

WCCS Summer Reading Assignments



All Honors and AP English students are to complete a required reading assignment as detailed in this packet. Students in CP high school courses are exempt from REQUIRED summer reading assignments. However, all upper school students are invited and encouraged to participate in the *1,000 PAGE READING CHALLENGE*. Every student who completes the challenge and turns in a form during the first week of school will receive a reward in the fall.

1,000 Page Reading Challenge Details

- Students may count any *material* (EX: novel, handbook, manual, blog), *genre* (EX: mystery, classic, nonfiction, graphic novel), and *format* (EX: print, electronic) toward this total.
- Parents should make the final call on what is/isn't appropriate reading for their children
- Students may provide an estimated page equivalent for items that do not have preset page numbers.
- The sheets must be turned in on time and signed by a parent/guardian in order to count.

HONORS & AP REQUIRED READING

Honors 9th & 10th Grade Reading List - Select One

1. I, Robot by Isaac Asimov
2. The Terrorist by Caroline B. Cooney
3. Nickel and Dimed: On (Not) Getting by in America by Barbara Ehrenreich
4. A Farewell to Arms by Ernest Hemingway
5. Dune by Frank Herbert
6. Farewell to Manzanar by Jeanne W. Houston and James D. Houston
7. A Prayer for Owen Meany by John Irving
8. The Girl Who Loved Tom Gordon by Stephen King
9. Shoeless Joe by W.P. Kinsella
10. The Fixer by Bernard Malamud
11. The Natural by Bernard Malamud
12. Moby Dick by Herman Melville
13. Billy Budd by Herman Melville
14. Gone with the Wind by Margaret Mitchell
15. House Made of Dawn by N. Scott Momaday
16. Fallen Angels by Walter Dean Myers
17. Wise Blood by Flannery O' Conner
18. Fast Food Nation: The Dark Side of the All-American Meal by Eric Schlosser
19. Killer Angels by Michael Shaara
20. Cat's Cradle by Kurt Vonnegut
21. Slaughterhouse-Five by Kurt Vonnegut
22. Dawn by Elie Wiesel
23. Death of a Salesman by Arthur Miller
24. Narrative of the Life of Frederick Douglass
25. Of Mice and Men by Ross MacDonal
26. Our Town by Thornton Wilder
27. The Scarlett Letter by Nathaniel Hawthorne
28. Lord of the Flies by Anthony Gross
29. Animal Farm by George Orwell
30. 21 Irrefutable Laws of Leadership by John Maxwell
31. Their Eyes Were Watching God by Zora Neale Hurston
32. As I Lay Dying by William Faulkner

9th/10th Honors Book Report Options

Word collage

In response to your reading, you will create a word/phrase collage on poster board. The poster board needs to be 22 by 28 inches or larger.

The title of the book needs to be in the center of the poster board.

The collage should contain 60 words or phrases. A phrase counts as 1 of the 60; meaning if you were to put, “She’s a very sweet girl” on the poster board, that would count for 1 phrase/word needed, not 5. The words/phrases should not repeat nor be synonyms of each other. The 60 words and/or phrases should demonstrate themes, settings, plot lines, character traits amongst many other aspects of the story. In order to find the words/phrases, students are to look through magazines, newspapers, online media or other sources. Students are NOT to type the words/phrases into a word processor and print them out. If a student uses an online advertisement or article as a part of their collage, it needs to be clear that it came from a media source and not a processor.

Students will be graded on the visual impact as well. It needs to be artistic. It should be colorful. In order to receive full credit, the words or phrases need to be placed in a creative way on the poster board. Color and designs should be added as well to the board. There should be at least 5 examples of designs students found that represent the story well OR at least one student created design. If the student creates their own, it should look neat, cause the poster to look better and be well placed. Posters that score a 100 include all 60 words/phrases as well as art, on the board, that reflects the story.

