

La Progresiva Presbyterian School

Summer Reading Assignment

Middle/High



6th Grade Summer Reading Assignment Book:

There are two required reading books during the summer. All incoming 6th grade students (current and new) must read:

Incoming 6th

Author	Novel Title	Assignment
Margaret Peterson Haddix	Just Ella	Test (<i>upon the return to school</i>)
Pam Muñoz Ryan	Esperanza Rising	Assignment (<i>See Below</i>)

Esperanza Rising – Pam Muñoz Ryan - Assignment

As you read Esperanza Rising, you are to keep a journal of responses to the questions/tasks below.

- ✓ You will need to keep your journal in a **composition notebook**.
- ✓ Label each entry with the **journal number and date**.
- ✓ Entries should be:
 - in complete sentences
 - in paragraph form
 - **creative!**
 - Bring the book and completed journal on the first day of school.

Journal Entry 1: Before reading the book, write a journal entry about a time that you had a big change in your life. What was hard about the change? What was exciting about the change? Your journal entry should be 2 pgs. Please feel free to use color pencils or pens. Do not use markers!

Journal Entry 2: Write a friendly letter in your journal.

Think of a time when you moved to a new school or you moved into a new community? In your letter, advise a student who might be facing the same change you faced. What advice could you give him or her? Your letter should be at least 5 paragraphs. (Use the friendly letter format)

Journal Entry 3: Save 10 PAGES for this ENTRY

When you begin reading the book, write down any words that you may not understand or know what they mean. Keep a list by chapter. Look up the definition of the word and write a small definition. Save a few pages for this task. (**You should have 50 words**)

Journal Entry 4: After reading through page 30, answer the following in your journal, response in total should be 1 page in length.

Tio Luis brought back Papa's belt buckle.

- What did this probably mean?
- What probably happened to Papa?

Journal Entry 5: After reading through page 55, answer the following in your journal: Why did everyone laugh when Esperanza said that she could work, too? Have you ever had a time that you felt the same way? (Response is in 5 paragraph form)

Journal Entry 6: How does Esperanza react to the people on the train? How would you react? How does this reaction influence your opinion about Esperanza? Find text to support your answers. Include page numbers. (Response should be 2 pages in length)

Journal Entry 7: After reading through page 125, answer the following in your journal: Marta said mean things when Esperanza tried to sweep. What does this show us about Marta? Why does Miguel try to teach Esperanza how to sweep? (Response should be 2 pages in length)

Journal Entry 8: Have you ever been mean to anyone? Has anyone ever been mean to you? Write about an experience that you may have had and how it made you feel. (Response should be 2 pages in length)

Journal Entry 9: After reading through page 160, answer the following in your journal: Esperanza has met many challenges throughout the story, what is she facing now, and what do you predict will happen to her? (Response should be 1 page in length)

Journal Entry 10: After reading through page 215, answer the following in your journal: Why do you feel Esperanza helped Marta? Would you have helped her? (Response should be 1 page in length)

Journal Entry 11: After finishing the book, answer the following in your journal: What strengths does Esperanza discover she has? Do you think she would have discovered these strengths if things had been different with Papa? Why or why not? (Response should be 2 pages in length)

Journal Entry 12: What strengths do you have? (Response should be 1 page in length)

Journal Entry 13: For this journal entry you need to illustrate your favorite scene from the book. Write a description and explain your drawing. Include chapter and page. (Response should be 1 page in length)

Journal Entry 14: Visit

http://www.pbs.org/independentlens/newamericans/newamericans/mexican_intro.html

Read/Watch the Introduction, Episode 2

Write a summary about what you have learned about Migrant workers for each episode.

Journal Entry 15: Visit

http://www.pbs.org/independentlens/newamericans/newamericans/mexican_intro.html

Read/Watch the Introduction, Episode 3

Write a summary about what you have learned about Migrant workers for each episode.

Journal Entry 16: Draw a character sketch about your favorite character in the story. List at least 5 character traits that he or she possesses.

