**Isle of Wight Academy**

**2016-2017 Required Summer Reading Novel List**

**8th Grade**

The goals of the summer reading assignments for IWA are to improve literacy and to promote lifelong reading. As students grow and mature, they need to continually practice their reading skills. The lists are based on recommendations from classroom teachers, librarians, and students. Each reading selection has an assignment designed to enhance the reading, thought processes and message of the selection.

1. **The Advertures of Ulysses by Bernard Evslin**

The leader of the Greek forces returning from Troy encounters the Cyclops, the beautiful sorceress Circe and more, as he tries to ward off the anger of the gods.

**Assignment:** Prepare a Travel Diary. Pretend you are a crewmember aboard one of Ulysses’ ships. Create diary entries recounting the trials and adventures you experience on the journey from Troy for each section of the book. Each journey entry must be at least 200 words and contain details from the book.

**II. The Last Lecture by Randy Pausch**

On September 18, 2007, computer science professor Randy Pausch stepped in front of an audience of 400 people at Carnegie Mellon University to deliver a last lecture called “Really Achieving Your Childhood Dreams.” Randy told his audience about the cancer that is devouring his pancreas and that will claim his life in a matter of months. On the stage that day, Randy was youthful, energetic, handsome, often cheerfully, darkly funny. Sadly, Randy lost his battle to pancreatic cancer on July 25th, 2008, but his legacy will continue to inspire us all, for generations to come.

**Assignment:** Write a 200 - 300 word essay highlighting your thoughts, feelings or the messages you want to leave to those who could benefit from your experiences and knowledge – your legacy. A legacy is not a list of things you want to leave but the thoughts and feelings, words or wisdom you want to pass to future generations.

The essay must be double spaced using 12 Times New Roman for the font and the header should be formatted as follows:

Header on top left corner:

Name

Teacher’s Name

Class/Subject

Due Date

**Isle of Wight Academy**

**2015-2016 Required Summer Reading Novel List**

**9th Grade**

The goals of the summer reading assignments for IWA are to improve literacy and to promote lifelong reading. As students grow and mature, they need to continually practice their reading skills. The lists are based on recommendations from classroom teachers, librarians, and students. Each reading selection has an assignment designed to enhance the reading, thought processes and message of the selection.

1. **Crooked House by Agatha Christie**

Three generations of the Leonides family live together under wealthy patriarch Aristide. His first wife dies; her sister Edith has cared for the household since then. His second wife is the indolent Brenda, decades his junior, suspected of having a clandestine love affair with the grandchildren’s tutor. After Aristide is poisoned by his own eye medication, his granddaughter Sophia tells narrator and fiancé Charles Hayward that they cannot marry until the killer apprehended. Charles’ father, “The Old Man,” is the Assistant Commissioner of Scotland Yard, so Charles investigates from the inside along with assigned detective Chief Inspector Taverner. When 12-year old Josephine is discovered seriously injured by a booby-trap and Nanny is poisoned by hot chocolate after Brenda and the tutor are arrested, the danger escalated to a surprise finish.

**Assignment:**

1. Read the Annotation Guide provided. Use the guidelines given to annotate the novel as you read. All annotations must be in RED ink. Annotations will be graded.
2. Complete the worksheet included with this assignment as you read.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Crooked House**  **By Agatha Christie** | | | | |
| **Character** | **Alibi/Defense** | **Suspicious Words/Deeds** | **Others’ perceptions of this character** | **Your suspicions & supporting evidence** |
| **Charles Hayward** |  |  |  |  |
| **Sophia Leonides** |  |  |  |  |
| **Brenda Leonides** |  |  |  |  |
| **Magda West** |  |  |  |  |
| **Edith de Haviland** |  |  |  |  |
| **Roger Leonides** |  |  |  |  |
| **Clemency Leonides** |  |  |  |  |
| **Laurence Brown** |  |  |  |  |
| **Josephine Leonides** |  |  |  |  |
| **Eustace Leonides** |  |  |  |  |
| **Janet Rowe** |  |  |  |  |
| **Chief Inspector Taverner** |  |  |  |  |
| **“This Old Man”** |  |  |  |  |
| **Philip Leonides** |  |  |  |  |

**Isle of Wight Academy**

**2015-2016 Required Summer Reading Novel List**

**10th Grade**

The goals of the summer reading assignments for IWA are to improve literacy and to promote lifelong reading. As students grow and mature, they need to continually practice their reading skills. The lists are based on recommendations from classroom teachers, librarians, and students. Each reading selection has an assignment designed to enhance the reading, thought processes and message of the selection.

