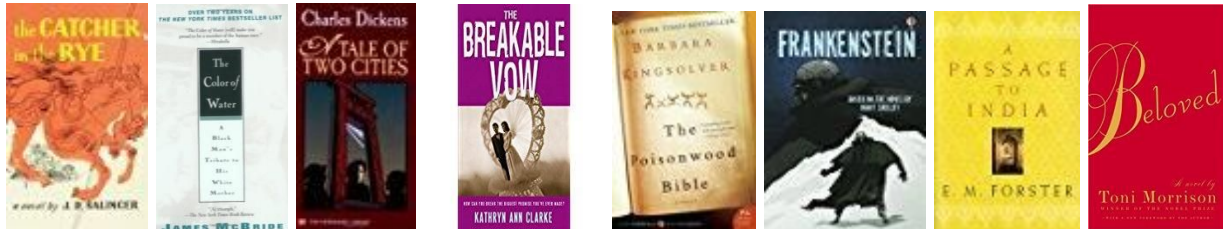


**Roselle Public School District
Abraham Clark High School 2019 Summer Reading Lists**

Rising Grades 9-12



All students entering Grades 9-12 in September 2019:

- Must read the required number of books over the summer
- Must complete the corresponding required grade level writing activities and projects.
- All completed activities and projects are to be submitted to their English and History teachers on or before September 10, 2019 in order to receive credit (PROJECT GRADE).
- Must prepare for a test on the required books only when you come back in September.
- Students who read five or more additional books and complete a reading log signed by their parents or guardian will be entered into a raffle and receive a prize.!
- Some books can be borrowed from the Roselle Public Library or the ACHS Library, or you can access them on -line, or purchase them from Barnes and Noble.
- E-books marked with asterisk can be accessed by clicking on the link below using both Identification and Password - achs.

Mid/High School eBook Subscription Collection:

<http://ebooks.infobaselearning.com/Default.aspx?InstID=15890>

Summer Reading List and Writing Requirements for English and History

Rising 9th -12th grade

Grade 9 – English I World Literature College Prep and Honors English (Students entering 9th grade in Sept., 2019)

All students entering 9th Grade **MUST** read **three** books (2 for English, and 1 for History). Students must complete the corresponding writing assignments for English and project for History in order to receive credit (**Project Grade**) for the First Marking Period.

1. English:

- **English I: *The Catcher in the Rye*, by J.D. Salinger**
- **English I Honors: *The Color of Water*, by James McBride**
- **Writing Requirement for English I:** Write a book review critiquing one of the aforementioned texts and rating it. Conclude the review by providing an argument (recommendation) as to whether or not your reader should read the book. **This must be at least two pages typed and double spaced, or written legibly on a clean sheet of paper, with your name, and grade level.**
- **Writing Requirement for English I Honors:** Write an informational/explanatory essay in which you explore the impact James McBride’s mother has on his life. Examine her struggles and analyze how those struggles help build him as a man. What is the author’s purpose in sharing his mother’s story over his own in this autobiography? **Your essay must be, at least, three-pages typed and double-spaced. You may also write legibly on a clean sheet of paper, with your name, and grade level**

2. English-Student Choice: Read **one** additional book from the list below and be prepared to take a test on the content in September:

- ***Call of the Wild*, by Jack London**
- ***What Are You? Voices of Mixed Race*, by Pearl F. Gaskins**
- ***Almost Astronauts*, by Tanya Lee Stone**
- ***Moby Dick* by Herman Melville**

3. History (World History): *A Tale of Two Cities*, by Charles Dickens

- **Read the book and complete one assignment** from the choices at the end of this packet.

