

7th-12th grade
Summer Reading Assignment
100 point test and 50 point project (first test grades)

Students and parents, your future English teacher is excited about working with you this Fall. The first key to a successful year is to ensure you keep practicing your critical reading skills over the summer. The English Department has carefully considered the needs of our Upper School students in selecting this year's texts and assignments. It is vital that you complete all three parts of the summer reading assignments. Please read all instructions, and do yourself a favor and do not put this off until the end of summer. **All summer reading assignments are due the first day of school.** If you have any questions about the summer reading assignments, please contact your English teacher.

Part I: Read the selected book and related additional materials for your class:

- 7th— (Mrs. Vandiver) *Drums, Girls, and Dangerous Pie* by Jordan Sonnenblick
 - Annotations: You should highlight/underline **at least 2 annotations** in **each** chapter that reveal how Steven feels toward his brother (Examples may include what Steven is thinking about his brother or his actions towards him) or sections that show how he is "coming of age" or changing/growing up throughout the book. Email Mrs. Vandiver with any questions (mvandiver@macademy.org).
 - Pre-reading video: Watch [this video](#) BEFORE reading the book. Use the video to help you think about what you should be annotating/highlighting as you read.
 - Post-reading article: Read [this article](#) after finishing the book. Focus on the sections labeled "School age children" and "Teens." Make any important notes you want to keep about this article inside the back or front cover of your book.
- 8th (Mrs. Johnson)— *The Giver* by Lois Lowery
 - Annotations - Please email Mrs. Johnson for the instructions (bjohnson@macademy.org)
 - Pre-reading article - read this article BEFORE you start the book: https://www.cogneurosociety.org/memory_addis_yia/
 - Video - you can watch this video any time before/during/after you read *The Giver*: https://www.ted.com/talks/evie_buckman_what_if_we_were_all_the_same
 - Make sure to take notes in the back of your journal and/or print and annotate the the document for any information you find interesting or relevant that might help you on your in-class essay.
 - Your notes should included at least 10 important facts from each source (the article and the video). You WILL USE YOUR NOTES for reference during your timed essay.
- 9th (Mrs. Ledlow)— *Night* by Elie Wiesel
 - Follow this link to the "Echoes of Memory" section of the U.S. Holocaust Memorial Museum:
 - <https://www.ushmm.org/remember/holocaust-reflections-testimonies/echoes-of-memory>
 - Choose TWO of the survivor's testimonies to print, read, and annotate, focusing on the tone of the survivor
- 9th Honors (Mrs. Ledlow) — *Night* by Elie Wiesel
 - Print and read the epilogue to Sonia Schreiber Weitz's memoir (including the poems) at this link and annotate the text, focusing on her attitude looking back on her experience: https://drive.google.com/file/d/1iZN0cmSAFul6eS1zInHHwo4MvevA_Zi0/view?usp=sharing
- 10th (Mrs Vandiver)— *The Outsiders* by S.E. Hinton
 - Annotations - [English 10/Honors English 10](#) Instructions
 - Watch the following video and read the following article and poem after you have read the book. Each of these pieces deals with a primary focus of the book. Please print, read, and annotate each piece and bring it on the first day of class.

- Read the article "[Growing Up:Key Moments](#)"
 - Read the poem "[Nothing Gold Can Stay](#)" by Robert Frost
 - Watch the video to "[Stay Gold](#)" by Stevie Wonder
- 10th Honors (Mrs. Ledlow - aledlow@macademy.org)-- *The Outsiders* by S.E. Hinton *Annotations - [English 10/Honors English 10](#) Instructions
 - Watch the following video and read the following article and poem after you have read the book. Each of these pieces deals with a primary focus of the book. Please print, read, and annotate each piece and bring it on the first day of class.
 - Read the article "[Growing Up: Key Moments](#)"
 - Read the poem "[Nothing Gold Can Stay](#)" by Robert Frost
 - Watch the video to "[Stay Gold](#)" by Stevie Wonder
- 11th (Mrs. Johnson)— *Fahrenheit 451* by Ray Bradbury
 - Annotations - Please email Mrs. Johnson for the instructions (bjohnson@macademy.org)
 - PRE-READING ARTICLE:
 - <https://www.nytimes.com/2018/05/10/books/review/fahrenheit-451-ray-bradbury.html>
 - READ DURING NOVEL STUDY/READING: <https://www.thoughtco.com/fahrenheit-451-relevant-today-4140565>
 - POST-READING ARTICLE:
 - <https://bangordailynews.com/2012/06/07/news/10-ray-bradbury-predictions-that-came-true/>
 - Make sure to take notes in the back of your journal and/or print and annotate the document for any information you find interesting or relevant that might help you on your in-class essay.
- 11th Honors (Mrs. Johnson)—*Fahrenheit 451* by Ray Bradbury
 - Annotations - Please email Mrs. Johnson for the instructions (bjohnson@macademy.org)
 - PRE-READING ARTICLE: <https://www.nytimes.com/2018/05/10/books/review/fahrenheit-451-ray-bradbury.html>
 - READ DURING NOVEL STUDY/READING: <https://www.thoughtco.com/fahrenheit-451-relevant-today-4140565>
 - POST-READING ARTICLE: <https://bangordailynews.com/2012/06/07/news/10-ray-bradbury-predictions-that-came-true/>
 - Make sure to take notes in the back of your journal and/or print and annotate the document for any information you find interesting or relevant that might help you on your in-class essay.
- 12th (Mrs. Johnson)— *The Lord of the Flies* by William Golding
 - PRE-READING [Article by William Golding](#)- Complete Summary Notes to use on essay
 - POST-READING "[Beauty and the Beast Mob Song](#)" [video](#)- Make Notes on how the lyrics to this song relate to the story.
 - Make sure to take notes in the back of your journal and/or print and annotate the document for any information you find interesting or relevant that might help you on your in-class essay.
- 12th AP Literature (Dr. Pollard)—*The Kite Runner* by Khaled Hosseini
 - Annotations - Please email Mrs. Pollard for the instructions.
 - Read the following poem and narrative after you have read the book. Each of these pieces of literature deals with a different focus of the novel; however, both are equally important to the overall themes. Please print, read, and annotate each piece and bring it on the first day of class.
 - "[For Women of Afghanistan](#)" by Sheema Kalbasi
 - "[The Secret Kite](#)" by Deborah Ellis

Part II: Complete the annotations as assigned by your English teacher (50 point test grade) and annotate or take notes on the additional materials.

As you read, you are required to annotate your book, identifying key literary characteristics such as characters, themes, and symbols. Think of these annotations as a dialogue between you and the book wherein you question it, make connections, etc.

To annotate your additional readings, you should print them off and underline or highlight main ideas or key phrases and words. Then, you should use the margins to note any connections to your book, questions you have, your own reaction to the text, and any paraphrasing that might solidify your understanding.

Part III: Complete an in-class essay on your book and additional readings on the first day of school (100 point test grade)

Using the information you have gathered with your book and supplemental reading annotations, you will write a formal in-class essay on your book, showing your comprehension of themes, ideas, and/or characters. You will be required to use evidence (quoted material) that you featured from the book or that you highlighted in the supplemental readings.