

## **Summer Reading List for 2009-2010 Grades 7-12**

Students should select two books from their grade level to read over the summer. Upon their return to school students will:

- Turn in a one and a half to two page written summary on one of the two books read during the summer. Guidelines for the paper appear below the list. The paper is due on the first day back at school.
- Take a quiz on the second day back at school on the two books they selected to read during the summer.

### **Rising Seventh Grade**

1. The Bronze Bow (Speare)
2. Nightmare Academy (Peretti)
3. The Eagle of the Ninth (Sutcliff)

### **Rising Eighth Grade**

1. Through Gates of Splendor (Elliott)
2. Roll of Thunder, Hear My Cry (Taylor)
3. Tom Sawyer (Twain)
4. The Hiding Place (ten boom)

### **Rising Ninth Grade**

1. Sergeant York (Perry)
2. This Present Darkness (Peretti)
3. In My Father's House (Thoene)

### **Rising Tenth Grade**

1. Count of Monte Cristo (Dumas)
2. Sense and Sensibility (Austen)
3. The Complete Sherlock Holmes Vol. 1 (Freeman) (p.1-396)
4. Vienna Prelude (Thoene)

### **Rising Eleventh Grade**

1. Do Hard Things (Harris)
2. Iliad (Homer)
3. Lord of the Flies (Golding)

### **Rising Twelfth 12<sup>th</sup> Grade**

1. Don't Waste Your Life (Piper)
2. *Mythology (Hamilton) [required for AP English]*
3. Pride and Prejudice (Austen)
4. Gulliver's Travels (Swift)

## **Directions for Writing Summer Book Reading Summaries**

Please read the following directions in regards to writing your paper on one of the books you read for your summer reading. Please type your name, grade, title of the book and author at the top of the paper. You must use complete sentences and good paragraph form with 6-8 sentences per paragraph. Please make sure the following elements are addressed in your paper.

1. Plot Summary. The student will provide the basic plot (action) of the book.
2. Setting- The student will provide the time and setting for the events in the book.
3. Main Character. The student will identify the protagonist(s) (leading character) and the antagonist(s) (the adversary or opponent), and other main characters.
4. Theme. The student will provide the central idea(s), which gives the book meaning. In other words, how do the characters and plot focus on some truth(s) that should be learned. This can be usually be done in a paragraph.
5. Main Conflict/Resolution. The student will provide the main conflict(s) in the book. A conflict is the problem to be solved in the book, or the idea, force, or person that creates opposition in the book. Provide both the conflict and how it is resolved. This can usually be done in a paragraph.
6. Does the work portray tragic or unhappy consequences for immoral or unethical behavior? Explain the behavior and the resulting consequences (or lack thereof) in a paragraph.
7. Does the work attack or condemn evils in society? Explain the behavior and the resulting consequences (or lack thereof) in a paragraph.
8. Can the student draw moral points from the book and does it teach values? Please explain in a paragraph.
9. Would you recommend this book to a friend? Give specific reason(s) why or why not in a paragraph.