Grade 10 –English II American Literature -College Prep and Honors English (Students entering 10th grade in Sept., 2019)

All students entering 10th Grade **MUST** read **three** books (2 for English, and 1 for History). Students must complete the corresponding writing assignments for English and project for History **in order to receive credit (PROJECT GRADE) for the First Marking Period.**

1. English:

- **English II: *Breath, Eyes, Memory***, by Alice Sebold **and/or *Legends of the Fall***, by Jim Harrison
- **English II Honors: *The Breakable Vow***, by Kathryn Anne Clarke and/or ***Billy Budd***, by Herman Melville
- **Writing Requirement for English II:** Write a character analysis of one character of your choice from each of the required readings. Explain how the character's motives and actions resulted in the outcome of the story. You may identify significant changes in the character's attitude and behavior throughout the story. This must be at least two pages typed and double spaced, or written legibly on a clean sheet of paper, with your name, and grade level.
- **Writing Requirement for English II Honors:** Select one of the required readings and write an informational/explanatory essay where you explore how the protagonist is a victim of circumstance. In your analysis, write about how the victim is able to overcome his seemingly unresolvable obstacles. How can the reader apply the struggles of the protagonist to their own life? Your essay must be, at least, three-pages typed and double-spaced. You may also write legibly on a clean sheet of paper, with your name, and grade level.

2. English: Student Choice: Read **one** additional book from the list below and be prepared to take a test on the content in September:

- ***The Things They Carried***, by Tim O'Brien
- ***A Picture of Dorian Gray***, by Oscar Wilde
- ***With Their Eyes: September 12th –The View***, by Thomas Annie
- ***I Know Why The Caged Bird Sings***, by Maya Angelou

3. History (US History I): *Incidents in the Life of a Slave Girl*, by Harriet Jacobs

- Read the book and **complete one assignment** from the choices at the end of this packet.

entering 11th grade in Sept., 2019)

All students entering 11th Grade **MUST** read **three** books (2 for English, and 1 for History). Students **MUST** complete the corresponding writing assignments for English and project for History **in order to receive credit (PROJECT GRADE) for the First Marking Period.**

1. English III: * Required to read two books

English III: Lord of the Flies by William Golding

***English III Honors:** Read **A Handmaid's Tale** by Margaret Atwood and **Lord of the Flies** by William Golding

- **Writing Requirement for English III:** Lord of the Flies is a dystopian novel. A dystopian novel is often set in a “dark, nightmarish world” where oppression is ubiquitous and the author paints a dark picture to shed light on what the world could become or, in some cases has become. With this in mind, write an essay that explores the author’s commentary on how the quest, or lust, for power can render a civilization uncivilized. Apply this to the world we live in today.
- **Writing Requirement for English III Honors:** A Handmaid’s Tale is a dystopian novel. A dystopian novel is often set in a “dark, nightmarish world” where oppression is ubiquitous and the author paints a dark picture to shed light on what the world could become or, in some cases, has become. Write an essay exploring what Atwood is saying about the harms of a patriarchal society? Apply this to the world we live in today.

2. History (US History II): *The Jungle*, by Upton Sinclair

- **Read** the book and **complete one assignment** from the choices at the end of this packet.

Grade 12 – English IV: African American Writers /Women’s Literature - College Prep, Honors English IV (Study of Shakespeare Comedies and Tragedies), and AP English
(Students entering 12th grade in Sept., 2019)

All students entering 12th Grade **MUST** read several books and several short stories and complete the corresponding writing assignments for English and project for History **in order to receive credit (PROJECT GRADE) for the First Marking Period. Students will select the English class they are taking and follow the instructions below:**

1. English:

- **English IV African American Writers: *Beloved*** by Toni Morrison
- **English IV Women in Literature: *Beloved*** by Toni Morrison
- **English IV HONORS Study of Shakespeare Comedies and Tragedies:**
 - ***Rosencrantz and Guildenstern Are Dead*** by Tom Stoppard
 - ***The Prince*** by Machiavelli
 - **Summary of Aristotle’s Poetics and Tragedy**
 - ***Julius Caesar*** by William Shakespeare

Writing Requirement for English IV and English IV Honors:

- The authors of these time periods provided a great deal of social commentary through the use of complex characters, wit and often tragedy. Write a two-three-page critical analysis of the required book. Analyze the character, plot, language, and overall tone or mood of the story. In addition, explain whether or not the author was successful in achieving his or her intended message to the audience. Provide specific examples from the text to support your analysis. (MLA format, double spaced, 12 font, Times New Roman, your name, and grade level)

