

## Calvert County Junior Summer Reading Program 2009

The Calvert County Board of Education encourages students to be lifelong and year-round learners. Therefore, a summer reading program is part of the high school English curriculum.

### Objectives for Students:

- Maintain or improve reading comprehension and vocabulary over the summer
- Demonstrate ability to select books of interest and of appropriate difficulty level
- Improve scores on tests such as the college entrance exams and job-related tests
- Become exposed to a variety of literary genres and cultural heritages during high school years
- Become lifelong readers by choosing books and reading at their own pace

**Program:** During the summer, entering juniors who are not enrolled in AP English will be expected to read **two** books from the list on the back of this page. (AP English students have a separate summer reading program.) Students should make their selections based on their interests and reading skills. Parents are encouraged to provide guidance in choosing books, as well as reading and discussing the works with their students.

- Students should be prepared to take an essay test on one of their books in their English class either **Tuesday, September 1<sup>st</sup>, that can count up to 5% of their first quarter English grade.** The essay will be open book and will be an open-ended question intended to demonstrate that the student read and understood the book. (Students can also bring in notes. See the rubric in this packet.)
- Students should also complete the Summer Reading Book Project (see next page) based on their other book. **The assignment is due by Friday, September 4<sup>th</sup> and can count up to 5% of their first quarter English grade.**

### Hints from previous students about completing the summer reading:

- If at all possible, buy the books. Sometimes, if you pair up with a friend, each of you can buy a book and then trade. (Most middle schools and high schools will have a book fair before the end of the school year. The area bookstores have been given copies of the list. *Educate and Celebrate* in Prince Frederick usually carries the books. Internet bookstores such as *Amazon* and *Barnes and Noble* also carry the books.)
- If you lose your list, you can find a copy at the Calvert County Public Schools website ([www.calvertnet.k12.md.us](http://www.calvertnet.k12.md.us)) OR at any of the Calvert County libraries.
- Having a hard time deciding on which book to read? Ask librarians at one of the county libraries for suggestions. Ask teachers, parents, and friends for recommendations.
- Copies of all titles are available for checkout at the four Calvert Library locations
- Pick the same book or books as a friend, and then the two of you can discuss it when you are finished.
- If you start a book and don't like it, try another.
- Start reading early.

### Frequently Asked Questions:

- Q. How are books chosen for the list?  
A. This year there are nineteen new books on the lists; sixteen of them were recommended by students.
- Q. I work over the summer and so I don't have time to read. What can I do?  
A. Although we would prefer that you read the books because that will sharpen your reading skills, you can still improve your vocabulary by listening to them on your way to work. Many of the books are available on tape or CD at the local libraries. The audio and ebook versions of some books can be downloaded to a computer and some portable devices. See the county library website for more information.
- Q. Why are some books written on such a simple reading level?  
A. The books are chosen for their content, not their reading level. Our goal is to provide a wide enough variety of books so there is something for all students regardless of their reading level or interest.

***Beyond the Hanging Wall*** by Sara Douglass (SF) While130

tending prisoners, Garth, who has the Touch, makes a discovery. With Ravenna of the marshes, a mythical beast, and his own courage, Garth tries to solve a centuries-old mystery that pits one king against another.

***Big Mouth and Ugly Girl*** by Joyce Carol Oates (F) When 16-year-old Matt is picked up by the police for his loud, sarcastic, seemingly harmless joke about blowing up the school and friends turn against him, an unlikely classmate, tough-spirited loner Ursula, comes to his aid.

***Billy Budd*** by Herman Melville (F) Young orphan Billy Budd was tall, athletic, handsome; he was friendly, innocent, helpful and ever-cheerful. He was a fierce fighter and a loyal friend. All the men and officers liked him except envious, petty Claggart who plotted to frame Billy Budd for treason.

***Bleachers*** by John Grisham (F) A high-school football hero returns home when he hears his coach is dying. The coach is impossible to fully love or fully hate; his "boys" have memories of running miles in the August heat and being yelled at mercilessly, but they also know he cared.

***Blind Beauty*** by K. M. Peyton (F) The adults in Tessa's life have always let her down—her alcoholic father; her cold stepfather; and her insecure mother. Then she throws all of her energy into an "ugly duckling" horse and manages to dramatically change her own life as well.

***The Brave*** by Robert Lipsyte (F) Alfred Brooks, hero of *The Contender*, reappears as a police sergeant who rescues a young Native American boxer from drug pushers. A gritty tale of a young man who learns to replace his anger with pride. Good boxing action.