Journal Entry 17: What is the conflict in this story (what is the problem)? (Response should be 1 page in length)

Journal Entry 18: Chapter 2 “Las Uvas” (Grapes)

- What does the Symbol mean? (1 paragraph explaining)
- What is the text evidence to support your symbolism? (Where in Chapter 2 do you find the information to support your explanation... Copy the text from the book and write the page number)

Journal Entry 19: Chapter 3 “Las Papayas” (Papayas)

- What does the Symbol mean? (1 paragraph explaining)
- What is the text evidence to support your symbolism? (Where in Chapter 3 do you find the information to support your explanation... Copy the text from the book and write the page number)

Journal Entry 20: Chapter 4 “Los Higos” (Figs)

- What does the Symbol mean? (1 paragraph explaining)
- What is the text evidence to support your symbolism? (Where in Chapter 3 do you find the information to support your explanation... Copy the text from the book and write the page number)

Journal Entry 21: Chapter 5 “Las Guayabas” (Guavas)

- What does the Symbol mean? (1 paragraph explaining)
- What is the text evidence to support your symbolism? (Where in Chapter 5 do you find the information to support your explanation... Copy the text from the book and write the page number)

Journal Entry 22: Chapter 6 “Los Melones” (Cantaloupes)

- What does the Symbol mean? (1 paragraph explaining)
- What is the text evidence to support your symbolism? (Where in Chapter 6 do you find the information to support your explanation... Copy the text from the book and write the page number)

7th Grade Reading Summer Assignment

There are two required reading books during the summer. All incoming 7th grade students (current and new) must read:

Incoming 7th

Author	Novel Title	Assignment
Lois Lowry	The Giver	Assignment <i>(See Below)</i>
Roland Smith	Jack's Run	Test <i>(upon return to school)</i>

The Giver – Lois Lowry - Assignment

As you read *The Giver*, you are to keep a journal of responses to the questions/tasks below. You will need to:

- ✓ keep your journal in a composition notebook
- ✓ Label each entry with the journal number and date
- ✓ Entries should be in complete sentences and in paragraph form
- ✓ Each paragraph should be at least 8 sentences
- ✓ Spelling and Punctuation count
- ✓ **Be creative!**

Journal 1: Before reading the book, write each statement in your journal and respond to each statement with a true or false. Write a paragraph as to why you agreed or disagreed with that statement.

1. Sometimes it's okay to lie.
2. Memories play an important part in your life and who you are.
3. It is better to never experience cold and hunger.
4. History repeats itself.
5. People in society accept things they usually would not if they were on their own.
6. It is better to be part of a group than to be alone.
7. It is better to remain ignorant about some aspects of life.
8. It is better to be in a safe environment and feel fear.

Please use the format below in your composition book.

Statement

Response

Journal 2: (Chapter 1) What are some clues that Jonas's community is different from the one in which you live? What seems odd or different about it? What do you think you would enjoy about this society? What do you think would drive you crazy about it? (Response should be 2 pages in length)

Journal 3: Save 10 PAGES for this ENTRY

When you begin reading the book, write down any words that you may not understand or know what they mean. Keep a list by chapter. Look up the definition of the word and write a small definition. Save a few pages for this task. **(You should have 50 words)**

Journal 4: Save 2 PAGES for this ENTRY Create a chart to keep track of four categories (Rules, Rituals, Jobs and Jargon (special vocabulary of Jonas’ society) of information about this new society. Every time you read something new please write it down in your chart. (Minimum of 15 examples for each category)

Example:

Rules	Rituals	Jobs	Jargon

Journal 5: (Chapter 2) How would you feel not to have your own individual birthday? If you were attending the Ceremony of Twelve with Jonas, what Assignment do you think the Elders would select for you? (Response is in 5 paragraph form)

Journal 6: After reading Chapters 1-5, answer each question with a one paragraph response (must explain):

1. What do you think might happen to someone who is released from the community?
2. Name one thing you learned about the community from the discussion during the ritual telling of feelings.
3. What is different about the way children are born and infants are cared for in the community?
4. Why was it so difficult to get rules changed in the community?
5. Why were Gabe’s eyes of such interest to Jonas?
6. How did Lily react to the new word “hippo”? Why did she react this way?

