

2019 Summer Reading at Notre Dame Bishop Gibbons School English Department

Middle School (grades 6-8)

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The Assignment

Choose **one** chapter book (fiction or non-fiction) you have not already read but believe you can enjoy. Read it and select a project-based response for the book. When you return to school in September, your English teacher will give you the date (usually 2nd or 3rd week of September) for presentation of your project. **You should also expect to write or explain how and why you chose both of your books and your project, and the challenges (if any) you faced while doing it.**

How to choose a book: (Remember, the goal is for you to actually find a book you like and can read!)

There are a gazillion great books out there, and so many factors influence which books will cause any reader to say "This is a great book." Some people like certain genres (mystery, science fiction, fantasy, dystopias, historical fiction, biographies). Some people like certain styles (first person, fast paced action, descriptive, informal, classic, sad, funny). Some people like certain topics (sports, science, history). We want you to find the books that speak to you. Here are some tips on how to pick a good book:

Read another book by an author you already know and enjoy

Read a sequel or related book to a book you read in school

- If you go to Amazon and type in the title of a book you have already enjoyed, you will find a feature that recommends "Frequently Bought Together" or "Customers Who Bought This Also Bought...." titles. These other titles appealed to people who also liked your book. It's a good bet these titles will appeal to you too.

Ask others for advice:

- Ask friends and family who know you and your interests or abilities to make a suggestion.
- Go to the library or bookstore and ask the librarian or bookseller in the Young Adult section to make some suggestions.
- Go on line to goodreads.com's Top 100 Middle School Must Reads. If a cover or title appeals to you, click on the title to get a brief description of the book. If you are still interested, go to amazon.com and type in the title. Once you find the title, click again for more specific product info. In many cases, you can "Look Inside" and actually "test read" several pages to determine if you like the writing style and level of difficulty. You can also read other readers' reviews and questions about the book.

Project-based Responses

Just as different books appeal to different people, so do different projects that involve different skills. Some people like to act; others draw, write, build, research. Below are listed several suggestions for your projects. You may design a project not listed below, but **do not write a book report**. Your project **MUST** be visually engaging so as to invite others to share in your books in some way.

1. *Drawing Response:* Select at least 10 moments from the book and illustrate them. You might
 - make a "coloring book" that your teacher can photocopy for classmates to use while you answer questions or tell them about your book.
 - or, create posters of your book that can hang in our library or hallways.
 - or, make a comic book or "graphic novel" format of the book
 - or, make a display board that mimics a Facebook or Instagram page, where you "post" a profile and picture of a character in the book. Include appropriate text-based "friends," "recent activities," "information," and if possible, "Ads" showing products and/or services your character might be interested in.
2. *Acting Response:*

- Come to school on the assigned day with a costume and some props related to a character in the book. Be ready to "get into character" and be interviewed by your teachers and classmates
- Or, make a video version of a scene in the book, or film yourself in character being interviewed by a "reporter" who is covering a "major development" in the story. (For this project, you may seek the help of others. If you have a schoolmate or two reading the same book, you may work together on this project. You may also use friends and family who do not attend NDBG)

3. Building Response

- Design a board game relevant to your book. You must create Directions which include an Objective (how to win) and Rules of Play. You must supply a game board (perhaps adapted from Monopoly or Trivial Pursuit), tokens, playing cards or whatever pieces classmates will need to play the game

4. Research Response

Select some aspect of something referenced in or associated with the book that you want to know more about and do some research on that topic. Figure out an interesting way to share your research with your classmates. You might research a historical event, place, person, or technology that was mentioned in the book. You might want to research more about the author. Or, if your book is one that has stirred up controversy, look into the issues surrounding the controversy.

- Prepare a "Newspaper" page displaying several articles, ads, editorials reporting on the topic
- Or, make a video newscast - show yourself as an anchorperson orally reporting on the topic
- Or, interview (and film or record) an expert or eyewitness on the topic. For example, if you read a book about a person with a disability, you might interview someone with the disability, a health care professional who knows about this topic, or a family member of someone who has struggled with this topic. You might approach it from multiple perspectives.
- Or, prepare relevant graphic posters and or power point images, graphs, maps, timelines related to your research.

Again, the goal is for you to create a response to the book that is visually appealing. You want to create a response that will encourage a conversation with others about your book and its effect on you.

HIGH SCHOOL ASSIGNMENTS ON NEXT PAGE

HIGH SCHOOL SUMMER READING REQUIREMENTS

YOU MUST OWN A HARD COPY OF THE REQUIRED TEXTS (AUDIO and DIGITAL FORMATS ARE NOT ACCEPTABLE FOR CLASSROOM USE). You will need to be able to write in your text.