AP English: All AP students must read the following books:

- ***A Passage to India***, by E.M. Forster
- ***Beloved***, by Toni Morrison
- ***Heart of Darkness*** by Joseph Conrad
- Chapter 6, 11 & 12 of “How to Read Literature Like a Professor,” at <https://cleveland.rtps.net/common/pages/DisplayFile.aspx?itemId=4043952>
- Take notes and be prepared to participate in a Socratic Seminar exploring Forster and Morrison’s use of social commentary and symbolism when you come back in September. (See below for an analytical writing assignment on a short story of your choice)

Writing Requirement for Advanced Placement Literature and Composition:

- Conrad and Forester both explore the dark effects of imperialism in their novels. They do this through a variety of literary devices, including allusion and symbolism. Write a three to four-page essay where you explore the authors’ use of allusion and symbolism to bring forth their convictions on imperialism. What are the authors saying about imperialism and how do their use of the aforementioned devices help them bring forth their purpose?

2. English IV Student Choice: Read additional stories from the list below and be prepared to take an assessment on each in September.

- **English IV:** Choose **one** short story from the list and take notes using Cornell notes.
- **AP English** – Read **all** short stories from the list, take notes. Then select One story from the list below and compose a two-three paged (2-3) typed MLA-style essay in response to questions at :
https://mseffie.com/iOpeners/Open_Questions.pdf

Short Story selections: Choose **one, two, or all** of the short stories to read, according to the class you are enrolled in. You should be able to locate and read online, if you prefer.

- *The Open Boat*, by Stephen Crane
https://americanenglish.state.gov/files/ae/resource_files/the-open-boat.pdf
- *To Hell with Dying*, by Alice Walker
<https://literatureandlanguagearts.wikispaces.com/file/view/To+Hell+with+Dying-+complete+story.pdf>
- *Desiree's Baby*, by Kate Chopin <https://www.katechopin.org/desirees-baby-text/>
- *The Cask of Amontillado*, by Edgar Allan Poe *Misery*, by Anton Chekhov
https://americanenglish.state.gov/files/ae/resource_files/the_cask_of_amontillado.pdf
- *The Blue Hotel*, by Steven Crane
https://americanenglish.state.gov/files/ae/resource_files/the-blue-hotel.pdf
- *A Rose for Emily*, by William Faulkner http://xroads.virginia.edu/~drbr/wf_rose.html
- *After the Theatre*, by Anton Chekhov <http://livros01.livrosgratis.com.br/ln000361.pdf>
- *Dead Man's Path*, by Chinua Achebe
https://www.sabanciuniv.edu/HaberlerDuyurular/Documents/F_Courses_/2012/Dead_Means_Path.pdf
- *The Lottery*, by Shirley Jackson <http://fullreads.com/literature/the-lottery/>

Roselle Public School District

ACHS Summer Reading Requirements 2019 Grades 9-12 For ELECTIVES

If you are taking any of these electives, you must complete the required summer reading for that class.

1. **Holocaust/Genocide Studies: *The Sunflower***, by Simon Weinsenthal
 - Read the book and **complete one assignment** from the choices at the end of this packet. **This will be submitted to your History teacher on or before September 10, 2019.** This is a project grade for marking period one.
2. **African American History:** *The Souls of Black Folks*, by W.E.B. Dubois
 - Read the book and **complete one assignment** from the choices at the end of this packet. **This will be submitted to your History teacher on or before September 10, 2019.** This is a project grade for marking period one.
4. **Sociology:** *The Wave*, by Todd Strasser, *There Are No Children Here*, by Alex Kotlowiz, *Freaks, Geeks, Cool Kids*, by Murray Milner
5. **Economics:** *Communist Manifesto*, by Karl Marx, *Freakonomics*, by Steven D. Levitt & Stephen J. Dubner

