



EPISCOPAL  
HIGH SCHOOL  
of JACKSONVILLE

## Summer Reading for 2007

*Please read carefully, as our summer reading program has changed.*

### Middle School

Our goal for the summer reading program this year is to foster students' enjoyment of reading, as well as their ability to think critically about what they read, by encouraging parents to become actively involved in their child's development as a reader. One of the great benefits of reading a good book is the excitement of sharing that book with others. To that end, **we are asking parents or guardians to help us model the importance of reading by recommending to their child ONE book that positively influenced or impacted them during their adolescent years.** (For those who have difficulty remembering the exact title of a given book, we have provided a recommended reading list after the journal entry topics.) **Additionally, we ask that parents or guardians serve as catalysts for discussion and critical thinking by participating in a dialogue journal with their child concerning the recommended book.** The journal will be turned in for a homework grade during the opening weeks of the school year, and student responses will serve as starting points for classroom discussions about literature. Neither parents nor guardians will be graded on their writing; that privilege is reserved for students! **Adults will participate in the assignment as a means of facilitating student responses and encouraging them to substantiate their opinions with sound reasoning and convincing evidence from the text.**

#### Dialogue journal instructions

- Parents/guardians will recommend to their child a book that positively impacted them during their own adolescence. This will enable parents to choose a text they deem appropriate and challenging in terms of both content and reading level.
- Students will read the agreed-upon text, paying particular attention to the areas mentioned in the attached questions. Parents/guardians are invited to re-read their childhood favorites!
- Students and parents/guardians will complete a dialogue journal consisting of five questions concerning various aspects of the book.
- During the opening weeks of school, the journal will be submitted to the student's English teacher for a homework grade.

#### Format

Journals will be graded primarily on content and effort, but teachers will expect to see sound mechanics and, most importantly, correct spelling in students' entries. Students will be expected to write using proper paragraph structure and complete sentences. The tone of the entries may be more informal than that which would be used in a formal academic paper.

## Procedure

A dialogue journal works like this: students will write a response to a prompt (labeled "Student") in the form of a well-written paragraph, and a parent will write a response to the "Adult" prompt for the same question. Students and adults will then trade responses, and each will write a response to what the other has written. Once this basic exchange is complete, participants may go back and forth as many times as necessary until they feel they have either exhausted the topic or have thoroughly expressed their views.

There is no "right" or "wrong" answer to any of these questions; they are very open-ended. Students should be encouraged to support their opinions with sound reasoning and examples from the text. Parents should feel free to question their child's responses and probe more deeply if necessary in an effort to elicit a well-developed answer.

## Journal entry topics

**Question #1 - *Students:*** Who is the most memorable character in your book and why?

How does he/she change throughout the book? What incidents cause those changes? Did your opinion of the character change as you read? Why or why not?

***Adults:*** If you read the same book as your child, what character did you find particularly memorable? Why? If your child read a book that you have not previously read, what character from literature has had the strongest impact on you? Why?

**Question #2 - *Students:*** What type of conflict or major problem does the main character in the novel face? Is it an internal struggle or an external one? How does he/she solve the problem? Did you agree with the way the problem was solved? Why or why not?

***Adults:*** Which problem-solving skills have you found to be most effective when you have been faced with an obstacle in the past? What problem-solving skills have you seen your child effectively employ over the years?

**Question #3 - *Students:*** What makes a "good book?" What scene in your book impacted you the most? Why? Was that scene important to the story's plot, or did it contribute in some other way?

***Adults:*** What makes a "good book?" If you recommended the book your child read, why was it particularly memorable? If you did not recommend the book, what book have you read that was particularly memorable and why?

**Question #4 - *Students:*** What is the theme (main idea or lesson) of your book? What message do you think the author of the book is trying to get across to his/her reader? What examples from the book can you find that relate to this idea? How can you apply this lesson to your own life?

***Adults:*** If you recommended the book your child read, what do you feel is the most important lesson you learned from having read it? How has that lesson impacted your life? If your child is reading a book you have not read, what is the most important life lesson you have learned from reading? What book did that lesson come from and how have you employed that lesson in your life?

**Question #5 - *Students:*** Would you recommend this book to others? Why or why not? Be sure to include specific details to support your opinion.

***Adults:*** If you recommended the book your child read, why did you recommend it? If you did not recommend the book, what book might you encourage your child to read in the years ahead? Why?