Grade 9

- *Lord of the Flies*, a novel by William Golding

Maintain a dialectic journal, making an entry approximately every 15 pages. See directions for How to Keep a Dialectic Journal below.

- Selection from suggested list

Take notes as you read and be prepared to complete an assignment at the start of the school year

Grade 10

- *Fahrenheit 451*, a novel by Ray Bradbury

Maintain a dialectic journal, making an entry approximately every 15 pages. See directions for How to Keep a Dialectic Journal below.

- Selection from suggested list

Take notes as you read and be prepared to complete an assignment at the start of the school year

Grade 10 Accelerated

- *Fahrenheit 451*, a novel by Ray Bradbury
- *Animal Farm*, a novel by George Orwell

For both books, maintain a dialectic journal, making an entry approximately every 15 pages. See directions for How to Keep a Dialectic Journal below.

- Article on annotation

Grade 11

- *The Catcher in the Rye*, a novel by JD Salinger

Maintain a dialectic journal, making an entry approximately every 15 pages. See directions for How to Keep a Dialectic Journal below.

- Selection from suggested list

Take notes as you read and be prepared to complete an assignment at the start of the school year

- Article on annotation

AP Language/ College in the High School ENG. 123

- *The Catcher in the Rye*, a novel by JD Salinger
- *Into the Wild* by Jon Krakauer

For both books, maintain a dialectic journal, making an entry approximately every 15 pages. See directions for How to Keep a Dialectic Journal below.

- Article on annotation

Grade 12

- *Montana, 1948* by Larry Watson

Maintain a dialectic journal, making an entry approximately every 15 pages. See directions for How to Keep a Dialectic Journal below.

- Selection from suggested list

Take notes as you read and be prepared to complete an assignment at the start of the school year

AP Literature/ College in the High School ENG. 123 & 124

- *Montana, 1948* by Larry Watson

- *How to Read Literature like a Professor*

Write a well-developed literary analysis (3-5 pgs.) of *Montana 1948* using the techniques and insights discussed in *How to Read Literature*. Your response should be typed and reflect college-level work.

Dialectical Journal Example Taking Notes (quotations taken from <i>The House on Mango Street</i>)	Making Notes (response to the quotations selected)
August 22, 2009 "The house on Mango Street is ours, and we don't have to pay rent to anybody, or share the yard with the people downstairs, or be careful not to make too much noise, and there isn't a landlord banging on the ceiling with a broom" (Cisneros 3).	I noticed that she is listing experiences people who rent homes and apartments might have experienced as well. This might pull those readers closer to her through common experience. It also serves to pull the reader who has never rented into her narrative. She lists multiple inconveniences and negative

How To Keep A Dialectic Journal

You will keep a dialectical journal as you read the novel. A dialectical journal is another name for a double-entry journal or a reader-response journal. In your journal, have a conversation with the text and with yourself.

Dialectical Journal Requirements

1. Each entry must be approximately a half-page in length.
2. Divide the page into two columns. On the left, enter a quote from the text that you are going to write about. Give page number. On the right, write about 60 words responding to the quote
3. Your entries **MUST** be handwritten.

4. Be sure to elaborate with specific examples from the text as you express your thoughts.
5. Make clear connections to the prompt selected.

Here is what your journal entry should look like:

<p>Citation includes the author's last name and page number where quote was found.</p>	<p>aspects of this lifestyle (paying rent, sharing yard, having to be quiet) and this begins to create an image. While Esperanza's family no longer has to deal with these problems their neighbors on Mango Street do. It provides a window into a lifestyle.</p>
<p>August 25, 2009 "But my mother's hair, my mother's hair, like little rosettes, like little candy circles all curly and pretty because she pinned it in pincurls all day, sweet to put your nose into when she is holding you, holding you and you feel safe, is the warm smell of bread before you bake it, is the smell when she makes room for you on her side of the bed" (Cisneros 6).</p>	<p>Something I concluded here is that the long list of similes and metaphors describing her mother's hair must be important. She describes her father's hair in one sentence – as well as the hair of the other family members. The repetition of "holding you" is a clue as well. She obviously has a strong connection to her mother and it must be the most important relationship in her life – at least in her family. Other evidence of this closeness is the association of a smell – the smell of bread – with her mother. Olfactory memories are some of the strongest. It reminds me of smell associations I have. Like Coppertone sunscreen and the trip my family and I took to Pie de la Cuesta just before we moved away from Mexico. Every time I smell it I am transported back to that carefree time – and for this reason I keep buying it. Warm bread connotes comfort and care. It takes time and patience to bake bread – just like being a mom.</p>

Source:
www.latinacademy.org