Journal 7: Answer the question with a one paragraph response (must explain):

1. How would you feel if you were all of a sudden “released” from your family/community?

Journal 8: (Chapters 9 & 10) How do you think Jonas feels knowing that he can lie to others? If you were to choose one person that could share a memory with you, who would it be and why? (Response is in 5 paragraph form)

Journal 9: Jonas learns about the concept of “sameness” in chapter 11. Is there any kind of situation that would make you willing to trade your life for “sameness”? If so, what would it be? If not, why not? (Response is in 5 paragraph form)

Journal 10: Explain the meaning of foreshadowing in your own words? (Response is in 1 paragraph form)

Journal 11: Jonas’ dream is an important part of foreshadowing. Explain what Jonas’ dream was about. (Response is in 2 paragraph form)

Journal 12: If you were Jonas, how would you react to that dream? (Response is in 3 paragraph form)

Journal 13: Imagine a world without color. What color would you miss the most? (Response is in 1 paragraph form)

Journal 14: Illustrate an object, half with color and the other half without.

Journal 15: From the object illustrated from the previous entry, which side did you prefer? Why? (Response is in 1 paragraph form)

Journal 16: (Chapter 15) The memory of warfare is shocking for Jonas and really affects him. If you were suddenly drafted into the military and surrounded by some of your fellow troop members being killed, how would you respond? What would you do to try to keep your sanity? (Response is in 5 paragraph form)

Journal 17: (Chapter 16) The memories that Jonas has had transformed him from a innocent child to an adult. How is this like the change from elementary school to middle school? (Response is in 5 paragraph form)

Journal 18: Jonas realizes that his knowledge of the past has made him an outsider among his peers. When have you felt like an outsider among your peers? Describe what happened. (Response is in 5 paragraph form)

Journal 19: (Chapter 19) What do you think of what Jonas’s community calls “release”? Were you surprised at what it was? How do you think this new knowledge will affect Jonas? How do you now feel of what the term means? (Response is in 5 paragraph form)

Journal 20: After reading Chapters 20- 23, answer each question with one or two sentences:

1. Why doesn’t the Giver leave?

2. What happens when Jonas leaves? Where does he go? What does he find?
3. Why does Jonas take Gabe with him?
4. Do you think that Jonas regrets leaving? Why or why not?
5. Why do you think the book begins and ends in December?

Journal 21: The name Jonas is a variation of the name Jonah. In the Bible, the prophet Jonah was commissioned by the Lord to proclaim judgment upon a sinful city. Why might Lois Lowry have chosen Jonas as the name of her main character? (Response is in 5 paragraph form)

Journal 22: Write a summary of what you think happens to Jonas after the end of the book. (Response is in 5 paragraph form)

Journal 23: Draw 2 character sketches about your two favorite characters from the story. List at 3 character traits that he or she possesses. In the evidence box write the location in the book and the context that reveals proof of that trait.

Character	Trait 1	Evidence
	Trait 2	Evidence
	Trait 3	Evidence

Journal 24: Rate the book on a scale from 1-10. Did you like it, yes or no? Would you recommend it to anyone? (Response is in 5 paragraph form)

****Please bring the book and completed journal on the first day of school. Be prepared for class discussion.**

8th Grade Reading Summer School Assignment

To Kill a Mockingbird – Harper Lee

As you read To Kill a Mockingbird, you are to keep a journal of responses to the questions/tasks below. You will need to:

- ✓ keep your journal in a composition notebook
- ✓ label each entry with the journal number and date
- ✓ Neat and organized
- ✓ entries should be in complete sentences and in paragraph form.
- ✓ each paragraph should be at least 8 sentences
- ✓ spelling and Punctuation count
- ✓ **be creative!**

Journal Entry 1 - Research the author and write the following information: name, birth date, place of birth, awards won, other jobs/careers, other writings (titles and types). Write three (3) interesting facts about the author using complete sentences.

Journal Entry 2 - The novel is set during the Great Depression in Alabama. Research the time period and list ten (20) facts about this historical event/background, include a picture of a scene from the novel, can be drawn or it can be a printed image from the Internet. You **MUST** write each of the ten (20) historical facts in complete sentences. (Use 2 pages)

Journal Entry 3 - Identify the **part of speech** and **define** the following twenty (20) words that you will encounter while reading the novel. Then **write an ORIGINAL sentence** using the word. Your sentence **MUST** relate to the novel. Do **NOT** use the sentences from the novel; **make up your own sentences**.