1. **Wish You Well by David Baldacci**

Precocious 12-year old Louisa Mae Cardinal lives in the hectic New York City of 1940 with her family. Then tragedy strikes—and Lou and her younger brother, Oz, must go with her invalid mother to live on their great-grandmother’s farm in the Virginia mountains. Suddenly Lou finds herself coming of age in a new landscape, making her first true friend, and experiencing adventures tragic, comic, and audacious. But the forces of greed and justice are about to clash over her new home…and as their struggle is played out in a crowded Virginia courtroom, it will determine the future of two children, an entire town, and the mountains they love.

**Assignment:**

1. A story map is a strategy that uses a graphic organizer to help students learn the elements of a book or story. By identifying story characters, plot, setting, problem and solution, students read carefully to learn the details. Your assignment is to create a story map for Wish You Well. You need to include the Title and Author; detailed description of the setting; main characters; supporting characters; problem or problems; bulleted list of main events in the story; resolution. A sample of the layout is provided for you.
2. **Heart of Darkness by Joseph Conrad**

Joseph Conrad is regarded as one of the greatest writers in English, and *Heart of Darkness*, first published in 1902, is considered by many his “most famous, finest, and most enigmatic story.” The tale concerns the journey of the narrator up the Congo River on behalf of a Belgian trading company. Far upriver, he encounters the mysterious Kurtz, an ivory trader who exercises an almost godlike sway over the inhabitants of the region. Both repelled and fascinated by the man, Marlowe is brought face to face with the corruption and despair that Conrad saw at the heart of human existence.

**Assignment:**

1. Read the Annotation Guide provided. Use the guidelines given to annotate the novel as you read. All annotations must be in RED ink. Annotations will be graded.
2. In an essay, minimum of 300 words, respond to the following: Why does Heart of Darkness have two competing heroes? Make the case for either Marlow or Kurtz as the true “hero” of the book.

The essay must be double spaced using 12 Times New Roman for the font and the header should be formatted as follows:

Header on top left corner:

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**Sample story map**

Major Events in Story

Resolution

Problem

Supporting Characters: Write one sentence about why each is important to the story

Main Characters: Write at least three traits for each character and a quote from the story to support each of your chosen traits.

Setting

Title and Author

**Isle of Wight Academy**

**2015-2016 Required Summer Reading Novel List**

**11th Grade –Regular Classes (not Dual Credit)**

The goals of the summer reading assignments for IWA are to improve literacy and to promote lifelong reading. As students grow and mature, they need to continually practice their reading skills. The lists are based on recommendations from classroom teachers, librarians, and students. Each reading selection has an assignment designed to enhance the reading, thought processes and message of the selection.

**I. The Red Badge of Courage by Stephen Crane**

As [The Red Badge of Courage](http://www.gradesaver.com/the-red-badge-of-courage/) opens, members of a newly recruited regiment are debating a fresh rumor. They are finally going to move out on the next day and engage the enemy. One young soldier, named Henry Fleming, does not engage in the debate and instead reflects on what will become of him when he gets to battle. Will he run or will he stand and fight bravely. He enlisted because he wanted to be a hero, thinking of Greek epics. His own mother, however, was not interested in such ideas, and discouraged him from enlisting. When he finally did, she did not have an impassioned speech for him. She merely says that if he is ever in a situation where he will be killed or do something wrong, he should go with his feelings. With these words, Henry left his home and entered his army duty.

**Assignment:** Consider Henry’s flashback to his conversation with his mother in Chapter I. What is his mother’s attitude about his enlisting in the first place? How does her advice foreshadow the main themes of the novel? Use specific examples from the book to write a 250 word essay describing how her advice foreshadows the themes in the novel.

1. **Unwind by Neil Shusterman**

The Second Civil War was fought over reproductive rights. The chilling resolution: Life is inviolable from the moment of conception until age thirteen. Between the ages of thirteen and eighteen, however, parents can have their child “unwound,” whereby all of the child’s organs are transplanted into different donors, so life doesn’t technically end. Connor is too difficult for his parents to control. Risa, a ward of the state is not enough to be kept alive. And Lev is a tithe, a child conceived and raised to be unwound. Together, they may have a chance to escape and to survive.

**Assignment:** Which of the three main characters, Connor, Risa or Lev, do you most identify with? Why? What traits do you have in common? Which of their traits work for them, and which make their lives harder? Which of your own traits would you like to give up? Which would you want to keep? Use specific examples from the book to write a 400 - 500 word essay discussing the above issues.

