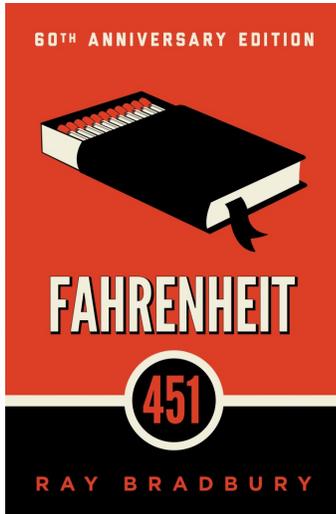
Point of View: Who tells the story?

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?



All Rising Sophomores



Fahrenheit 451

By Ray Bradbury

Students will be required to complete summer reading journals based on Chapters or Pages. The specific template and page requirements are on the next page.

Use Spark Notes URL Links to increase your comprehension.

Comprehension Tool- Spark Notes:

<http://www.sparknotes.com/lit/451/>

Rising Sophomores Honors only—2nd Book

For their second book, Honors students will be required to complete summer reading journals for a reading selection from the curated list below. The number of entries will be based on Chapters or Pages. The specific template and page requirements will be available by the end of May or early June. Use Spark Notes URL Links to increase your comprehension.

Harper Lee- *To Kill a Mockingbird*

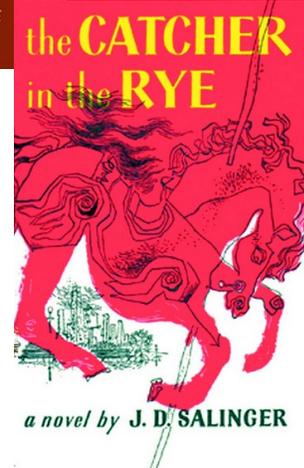
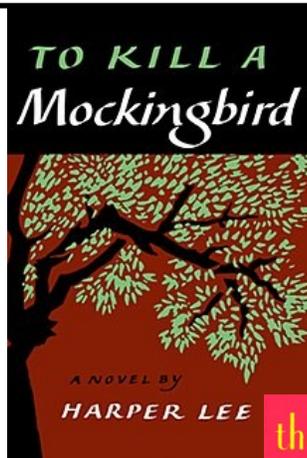
<http://www.sparknotes.com/lit/mocking/>

J.D. Salinger- *The Catcher in the Rye*

<http://www.sparknotes.com/lit/catcher/>

Ken Kesey- *One Flew Over the Cuckoo's Nest*

<http://www.sparknotes.com/film/cuckoo/>



All Rising Sophomores

Complete both "Writing Reading Responses" and "Discussion Questions" thoroughly. We will discuss during the first few weeks of the 2018-19 school year. Please type on a separate sheet of paper.

Writing Reading Responses

Use the following to help you write thorough & thoughtful reading responses.

Step 1: What did you read?

While reading _____
In chapter ___ of _____
On page ___ of _____
During today's reading of _____

Step 2: What happened in the text?

Tell what a character said.
Tell what a character did.
Tell what a character thought or felt.
Describe the setting.
Describe an important event that occurred.
Explain a problem that was encountered.

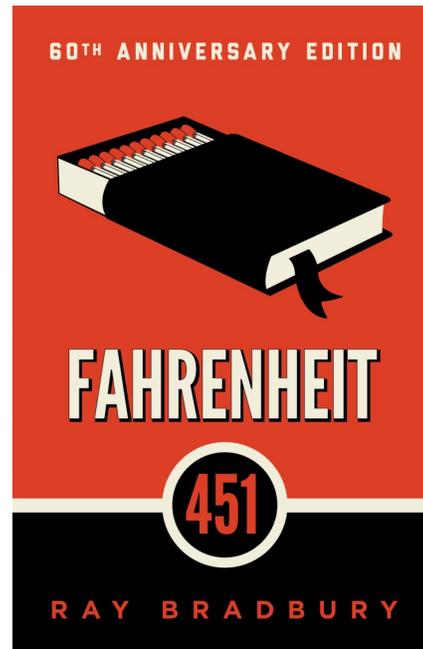
Step 3: What did you think?

This made me think...
This made me realize...
Based on this, I can infer...
Based on this, I predict...
This reminded me of...
I can relate to this because...
I could visualize...
I now understand...

*For a more thoughtful response, try to combine 2 or more.

Example:

During today's reading of *Because of Winn Dixie*, Opal learned why Amanda Wilkinson acts the way she does. She learned that Amanda's little brother died in a drowning accident. This made me realize that you should never judge anyone without getting to know them first. Based on this, I predict that Opal will now try to befriend Amanda. I think she realizes that Amanda is just as lonely as she was before she found Winn Dixie.



Discussion Questions

1. State the title and author of the novel.
2. Where is the story set?
3. When is the story set?
4. Place it in its' historical context.
5. Who is the narrator?
6. Who is the protagonist? Provide biographical details.
7. Who are the other main characters? Provide biographical details.
8. Discuss the style of the novel.
9. What is the significance of the novel's title?
10. Give a brief summary of the plot.
11. What is the climax of the novel?
12. What major themes does the author deal with?
13. Through which events, characters or images does the author explore these themes?
14. What imagery and/or symbolism does the author use?
15. Write a short review of the book stating why you would / would not recommend this book.

All Rising Freshmen

The Hobbit

By J.R.R. Tolkien



The Hobbit Activity:

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

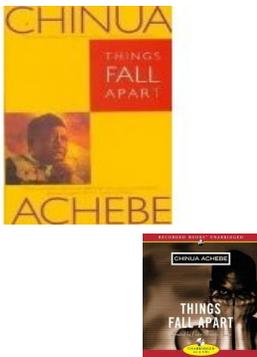
Also, as long as the journal is in a readable font, please, please, please feel free to add a cover, graphics or images— and have fun with it! Your teacher will collect these journals at the beginning of the school year, and use them to prepare an activity on "The Hobbit."

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

Rising Freshmen **Honors only— 2nd Book**

Things Fall Apart

By Chinua Achebe



Things Fall Apart Activity: Short Answer Essay Prompts

Students will write a well-developed and coherent paragraph for **each** of the following questions:

1. How does Achebe illustrate the African culture?
2. List and describe the characteristics of Achebe's hero- what qualities does a hero need to have in Achebe's Africa?
3. What cultural stereotypes do you think Achebe is trying to erase? What cultural stereotypes do you think he is validating?

Paragraph Checklist- Each of your paragraphs should have the following:

- An introductory statement
- At least three-four examples from the text directly
- A concluding statement
- Transitions from idea to idea
- At least 5-10 complete and interesting sentences

Your teacher will be collecting these three paragraphs at the beginning of the school year: also, be prepared to engage in activities and/or a test regarding the material.

HONORS CLASS—
Students should have already received email regarding the Honors Roster.