World History, US I History & US II History Summer Reading Projects/Writing Requirements

Directions: Select one project from the following list to support your choice of books. You may use technology and other forms of media (e.g. Prezi, I-Movie, Voice Thread, Podcast, on-line Posters, etc.) in any of your presentations. **This is a project grade for marking period one for World History, US I History, or US II History. You must submit this on or before Sept. 10, 2019 in order to receive credit (PROJECT Grade) for the First Marking Period.**

Remember that with any project, there is always an audience. Keep that in mind when writing, designing or creating you project. Your completed project should reflect a sense of pride in ownership by demonstrating attention to detail.

1. Write a book review critiquing the book and rating it. Conclude the review by providing a recommendation for the reader to read the book or not. This must be at least two pages, typed and double-spaced.

- *This is not a summary of the book but rather a critique. Comment on the author's use of character, plot, setting, irony, and other additional literary devices the author used. Was the author successful or not? Why would you recommend the book? Why or why not?*

2. Write a letter to the author and share your reactions to the book. This must be at least two pages, typed and double-spaced.

- *A letter requires a heading, salutation (greeting), and signature. When writing your letter, ask questions of the author, for example, why did you end the story the way you did? Explain how you might have ended the story differently. Offer alternative suggestions for character development, plot, or setting.*

3. Pretend to be a publicist for the book that you have read. Write and deliver a speech that will persuade other students to read the book. This must be at least two pages, typed and double-spaced.

- *This is your chance to show your marketing skills. In a sense, you are "selling" this book to your audience. To persuade them to read it requires you to argue successfully that the story is interesting, compelling, and applicable to their own lives.*

4. Write a movie script for a favorite scene in the book you read. This must be at least two pages, typed and double-spaced.

- *Choose one scene in the book that you found most interesting. In order to set up the reader, first describe the scene and setting, as well as the tone and the mood of the characters. Use dialogue to really develop the different characters involved in the scene.*

5. Write a newspaper front page that is devoted entirely to the book you read. The front page should look as much like a real newspaper page as possible. The articles on the front page should be based on events and characters in the book.

- *Include on the front page one article about the controversy the book is creating, and an interview with the author. Remember that a front page of a newspaper has multiple items displayed: the title of the newspaper, pictures with captions, several articles, and different font sizes.*

6. Create a comic book, complete with comic-style illustrations and dialogue bubbles. The comic book must be at least two pages of 6-8 boxes each page, of illustrations and dialogue.

- *Choose one scene from the book to elaborate and describe. Along with the dialogue, include necessary text that supplies the reader with information on the scene. Make it colorful and neat, as well as fun and interesting.*

7. Create life-sized portraits of both the protagonist and antagonist from the book read. The portrait should include a written piece that tells about the character. The piece might also include information about events, traits, or conflicts in the book that involve the character.

- *Do not attempt this task if you are not artistic or creative. The finished project should suggest a lot of time and thoughtfulness went into creating the portraits. The written*

piece should be a long paragraph, typed, and double-spaced.

8. Create an alternate ending for the book. This must be at least two pages, typed, and double-spaced.

- *Be creative with this alternative ending, but make sure it flows as smoothly as the original ending. Your use of setting and characters should be consistent with the story you read.*

9. Find a song or a poem that relates to the theme of your book and explain the similarities. This must be at least two pages, typed and double-spaced.

- *When analyzing the similarities, be sure to bring in examples from the text of the book. Make connections between the message of the song or poem with the messages found in the story. For example, if you read the Harriet Tubman story, one suggestion would be to compare the slave spirituals of the 1800s with the experiences of Harriet Tubman. If you read Animal Farm with its anti-establishment message, there are plenty of current songs with anti-establishment messages about contemporary issues today.*

10. Pretend that you are one of the characters in the book you read. Tape a monologue of that character telling of his or her experiences. Be sure to write out the script before taping. You could perform this “live” if you so choose.

- *This monologue should be read dramatically. If you do not have a flair for drama, or an interest in theatre arts, select a different project.*