The essays must be double spaced using 12 Times New Roman for the font and the header should be formatted as follows:

Header on top left corner:

Name

Teacher’s Name

Class/Subject

Due Date

**Isle of Wight Academy**

**2015-2016 Required Summer Reading Novel List**

**11th Grade Dual Credit Class**

The goals of the summer reading assignments for IWA are to improve literacy and to promote lifelong reading. As students grow and mature, they need to continually practice their reading skills. The lists are based on recommendations from classroom teachers, librarians, and students. Each reading selection has an assignment designed to enhance the reading, thought processes and message of the selection.

**I. The Road by Cormac McCarthy**

A father and his son walk alone through burned America. Nothing moves in the ravaged landscape save the ash on the wind. It is cold enough to crack stones, and when the snow falls it is gray. The sky is dark. Their destination is the coast, although they don't know what, if anything, awaits them there. They have nothing; just a pistol to defend themselves against the lawless bands that stalk the road, the clothes they are wearing, a cart of scavenged food, and each other. The Road is the profoundly moving story of a journey. It boldly imagines a future in which no hope remains, but in which the father and his son, "each the other's world entire," are sustained by love. Awesome in the totality of its vision, it is an unflinching meditation on the worst and the best that we are capable of: ultimate destructiveness, desperate tenacity, and the tenderness that keeps two people alive in the face of total devastation.

**Assignment:**

1. Read the Annotation Guide provided. Use the guidelines given to annotate the novel as you read. All annotations must be in RED ink. Annotations will be graded.
2. Use the Tic-Tac-Toe type chart on the next page to choose three projects to complete. The student must complete three assignments in adjoining squares: horizontally, vertically or diagonally. Shaded assignments are to be completed in a 300 word essay with an MLA header.

MLA Header: Double-spaced; 12 point Font – Times New Roman; header in top left corner.

Name

Teacher’s Name

Class/Subject

Due Date

|  |  |  |
| --- | --- | --- |
| Cormac McCarthy has an unmistakable prose style. What do you see as the most distinctive features of that style? How is the writing in The Road in some ways more like poetry than narrative prose? | Cormac doesn't make explicit what kind of catastrophe has ruined the earth and destroyed human civilization, but what might be suggested by the many descriptions of a scorched landscape covered in ash? | In the book, The Road by Cormac McCarthy, the man and his son learn significant things from each other. Consider the following:   * What do the boy and the father teach each other? Think literally and symbolically. |
| Why do you think Cormac has chosen not to give his characters names? How do the  generic labels of "the man" and "the boy" affect the way in which readers relate to them? | Draw a map of the landscape where the characters in *The Road* travel. Plot and label points along their journey. Where do you imagine they start? End? Where do notable events happen within the book? Support your answers with quotes from the story. | Cormac's work often dramatizes the opposition between good and evil, with evil sometimes emerging triumphantly. What does *The Road* ultimately suggest about good and evil? Which force seems to have greater power in the novel? |
| McCarthy makes the post-apocalyptic world of *The Road* very real and terrifying. Choose a particularly descriptive passage and create an artistic rendering of that scene. You must also provide a paragraph verbally representing the blasted landscape you’ve just depicted. | As the father is dying, he tells his son he must go on in order to "carry the fire." When  the boy asks if the fire is real, the father says, "It's inside you. It was always there. I can  see it" [p. 279]. What is this fire? Why is it so crucial that they not let it die? | Cormac envisions a post-apocalyptic world in which "murder was everywhere upon the land" and the earth would soon be "largely populated by men who would eat your children in front of your eyes." How difficult or easy is it to imagine his nightmare vision happening? Do you think people would likely behave as they do in the novel, under the same circumstances? Could civilization be headed toward such an end? |

**Isle of Wight Academy**

**2015-2016 Required Summer Reading Novel List**

# 12th Grade – Regular Classes (not AP)

The goals of the summer reading assignments for IWA are to improve literacy and to promote lifelong reading. As students grow and mature, they need to continually practice their reading skills. The lists are based on recommendations from classroom teachers, librarians, and students. Each reading selection has an assignment designed to enhance the reading, thought processes and message of the selection.

1. **Crooked House by Agatha Christie**

Three generations of the Leonides family live together under wealthy patriarch Aristide. His first wife dies; her sister Edith has cared for the household since then. His second wife is the indolent Brenda, decades his junior, suspected of having a clandestine love affair with the grandchildren’s tutor. After Aristide is poisoned by his own eye medication, his granddaughter Sophia tells narrator and fiancé Charles Hayward that they cannot marry until the killer apprehended. Charles’ father, “The Old Man,” is the Assistant Commissioner of Scotland Yard, so Charles investigates from the inside along with assigned detective Chief Inspector Taverner. When 12-year old Josephine is discovered seriously injured by a booby-trap and Nanny is poisoned by hot chocolate after Brenda and the tutor are arrested, the danger escalated to a surprise finish.