### **Reference list of books for Middle School**

*Watership Down* by Richard Adams  
*Fever 1793* by Laurie Halse Anderson  
*True Confessions of Charlotte Doyle* by Avi  
*Tangerine* by Edward Bloor  
*Sisterhood of the Traveling Pants* by Ann Brashares  
*What Jamie Saw* by Carolyn Coman  
*Chocolate War* by Robert Cormier  
*Wanderer* by Sharon Creech  
*Bud Not Buddy* by Christopher Paul Curtis  
*Watsons Go to Birmingham 1963* by Christopher Paul Curtis  
*Catherine Called Birdy* by Karen Cushman  
*Midwife's Apprentice* by Karen Cushman  
*Ear the Eye and the Arm* by Nancy Farmer  
*Girl Named Disaster* by Nancy Farmer  
*Bull Run* by Paul Fleishman  
*My Side of the Mountain* by Jean Craighead George  
*Summer of My German Soldier* by Bette Greene  
*Among the Hidden* by Margaret Haddix  
*Out of the Dust* by Karen Hesse  
*Downriver* by Will Hobbs  
*Far North* by Will Hobbs  
*Man without a Face* by Isabelle Holland  
*When Zachary Beaver Came to Town* by Kimberly Willis Holt  
*Redwall* by Brian Jacques  
*Wrinkle in Time* by Madeleine L'Engle  
*Wreckers* by Iain Lawrence  
*Ella Enchanted* by Gail Carson Levine  
*Giver* by Lois Lowry  
*Hatchet* by Gary Paulsen  
*Long Way from Chicago* by Richard Peck  
*Ruby in the Smoke* by Philip Pullman  
*Wolf by the Ears* by Ann Rinaldi  
*After the Dancing Days* by Margaret Rostkowski  
*Under the Blood Red Sun* by Graham Salisbury  
*Duplicate* by William Sleator  
*House of the Stairs* by William Sleator  
*Star Girl* by Jerry Spinelli  
*Miracle's Boys* by Jacqueline Woodson  
*Devil's Arithmetic* by Jane Yolen

This list is selected from *A Core Collection for Young Adults*, by Patrick Jones, Patricia Taylor & Kristen Edwards - New York: Neal-Schulman, ©2003.

### **Links to suggested reading**

Jacksonville Public Library: The link below will take you to several useful lists of award-winning books—those of special interest to children and teens. Many are prepared by the Young Adult Library Service Association of the American Library Association. Check the lists under "Award Winners" and "Other Lists & Sources."

- <http://jpl.coj.net/sites/teens/reads.html>
- <http://jpl.coj.net/resources/reader.html>

## Upper School

It's time for a change in our approach to summer reading. As a result, we have chosen a theme that all of the novels reflect. **All students in the Upper School will be expected to read ONE book for summer reading, as indicated below, based on their grade.** The theme and novels will change each summer, but by having all students read novels of the same theme, we increase the opportunity of creating cross-curricular study. Additionally, by having all of the students read the same novel, we can provide them with focus questions to refer to as they read and apply something they read over the summer to the materials they will study in the curriculum at each grade level. **Students should be prepared to discuss the focus questions upon their return to school in August and can expect teachers to incorporate the text throughout the year.**

**Honors and Advanced Placement students will be expected to read one or more additional books** which are listed after the focus questions, under the heading of "AP and Honors additional books." Also, after that list, please find the specific assignments for certain AP and Honors courses.

**ALL STUDENTS will read the following:**

### Theme for 2007: War

9<sup>th</sup> grade: *Fallen Angels* by Walter Dean Myers  
10<sup>th</sup> grade: *The Caine Mutiny* by Herman Wouk  
11<sup>th</sup> grade: *Cold Mountain* by Charles Frazier  
12<sup>th</sup> grade: *Slaughterhouse Five* by Kurt Vonnegut  
Alternate novels - for parents who do not wish their child to read the novel assigned:  
*A Tale of Two Cities* by Charles Dickens  
- or -  
*Killer Angels* by Michael Shaara

### **Focus questions for all students**

*As you read, be sure to mark significant passages that help you address each of the following. Be prepared to explain and support your answers.*

1. How does the war in the novel affect the main character?
2. Which of the characters is able to cope the best regarding the novel's main conflict? Why?
3. Which of the characters is least prepared for the effects of the war or conflict? Explain.
4. How does the war in the novel affect relationships between friends or family? Explain.
5. How does your reading of this novel help you approach what is going on in our world today? Be prepared to include specific examples.
6. What perspective of war does the author have? Explain.
7. After reading the novel, does it answer any questions you had about war? Or does it leave you asking yourself some questions? If so, what are they?

