

## English 9CP- Foundations of Literature - Summer Reading 2022

Welcome Class of 2026!

Reading has tremendous benefits for our minds and bodies, and we at Bishop Brady High School encourage you to make time to read this summer to help you build your reading stamina in preparation for the upcoming school year, relieve stress, prepare for life outside of school, and expose you to new experiences.

The purpose of summer reading this year is to promote student choice. In an effort to support our development of critical reading, thinking, and writing skills, students must be given the opportunity to take ownership of their reading choices. There are suggested titles that provide choice, as well as opportunity for exposure to interact with texts that will assist in developing your understanding, perspective, and appreciation for the people, places, and ideas that comprise their world. If you have questions or would like to read a book not included on the list, please email Ms. Lion at [elion@bishopbrady.edu](mailto:elion@bishopbrady.edu).

I'm greatly looking forward to our school year together and hearing about your summer reading!

Ms. Lion

[elion@bishopbrady.edu](mailto:elion@bishopbrady.edu)

**Note to Parents, Families, and Guardians:** Our 2022 Summer Reading suggestions include some titles containing mature themes and content. Thus, we encourage parents and guardians to take an active role in helping individual students choose those books that are the best for them. Several websites, including Common Sense Media and Amazon.com, offer reviews to help parents and students make the best selection for them.

### **The Assignment:**

You will choose **one book** from the list below.

- For your selection, you will complete a visual project which should represent the overall message or important theme of the novel. It should convey any deeper meaning you see in the work. The goal is to capture the essence of the novel in a unique way. You will be expected to explain to the class the purpose and meaning of your project through an informal presentation. **Your selected project is due the first day of class.**

**While Reading:** As you are reading, consider the following. Consider annotating your books while you read. Annotating is taking notes, recording observations, writing questions as you read, either directly onto the page or on a separate sheet of paper. (I make my annotations directly on the page, using purple pen, so when discussing in class, I can quickly reference my thoughts and ideas.)

- Theme: Consider the Lesson or Moral** - While reading, think about: What do you believe is the key lesson or moral that a reader can learn from this novel? Do you believe the author intended to communicate this specific lesson? Which aspects of the novel lead you to believe as you do?
- Describe Characters** - While reading, keep notes on characters and their relationships. Include as many aspects of him or her as possible, such as physical appearance, personality type, morals and values. Explain whether the character is dynamic (changes throughout the story) or static (does not change).
- Focus on Setting** - While reading, keep notes on setting (time and place). How does the setting (or settings) factor into the story? Was there a particular setting that was more important than others? Did you have a favorite setting?
- Evaluate the Conclusion** - How satisfying was the conclusion of the novel? For example, was the ending believable, predictable, outrageous, boring? Were you left hanging with unanswered questions? Do you think there is another ending that would have been more fitting, appropriate, or satisfying?
- Jot Down Questions** - While reading, jot down questions you may have about your book. You don't have to answer the questions or be able to answer them. But, taking note of what you're curious about can help guide your reading or followup reading.

### **Project Ideas:**

1. **Scrapbook.** Think about all the kinds of mementos you would put in a scrapbook if you had one. Then create a scrapbook for your character, cutting out pictures from magazines or drawing the mementos he or she would have in a scrapbook. Include at least ten mementoes.
2. **Re-write and illustrate the story as a picture book** for young children. Include both images and words. Your story should be at least twenty pages in length.
3. **Word collage.** Write the title of the book in the center of a sheet of paper. Then look through magazines for words, phrases, and sentences that illustrate or tell something about your book. As you look, think in terms of the theme, setting, plot line, as well as characters. Work to get fifty such words, phrases, or sentences so the whole sheet of paper will be covered with no visible blank space. The visual impact of the collage should tell a potential reader a lot about the book
4. **Create a character's room.** We learn a lot about people by what they keep in their closets, what they have on their walls, what they select to put in a room. Select a character you know well and create a living room, bedroom, kitchen, or some other room that would mean a lot to the character. Draw it or write about it, making sure to include an explanation of why you designed the room as you did.

5. **Create a mobile from items related to the story.** Select 10 items that represent people, places, events, or other parts of the book and hang them from a hanger using string or yarn. Write a key that explains each object and why you chose it.
  
6. **Create a diorama of a scene from the book.** Create a scene from the book in a shoebox or other box paying attention to detail and nuance. Write a description of what the scene shows; this should be at least one, detailed paragraph.
  
7. **Create an illustrated timeline** showing the important events in this book. Your timeline should include at least twenty events from throughout the entire novel.
  
8. **Invent a game** (sport, board, word, logic, or other) inspired by the book.
  
9. **Create a playlist** and explain how each song relates to either the characters, settings or themes of your book.

If you have questions or would like to create a project on your book not included on the list, please email Ms. Lion at [elion@bishopbrady.edu](mailto:elion@bishopbrady.edu).

#### **PLAGIARISM STATEMENT**

I certify that this assignment/report is my own work, based on my personal study and/or research and that I have acknowledged all material and sources used in its preparation, whether they be books, articles, reports, lecture notes, and any other kind of document, electronic or personal communication. I also certify that this assignment/report has not previously been submitted for assessment in any other assignment.