***Breaking Point*** by Alex Finn (F) Paul is new to a school whose rich students make life miserable for anyone not like them. Then popular Charlie seems willing to let Paul into the "in" group in exchange for a few favors. Now Paul has to decide how far he'll go to be one of the gang. (Mature themes)

***The Catcher in the Rye*** by J.D. Salinger (F) Holden's been expelled from his third private school and is reluctant to go home. At 16—confused, disillusioned, cynical—he searches for truth and protests the "phoniness" of adults. (Graphic language, mature themes)

***Chickenhawk*** by Robert C. Mason (Bio) A realistic description of combat helicopter flying in Viet Nam. From the flying of grunts into hot LZ's to medi-vacs and supply hops, the reader feels like a passenger in the back seat. (Graphic language, mature themes)

***Double Helix*** by Nancy Werlin (F) Eli, a clever, obsessed kid, is confused, unable to get answers from his Dad. He postpones college and takes a job at Wyatt Transgenetics, where he receives a suspiciously warm welcome from the owner. What's all that about? Suspenseful.

***The Girl Who Loved Tom Gordon*** by Stephen King (F) Nine-year-old Trisha becomes lost in the wilderness with only her wit, courage and faith to withstand her mounting fear of the scary, unknown enemy that kills animals and slashes trees. (Mature themes)

***Hero*** by S.L. Rottman (F) 15-year-old Sean was abandoned by his dad, abused by his mom, and is in trouble at school. He's not willing to listen to anyone, so is headed for trouble. Again. A story of fear, anger, and excitement in which Sean learns the true meaning of a hero.

***Hollywood's Hustler*** by Gordon Gorman (F) the sequel to *Son of the Mob* (see below).

***The House of the Scorpion*** by Nancy Farmer (F) A futuristic story set in Opium, a country created by drug lords. To most people, Matt is not a boy, but a beast, because he's only a clone of a powerful drug lord. Realizing the fate that's in store for him, he tries to escape.

***I Know Why the Caged Bird Sings*** by Maya Angelou (Bio) Angelou's account of her struggles, disappointments, frustrations and, finally, hard-won independence as a Black female growing up in the South during the Depression. (Mature themes) (First in a series)

***Make Lemonade*** by Virginia Euwer Wolff (F) After a slew of bad boyfriends, seventeen-year-old Jolly is struggling to raise two children. LaVaughn, who lives in the projects but is determined to be the first person in her family to go to college, takes a job babysitting for Jolly.

***Marley and Me: Life and Love with the World's Worst Dog*** by John Grogan (NF) Marley enters their lives, and nothing is ever the same again. Dog lovers will enjoy the hilarious antics of the lovably naughty, hyperactive yellow lab, as he happily terrorizes the Grogan household.

***My Sister's Keeper*** by Jodi Picoult (F) A fascinating character study and a complex, gripping story. Anna, 13, decides to sue her parents for the rights to her own body when they ask her to donate a kidney to her sister, who she loves, and she plans to refuse. (Mature themes)

***Night Hoops*** by Carl Deuker (F) Nick loves basketball so his lay ups, fast breaks, and traps are vividly described, but he also tackles larger issues: loneliness and friendship; faithfulness and betrayal; his parents' separation; and making dreams come true.

***On a Pale Horse*** by Piers Anthony (SF) Thought-provoking, adventurous and imaginative story of Zane who shot Death and learned, too late, that he would replace Death; he must save the woman he loves from being destroyed by Satan's evil plot. (Part of a series)

***Persepolis: The Story of a Childhood*** by Marjane Satrapi (Graphic memoir) A fascinating, moving memoir of Satrapi's childhood in Iran, a country torn by uprisings, war, and political and cultural upheaval. This is a testament to Iran—and shows a human side of history. (Violence, mature themes)

***The Pact: Three Young Men Make a Promise and Fulfill a Dream*** by Davis et al. (NF) Three boys growing up in broken homes in a crime-ridden ghetto whose friends' lives led to drug-dealing, gangs and prison. But these three made a pact to all become doctors—and did.

***Soldier X*** by Don Wulffson (F) Sixteen-year-old Erik is drafted into Hitler's army in 1944. It's kill or be killed, and it seems that Erik's days are numbered until, covered in blood and seriously injured, he conceives of another way to survive. (Vividly describes horrors of war.)