## AP and Honors: additional books

English	science	history
Honors English 10: <i>My Name is Asher Lev</i> , by Chaim Potok	AP environmental: Please choose one of the movies listed after the history information to watch.	10 <sup>th</sup> and 12 <sup>th</sup> grade <u>AP European history:</u> <i>A World Lit Only By Fire</i> , by William Manchester
AP language: <i>The Things They Carried</i> , by Tim O'Brien		11 <sup>th</sup> grade AP US history: <i>Paul Revere's Ride</i> or <i>Nickel and Dime</i> , by Barbara Ehrenreich
AP literature: <i>Lenin's Tomb: The Last Days of the Soviet Empire</i> , by David Remnick		12 <sup>th</sup> grade AP government: <i>The Brethren: Inside the Supreme Court</i> , by Bob Woodward & Scott Armstrong

### AP European history 10 and 12

*A World Lit Only By Fire* - William Manchester presents his personal view of the late Middle Ages and how Magellan confirmed the idea that the world is round. He focuses on many individuals, including Luther, Columbus and a variety of popes, some of whom were not good examples for people to follow. Students are asked to read the book to learn about the European society which was changing in the late 15<sup>th</sup> and early 16<sup>th</sup> centuries.

**Students will write a two-and-a-half-page typed paper** (or four pages in neat handwriting) explaining why Manchester begins with a very depressing account of life in Europe and then becomes very positive when he talks about Magellan. Is Manchester convincing in what he says? **Explain** why you think he paints the picture he does. Do not use first person to give your opinion; the reader already knows that this is a matter of opinion. The essay will be graded as part of your first-semester grade.

### AP US history 11

**AP students must read one of the following books.**

- *Paul Revere's Ride* - This blow-by-blow account of the Battles of Lexington and Concord focuses on two men, revolutionary leader Paul Revere and his counterpart in Boston, British General Thomas Gage. It also reveals a good deal about life in colonial Massachusetts and the origins of the American Revolution. Of the three books on the summer reading list, this one is the most interesting because it shows a creative historian at work. (Warning: very little military history is included in this class. If you like it, read this book!) (Length: about 300 pages.)
- *Nickel and Dime* - author Barbara Ehrenreich spent a year working several jobs for minimum wage. Her account of the lives of the working poor in contemporary America is full of "riveting grit." (Length: about 200 pages.)

### Guidelines for AP US history summer reading essays

**Students must write an essay about one of these books.** Essays should be typed, double-spaced, with size 12 font and one-inch margins. Essays should not exceed two pages (front side only). Write a short introduction and then focus on answering the given question(s). Essays will be due during the first week of school.

### **Questions for each book**

- *Paul Revere's Ride*: Why was British General Thomas Gage unable to stop colonial resistance around Boston circa 1775? What factors contributed to the success of colonial resistance to British authority?
- *Nickeled and Dimed*: Using examples from the book, describe the most difficult problems faced by the working poor in America. What does the author mean when she describes the working poor as "the major philanthropists of our society?" Suggest a measure that could be taken to alleviate some of these problems.

### **AP US government, 12<sup>th</sup> grade**

All students will read *The Brethren: Inside the Supreme Court*, by Bob Woodward and Scott Armstrong.

This book might seem dated: it describes the machinations of the court from 1969-1976, which included, among other things, *Roe v. Wade* and the Watergate tapes case and the death penalty, as well as giving great insight into the minds of the nine men who interpret the nation's Constitution. However, it is far from obsolete. *The Brethren* is a still-unprecedented look into the Supreme Court, the most secretive top-level branch of government.

**All students should be prepared to discuss the following** during the first week of classes:

1. What impact did the weekly conferences have on decision-making?
2. How does the book portray Chief Justice Burger? Was it a fair portrayal or purely a bias by the authors?
3. How are cases decided? What impact does the Chief Justice have on decision-making?
4. What actions did Justices Douglas and Brennan take to keep the court more liberal? Were they successful in this attempt?
5. What role does ideology have in deciding cases?
6. What case stands out as the most important to you during the period 1969-1976? Why?
7. What is your overall opinion of the Supreme Court after reading this book?

### **AP environmental science summer viewing**

Choose one of the following movies to watch. The assignment is to write a 250-word summary of the film, explaining its environmental connections.

*Happy Feet*  
*Monsters Inc.*  
*The Arrival*  
*Fire Down Below*  
*A Civil Action*  
*Erin Brockovich*  
*Darwin's Nightmare*