VOCABULARY WORDS: piety, concessions, quelling, tacit, vigil, provocation, umbrage, acquiescence, unmitigated, acquit, squalid, enunciated, annals, connived, expunge, tenet, tirade, inordinately, benign

Journal Entry 4 - In Chapter 1, pp. 5-6/p. 6, the narrator notes, “But it was a time of vague optimism for some of the people: Maycomb County had recently been told that it had nothing to fear, but fear itself.” This alludes to another famous quote.

- A) Who in history said, “the only thing we have to fear is fear itself”?
- B) What was the situation in which it was said?
- C) Given what you have learned about this quotation, estimate the year it is in the novel.

Journal Entry 5 - In your own words, what does this quote mean to you? “the only thing we have to fear is fear itself “ (Response is in 5 paragraph form)

Journal Entry 6 - In Chapter 10, p. 98/p. 130, after Atticus shoots a mad dog, Miss Maudie explains why Atticus, the best shot in the county, had not shot a gun in many years: “I guess he decided he wouldn’t shoot till he had to....” What does Miss Maudie’s remark tell the reader about Atticus? (This is making an inference.) (Response is in 5 paragraph form)

Journal Entry 7 - In Chapter 11, p. 112/p. 149, Atticus gives his idea of courage: “It’s when you know you’re licked before you begin but you begin anyway and you see it through no matter what. You rarely win, but sometimes you do.” Do you agree with this definition of courage? Explain your answer. (Response is in 5 paragraph form)

Journal Entry 8 - Closely read Chapter 15 and briefly summarize what happens here. The summary should be 3 paragraphs minimum.

Journal Entry 9 - Summarize Miss Gates’ lecture on democracy in the classroom and compare that to her remark to Miss Crawford outside the courtroom. (Chapter 26) (3 paragraphs minimum)

Journal Entry 10 - At one point in Chapter 30 (p. 275/p. 369), Atticus “moved with the same slowness that night in front of the jail, when I thought it took him forever to fold his newspaper and toss it into his chair.” Later in this same chapter (p. 276)/p. 370), Atticus “got up and walked across the porch into the shadows” and “his youthful step had returned.” Thoroughly explain this change in Atticus. (1 paragraph)

Journal Entry 11 - Carefully read Chapter 31. On page 279/p. 374, the narrator notes, “Atticus was right. One time he said you never really know a man until you stand in his shoes and walk around in them.” What event(s) on that page and on the previous one or two pages leads the narrator to that conclusion? (1 paragraph)

Journal Entry 12 - In Chapter 31, Scout lists the things Boo has given her and Jem. List those all of the items and explain Scout’s thoughts about Boo’s gifts.

Journal Entry 13 - In Chapter 31, Scout says of a character in *The Gray Ghost*: “Atticus, he was real nice....” Atticus responds, “Most people are Scout, when you finally see them.” To whom is Atticus referring? Who does Jim discover to be nice after he gets to know him? Explain your answer thoroughly. 3 paragraphs minimum)

Journal Entry 14: Create a timeline of at least 15 major events in the novel. Be thorough. Include Chapter and page of event. You have to use two pages and create timeline vertically.

Journal Entry 15 - Make a chart with numbered, detailed notes about your least favorite character. **Be sure to give specifics details and incidents from the novel to explain your choice; put page number(s) after each detail that shows where you got the information.** You need at least ten (10) details per character.

Journal Entry 16: Draw a character sketch about your 2 favorite characters in the story. List at least 5 character traits that he or she possesses.

Character	Trait 1	Evidence
	Trait 2	Evidence
	Trait 3	Evidence

Journal Entry 17 - Choose one of the following themes and **discuss it as it relates to the novel and life in general**. You must write at least 3 paragraphs (again at least eight sentences or more). Theme Choices: Coming of Age, Bravery vs. Cowardice, Prejudice (race, class, making decision about person before knowing all facts – Choose one of these).

Journal Entry 18 - For this journal entry you need to illustrate your favorite scene from the book and a paragraph that describes and explains your drawing. Include the chapter and page for your illustration.