Additional Requirements-- 10th Grade Honors

All of the above applies however you will be required to have 40 words or phrases that meet the above criteria. However, you must cite the page number where you are receiving the information that the characteristic is valid after the characteristic. If it is a characteristic that is repeated throughout the story, you only need to cite an example on one page. The proper citation should be as follows: “Beautiful”(Smith 35). You must include the book’s ISBN. I will not accept the project if it’s not included.

9th Grade Rubric

60 words/phrases: ___/60

The collage has the appropriate number of designs/pictures ___/15

The word layout meets the requirement ___/10

The collage has an impressive amount of color: ___/10

The title is in the center of the board: ___/5

Total: ___/100

10th Grade Rubric

40 words/phrases: ___/40

20 proper citation: ___/20

The collage has the appropriate number of designs/pictures ___/15

The word layout meets the requirement ___/10

The collage has an impressive amount of color: ___/10

The title is in the center of the board: ___/5

Total: ___/100

AP & Honors 11th Grade

- **TEXT # 1: Common Readings (REQUIRED for AP & Honors)**
A Rulebook for Arguments by Anthony Weston (any edition will suffice)
- **TEXT #2—Read and Annotate**
Students designated **Honors** must read and annotate *any* Christian non-fiction book that is persuasive or argumentative in nature. If you are unsure if a title will count, you are welcome to email the teacher.

Students designated **AP** must read and annotate a non-fiction book by C.S. Lewis. Here are some of his more popular titles.

The Problem of Pain
The Abolition of Man
Miracles
Mere Christianity
Surprised By Joy
A Grief Observed

Everyone should annotate “Text #2” according to the guidelines on pages 8-9 of this packet. While students are *not* required to annotate the Weston text, doing so may prove helpful to some students.

REGARDING THE READING

Please be prepared to complete presentations, written assignments, and other activities based on your readings. Also note that the handbook was written to a diverse audience of believers and non-believers. While Weston himself remains neutral on the topic of God and religion, he points out ways that both groups think, act, and argue. This is good information that all Christians should take to heart. It helps one to evaluate his/her personal beliefs and to consider how to best share the Gospel with others. When we return in fall, we will openly and honestly critique these texts in light of God’s word.

AP & Honors 12th Grade

TEXT # 1: Common Readings (REQUIRED for AP & Honors)

- *The Poisonwood Bible* by Barbara Kingsolver
- Chapters 1,2, 6, 9, and 18 from *How to Read Literature Like a Professor- Revised Edition* by Thomas C. Foster

Everyone taking AP or Honors English 12 must read Kingsolver's novel and annotate it according to the pages 8-9 of this packet. Everyone should also read the chapters listed above from the how-to handbook (Foster). While it is not required that you annotate the Foster handbook, doing so may prove helpful to you later. When we convene as a class in the fall, you will be asked to draw parallels between the theories Foster presents and the content in Kingsolver's novel. Please note that we will continue to use some of the remaining chapters of the Foster handbook throughout the school year (Side note: we will skip the more salacious chapters and the ones which do not pertain to our course content such as the chapter on vampirism).

TEXT # 2: Independent Reading (REQUIRED FOR AP ONLY)

Select one of the following for independent study

- The Awakening* by Kate Chopin
- Crime and Punishment* by Fyodor Dostoevsky
- Great Expectations* by Charles Dickens
- Invisible Man* by Ralph Ellison
- Jane Eyre* by Charlotte Bronte
- The Tempest* by William Shakespeare
- Hamlet* by William Shakespeare
- Portrait of the Artist as a Young Man* by James Joyce
- Their Eyes Were Watching God* by Zora Neale Hurston*
- Wuthering Heights* by Emily Bronte

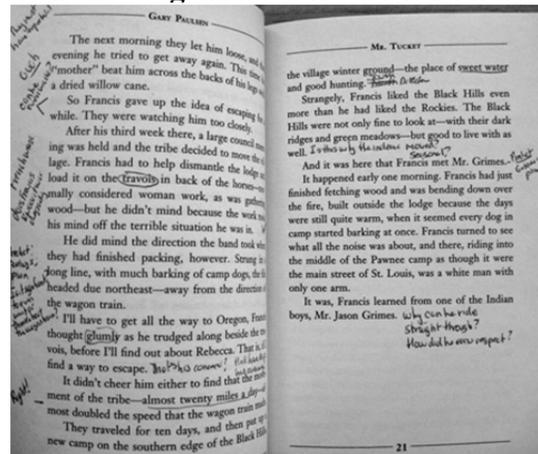
The free choice list represents the titles which appear most frequently on the AP exam. Your free choice selection must be something you have never read before. You will NOT be required to annotate this text, though doing so may prove helpful to your overall understanding and experience. When we return in the fall, you will be asked to present your novel to the class via project.