***Son of the Mob*** by Gordon Gorman (F) *Sopranos*-style spoof about 17-year-old Vince's home life with the Mob. (His dad's a kingpin.) Things heat up when Vince begins dating—and eventually falls in love with—the daughter of the FBI agent determined to bring down Vince's father.

***Song Yet Sung*** by James McBride (F) Set on Maryland's Eastern Shore in 1850, this is the story of a runaway slave girl who, after a head wound, looks into the future and see the work of Martin Luther King and other civil rights reformers. These visions feed and support her journey toward freedom. Intricate and gripping tale of escaped slaves, free blacks, and slave catchers. (One Book One Maryland selection for 2009)

***Telling Christina Goodbye*** by Lurlene Mcdaniel (F) Trisha's having a great senior year. Then an accident changes everything. Those left behind must learn that it takes time for scars—both visible and not—to heal. And they must find the courage to move on with their lives.

***Things I Overheard While Talking to Myself*** by Alan Alda (NF) Alda wondered if he had lived a meaningful life. This very funny and insightful memoir is his attempt to answer that. His advice: It's not what you do in life, but how you do it. Notice everything

## 2008 Summer Reading Book Project for First Book

Select one of the projects below to demonstrate in a creative manner your understanding of one of the novels you read. **This will count for up to 5% of your first quarter grade.** All projects are due by Friday, September 4<sup>th</sup>. Most projects include an oral explanation that may last no longer than three minutes. The oral or written presentation is part of your final score.

Your project should focus on a literary element such as:

**Theme    Impact of Setting    Conflicts    Symbols    Characterization    Mood**

<b>GRAPHIC PROJECTS</b>		
<p>A <b>Comic Strip</b>, drawn by hand or on a computer, which is <i>at least</i> 12 frames long and highlights important scenes. Short dialogue balloons are fine—but you must be sure to include an explanation of the scene at the bottom of each frame. Share orally with the class.</p>	<p>A <b>Scrapbook</b> for one character. Include mementos of the character such as pictures, ticket stubs, a lock of hair, notes from friends, awards, souvenirs, dried flowers, etc. (Be creative—avoid real pictures from the book!) Each item must be labeled and explained. Share orally with the class.</p>	
<b>PRESENTATION PROJECTS</b>		
<p>A <b>Bag that Book</b> project which uses an appropriate container (Can? Bag? Box?) that you (1) decorate to reflect the book and (2) put six items in that have a connection to the book. You must explain the container, decorations, and items orally to the class and in a brief written report to the teacher.</p>	<p>Can you <b>Prove in Five Minutes</b> that you read your book? Give a 2½ minute oral presentation in which you (1) try to convince your audience to read the book and (2) try to convince your teacher that you read the book. Then fellow students and your teacher have 2½ minutes to ask you questions about the book.</p>	
<b>TECHNOLOGY PROJECTS</b>		
<p>(Talk to your teacher about whether you should present to the class or hand it in.)</p>		
<p>A mock up of a <b>MySpace Page</b> for a main character from your book. (It can't be on the MySpace site because that is not accessible from school.) Required: "About Me" section that includes physical description, personality, interests, and friends. Pick three options: Pictures of people, places or events; heroes; description of family; goals; favorites; music; movies, TV and books</p>	<p>A <b>Playlist</b> of <i>at least</i> five (school appropriate) songs that one or more of the characters in the book would have on his/her playlist. Include a chorus or verse from each song and identify which character would have listened to that song and explain why. Be sure to type the playlist, verses, and explanations.</p>	
<b>WRITTEN PROJECTS</b>		
<p>(Can be handed in to your teacher with a written commentary or shared with the class.)</p>		
<p>Create a <b>Newspaper Page</b> with <i>at least</i> four typed newspaper articles based on people and events from the book. Be sure to write the articles in newspaper styles—straight news, features, advice columns, etc.—and place them on a page in columns so it resembles a newspaper. You may include relevant pictures or ads.</p>	<p>Write a <b>Collection of Four (or more) Poems</b> (each at least 10 lines long) about significant events, characters, settings, themes, conflicts, etc. in the book. Include titles for each poem. In your commentary or sharing, you must explain why you wrote each poem and how each one relates to the book.</p>	<p>Create an <b>Interview with a Character</b>. Write seven questions to ask a main character and then write what the character's response to each question would be. Be sure the answers refer to specific details in the book and give insight into the character.</p>