**Assignment:**

1. Read the Annotation Guide provided. Use the guidelines given to annotate the novel as you read. All annotations must be in RED ink. Annotations will be graded.
2. Complete the worksheet included with this assignment as you read. Copies are also available in the office.
3. **Lord of the Flies by William Golding**

William Golding’s classic tale about a group of English schoolboys who are plane-wrecked on a deserted island is just as chilling and relevant today as when it was first published in 1954. At first, the stranded boys cooperate, attempting to gather food, make shelters, and maintain signal fires. Although Ralph tries to impose order and delegate responsibility, there are many in number who would rather swim, play, or hunt the island’s wild pig population. As the days pass, the situation deteriorates as the trappings of civilization continue to fall away. Goldings gripping novel explores the boundary between human reason and animal instinct, all on the brutal playing field of adolescent competition.

Assignment: In the novel, the boys split into two distinct groups. If you were in this situation which group would you have joined and why? Create a coat of arms that contains symbols that you feel represent your chosen group. The coat of arms must contain symbols either hand drawn or clip art pasted in and neatness counts. Explain each symbol in a short, typed paragraph. A coat of arms and sample shield layout are provided.

**"Coat of Arms"**

What is a Coat of Arms? The concept of a coat of arms originated in the Middle Ages when chivalric knights wore distinctive emblems on their shields of armor (arms) to identify them in battle. Later, these shields or arms were patched on cloth coats worn over a knight’s armor. Thus, the term "coat of arms" developed.

Today a coat of arms refers to images of various shapes, sizes, and figures used to represent a person or family. In our situation, we will use the coat of arms to represent one of the groups formed in the novel. The coat of arms usually takes the shape of a shield or crest (called a "field") on which are placed emblems of various kinds (called "charges") representing different characteristics, accomplishments, and values. The color of the background or field also represents certain qualities. For this assignment, field colors are essential. Each quadrant of the shield should have a background color(s).

You are to design a coat of arms to represent the group in the novel you feel you would join if you were in the same situation. Each section is to represent a different aspect of the group. You may use only pictures - no words – to represent sections 1-4. These pictures may be clipped from magazines, newspapers, etc. or they may be drawn, colored, painted, etc. A combination of methods may be used. Of course, words must be used for the motto section, #5.

1. Representation of significant event for this group

2. Representation of their conflict/conflicts

3. Important characters

4. Representation of setting

5. Verse, popular saying, quotation, motto, etc. which summarizes the group

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**Isle of Wight Academy**

**2015-2016 Required Summer Reading Novel List**

**12th  Grade – AP Only**

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The AP English class will read a wide variety of literature during the year. The literature may not suit your style but all selections are made to help students analyze different genres and dissect themes in order to prepare for the AP exam in the spring.

**Assignments:**

1. Read the Annotation Guide provided. Use the guidelines given to annotate the novel as you read. All annotations must be in RED ink. Annotations will be graded.
2. Read Maupassant’s “The Jewelry” (provided). Annotate this short story as your read, applying what you have learned from the annotation packet.
3. Write a 400 - 500 word essay (typed) answering the following prompt for Maupassant’s “The Jewelry”:

Maupassant champions the realist approach to writing and eliminates his personal moral judgments on the characters of his works. He once commented that the serious writer’s goal “is not to tell us a story to entertain or move us, but to make us think and to make us understand the deep and hidden meaning of events.” Discuss irony in this story. How does the ironic nature of Lantin’s situation create ambiguity and leave the reader unable to either condone or condemn Madame Lantin?

1. Read the biography of Geoffrey Chaucer and introduction to his tales.
2. Purchase or get from a library ***- The Selected Canterbury Tales: A New Verse Translation*** by Sheila Fisher. In this translation of Geoffrey Chaucer’s Canterbury Tales called *The Selected Canterbury Tales: A New Verse Translation,* read ALL three of the following tales. Annotate each tale as you read in RED according to the annotation guide.
3. “Prologue to the Miller’s Tale” and “The Miller’s Tale.”
4. “Prologue to the Pardoner’s Tale” and “The Pardoner’s Tale.”
5. “Prologue to the Wife of Bath’s Tale” and “The Wife of Bath’s Tale.”

Annotations for each tale should be done directly in your book or on sticky notes within your book. These annotations will be your first grades for the year.

Please read carefully and thoughtfully, and annotate thoroughly. Your first essays for AP English will focus on these tales.