REGARDING THE READING

Please be prepared to complete projects, discussions, written assignments, and assessments based on your readings. You may wish to review titles on Shmoop.com before making a selection. Though these books are influential and canonical works that appear on reading lists throughout the country, a few on this list may contain material that some might find objectionable. Please exercise personal discretion. Also, bear in mind that God can use worldly works to convey His truth about who we are and how we should strive to live. When we return in fall, we will openly and honestly critique the texts in light of God's word.

ANNOTATING A TEXT

11th and 12th grade AP & Honors Students



- **How to annotate-** Make notes any way you want; there is no ‘wrong way.’ However, most students report greater levels of success and satisfaction when they are consistent with how they annotate their texts. Can you develop a system that will mean something to you? Ask yourself what is most appealing to you. Some students prefer pen (doesn’t smudge) and some will use pencil so they can erase. Some students use a single highlighter, while others use a detailed color-coding system. Still others are wary of marking directly on the text at all and will insert sticky notes on top of the pages.

- **Ways to annotate**
 - Highlight
 - Underline
 - Add sticky notes
 - Write comments in the margin
 - Your reaction *Yuck! Wow! Oh no!*
 - A summary *This boy has trouble relating to others.*
 - A question you have *Will Clara find out in time? What does this mean?*
 - A prediction you make *Maybe it was his neighbor.*
 - Ideas that occur to you as you read *This character is a lot like his mom.*
 - Definitions of any words you looked up *sagacity= judicious*
 - Circle or box in important words and phrases
 - Use symbols
 - !
 - ?
 - ☺
 - *
 - {}
 - =
 - →
 - Create an index of important ideas/motifs in the back of your book
 - Draw pictures to illustrate ideas

- **What to annotate-** Mark anything that you think is:
 - Confusing
 - Interesting
 - Surprising
 - Important
 - Inconsistent with other details
 - Particularly persuasive
 - Particularly emotional
 - Particularly memorable or quotable

- **When to annotate-** As you read. By and large, this should be an ‘in the moment’ activity. Do not attempt to read the whole book then go back and mark it all after the fact. You will not remember the nuanced details. However, it may be helpful to periodically go back and mark the last page, paragraph, or chapter while your thoughts are still fresh. Sometimes we don’t realize how important an idea is, what something means, or how something makes us feel until we read on.

- **How often to annotate-** Some pages will have more noteworthy content than others. On some pages, it may be reasonable to make 5, 6, maybe even 7 markings. On other pages you may struggle to find anything worth marking. You want your markings to be helpful, so don’t treat this as busy work, and don’t go marking too much (if you mark everything, nothing will stand out). Instead a good rule of thumb is to have **an average 2 thoughtful annotations per page**.

*****A few notes*****

At the beginning of the year your teachers will collect your books and you will be given a grade for your annotations. Your work must be original and unique to you. It is okay if some of your markings do not make sense to your teacher (as long as they make sense to you). It is not okay if you and another student turn in identically marked texts.

While it is suggested that you use a print copy of your text, if you can successfully annotate a digital copy AND share your annotations with your teacher, you are welcome to do so.

Annotations Rubric

| | | | | | |
|--|--|----|----|---|---|
| Frequency of annotations | 10 | 8 | 6 | 4 | 2 |
| Focused, useful, and thought-provoking comments and markings | 20 | 16 | 12 | 8 | 4 |
| Submitted on time | 10 (10% total grade deduction for each day the work is late) | | | | |