**Rubric and book list continue on following pages.**

**Book Options** - You must select a book that you have not previously read - if you'd like to read something not listed, please email Ms. Lion at [elion@bishopbrady.edu](mailto:elion@bishopbrady.edu)

### **Contemporary Fiction**

- *Turtles All the Way Down* - John Greene
- *The Hate U Give* - Angie Thomas
- *The Absolutely True Diary of a Part-Time Indian* - Sherman Alexie
- *Eleanor & Park* - Rainbow Rowell
- *Bridge of Clay* - Markus Zuska
- *Finding Audrey* - Sophie Kinsella
- *Lovely War* - Julie Berry
- *Refugee* - Alan Gratz

### **Mystery/Thriller**

- *Truly Devious* - Maureen Johnson
- *We Were Liars* - E. Lockhart
- *A Good Girl's Guide to Murder* - Holly Jackson
- *The Cousins* - Karen M. McManus
- *And Then There Were None* - Agatha Christie

### **Action/Adventure (select one from the series)**

- *The Michael Vey Series* - Evans
- *The Nyxia Triad Series* - Scott Reintgen
- *The Heroes of Olympus Series* - Rick Riordan
- *Ready Player One* - Ernest Cline

### **Fantasy/Futuristic/Science Fiction - Fiction**

- *Scythe* - Neal Schusterman
- *Fahrenheit 451* - Ray Bradbury
- *Divergent (any of the series)* - Veronica Roth
- *The 5th Wave* - Rick Yancey
- *The Scorpio Races* - Maggie Stiefvater
- *Aurora Rising* - Amie Kaufman and Jay Kristoff
- *Skyward* - Brandon Sanderson
- *H2O (The Rain #1)* - Virginia Bergin
- *The Things She's Seen* - Ambelin Kwaymullina and Ezekial Kwaymullina

### **Graphic Novels - Fiction**

- *The Crossover* - Kwane Alexander
- *Queen of the Sea* - Dylan Mecon
- *Monster (Graphic Novel Adaptation)* - Walter Dean Myers and Guy A. Sims

## General Nonfiction

- *An Astronaut's Guide to Life on Earth* - Chris Hadfield
- *Farewell to Manzanar: A True Story of Japanese American Experience During and After the World War II Internment* - Jeanne Wakatsuki Houston
- *Next up at Fenway* - Steve Marantz
- *Chasing Lincoln's Killer* - James L. Swanson
- *Undefeated: Jim Thorpe and the Carlisle Indian Football Team* - Steve Sheinkin
- *Girl Rising: Changing the World One Girl at a Time* - Tanya Lee Stone
- *No Summit out of Sight: The True Story of the Youngest Person to Climb the Seven Summits* - Jordan Romero
- *The Immortal Life of Henrietta Lacks* - Rebecca Skloot
- *Laughing at My Nightmare* - Shane Burcaw
- *The Johnstown Flood* - David McCullough
- *For Everyone* - Jason Reynolds
- *Quiet Power: The Secret Strengths of Introverts* - Susan Cain

## Graphic novel - Nonfiction

- *Fever Year: The Killer Flu of 1918.* - Don Brown
- *Best Friends.* - Shannon Hale.
- *The Gettysburg Address: A Graphic Adaptation* - Jonathan Hennessey and Aaron McConnell
- *The Faithful Spy: Dietrich Bonhoeffer and the Plot to Kill Hitler.* - John Hendrix.
- *March: Book 1* - John Lewis
- *Feynman: A Graphic Novel* - written by Jim Ottaviani & art by Leland Myrick

**Project Grading Rubric**

Category	Advanced (9-10 points)	Proficient (7-8 points)	Basic (5-6 points)	Below Basic (4 points or below)
Originality / Inference	Student imaginatively infers what may happen before or after an author's writing, or makes educated and supported guesses as to either an author's or a character's hidden intent.	Student uses some imagination and inference making in determining what an author's intent for writing may be, as well as where an author's writing may lead before or after the work.	Student makes reasonable guesses at where an author is going in his or her writing, but only supports these ascertains with minimal support from the text.	Student either does not make any inferences, or makes those that he or she cannot support at all from the text.
Description / Detail	Student insightfully provides detailed explanations about various components of a text, while demonstrating keen understanding for multiple nuances or interpretations.	Student provides ample detail and description on several elements of a text, while showing exceptional understanding for how to view characters and the author's intent through various lenses.	Student demonstrates an understanding of the main events, themes, and characters, but does not delve into these components from more than one viewpoint.	Student provides minimal or no detail on any components of the text, while displaying little insight into the plot, setting, characters, or themes of that work.
Accuracy	Student presents claims and information that are not only accurate, but show a level of understanding beyond the surface level of a text.	Student's claims are all accurately presented and clearly supported through citation of relevant textual evidence.	Student's claims are mostly accurate, but only somewhat supported by citations of relevant textual evidence.	Student makes claims that are either inaccurate or cannot be supported at all by the text.
Art / Layout	Student's artwork attractively shows careful thought as to its interpretation and meaning, as well as its relevance to the written work.	Student's artwork attractively shows some thought as to its interpretation and meaning, as well as its relevance to the written work.	Student's artwork is attractive, but shows little thought as to its interpretation and meaning.	Student's artwork is not colorful and shows little or no thought as to its relevance to the written work at hand.
Presentation	Student presents enthusiastically, accurately, and thoroughly. Speaks loudly and clearly. Maintains consistent eye contact.	Student presents concisely. Speaks clearly. Eye contact is maintained.	Student presents project. Difficult to hear. Minimal eye contact.	No presentation.