****Please bring the book and completed journal on the first day of school.**

This is the only required reading book during the summer. All incoming 8th grade students (current and new) must read “To Kill a Mockingbird,” complete the Summer Reading Project and study for the “To Kill a Mockingbird” book test.

Animal Farm - 9th Grade

A theme is a broad idea, message or moral underlying a literary work.

Themes often explore timeless and universal ideas and are either stated or implied. Theme differs from the subject or topic of a literary work.

☐ Themes are broad and teach us universal truths that anyone can relate to. They address universal truths about human experience. (i.e. Hard work pays off or we should treat others the way we want to be treated or we can overcome great obstacles.)

☐ Themes are NEVER just one word like love or perseverance. (That is too broad. What exactly is the story teaching us about love or perseverance? One story might teach love is the most important thing while another one might teach us that love can be painful.)

☐ Themes are NEVER too specific. They do NOT mention specific characters or plot events. (i.e. Romeo should have waited to hear from the Friar instead of jumping to conclusions is NOT a theme. Don't act impulsively is a theme)

ASSIGNMENT

1. Identify three different THEMES in Animal Farm. (Again as indicated above the theme should be stated in GENERAL terms)

2. THEN provide TEXTUAL SUPPORT to support each theme. (Use specifics from the book to back up your theme.)

- USE a minimum of three direct quotes per theme (any passage that is word for word is a quote it does NOT need to be something that someone said)
- Use proper a PARENTHETICAL CITATION (Orwell 101). – period AFTER PARENTHESSES!
- SET up and EXPLAIN the quote, do not just plop it. Each quote must be elaborated with at least three sentences.

Frankenstein -10th grade

ASSIGNMENT

You are to create a case file using Powerpoint on Frankenstein, his monster, and anyone he comes in contact with (friends, family, teachers, etc.). The case file will include the following:

- (1) Character biographies including descriptions, relationship with Victor Frankenstein or his monster, interactions with Frankenstein, and how they were affected by both. (2) Provide a picture of the characters for each biography. You should also have a biography of Victor Frankenstein and one for his monster (Note: Pictures can be of random people who you think look like the characters). (3) Make sure to have at least ONE significant quote from each character. Biographies should be no longer than one paragraph each.
- You are to create a map pinpointing the places Frankenstein and his monster have been. Provide images of the places that he visited, resided in, or played a significant role in the case (like his laboratory). Write a brief narrative of what happened at that location.
- Write a brief narrative of the events of the story summing up all the major parts from your investigation. (This part of the assignment is to be done on a Word document, not on Powerpoint) (Should only be one page)

Fahrenheit 451 and Anthem-11th grade

ASSIGNMENT

- Digital Scrapbook: When Fiction Becomes Fact.
 - Below are topics that relate to the various themes of both books. You are to make a digital scrapbook with images that relate to each theme. Provide one quote for each image from both books to explain your image.

1. Breakdown of Social Interactions
2. Negative effects of recreational drug use. (Fahrenheit 451 only)
3. Suppression of Free Speech
4. Decreased desire for education
5. The dangers of equality
6. The awakening that comes with an expanded mind
7. The Suppression of Talent
8. Overcoming Adversity
9. The value of solitude and silence
10. The importance of self awareness

12th Grade Summer Reading Assignment

“Till we Have Faces” by C.S. Lewis

For this assignment, you will be doing 3 separate essays. The first essay will focus on why Orual or other characters accused the gods of wrongdoing. You will need to provide 5 accusations. This will be in Epicheireme format.

1. Claim: What is the accusation?
2. Reason: Why is the accusation morally wrong?
3. Proof: What text supports this accusations? (provide at least one quote for each accusation)
4. Embellishment: What is the emotional response to such an accusation? (i.e., fear, pity, anger, calm, kindness etc.)?
5. Restatement of Claim: Restate the claim by either summing up the main points of the epicheireme or making a final emotional appeal.

The next essay will focus on Part 2 of the story. How did the retelling of the story differ from that of from Part 1? This will be done in 3 paragraphs.

The last part will focus on the difference between C.S. Lewis's tale and the original myth of Psyche and Cupid. How do they differ? How are they the same? (5 Paragraphs)