

# Grade 10 Summer Reading List

## Holbrook Junior Senior High School

### 2015

Reading is a crucial component of every person's education. Holbrook Junior – Senior High School is requiring all students to read two novels over the summer break to promote the continuation of the reading habit.

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Students are assigned the novel *Slaughterhouse Five* by Kurt Vonnegut. As a part of this assignment, all students will read an article found online which will supplement their understanding of the novel's historical context. Honors students must read an essay in addition to the article. The links for both the article and the essay are included in this packet and on the Library web page. In addition to the novel *Slaughterhouse Five*, students are to read one additional novel chosen from the suggested list provided. In addition to the novels chosen, each student will be required to complete the attached assignment. The assignment connected to the novel will count for 5% of the student's first term grade in their English Language Arts class. The assignment and rubric are attached. Assignments are due the first week of school.

***"So please, oh PLEASE, we beg, we pray, Go throw your TV set away, And in its place you can install, A lovely bookshelf on the wall."*** -- Roald Dahl, *Charlie and the Chocolate Factory*

***"The more you read, the more things you will know. The more that you learn, the more places you'll go."*** -- Dr. Seuss, *"I Can Read With My Eyes Shut!"*

***"Once you learn to read, you will be forever free."*** -- Frederick Douglass

***"Read, read, read."*** --William Faulkner

***"There is more treasure in books than in all the pirate's loot on Treasure Island."*** -- Walt Disney

***"It's not true we have only one life to live, if we can read, we can live as many lives and as many kinds of lives as we wish."*** -- S.I. Hayakawa

***"Reading is to the Mind, what Exercise is to the Body..."*** -- Sir Richard Steel

**Purpose:**

The purpose of Summer Reading for students entering grade 10 is to expose them to novels with strong, complex characters and help them to determine the theme of the novel and analyze its development. It is the goal of the English Department to help prepare our students for the English Long Composition Session of the MCAS exam taken in March of the sophomore year.

**Overview:**

Students should read the novel assigned as well as one novel from the list provided. Students should consult their teacher and their parents/guardian about which book they would be interested in reading.

For the required novel, students will be completing an in-class assignment with their teacher once they return to school. Students are to complete the attached assignment for the choice novel selected from the list provided. This assignment will be turned in to your English teacher during the first week of school.

**Criteria:**

Read 2 Novels – 1 assigned, 1 chosen from the list provided.

All Students: Read the article “Bombing of Dresden”

<http://www.history.com/topics/world-war-ii/battle-of-dresden>

Honors Students: Read the essay “Targeting the city: Debates and silences about the aerial bombing of World War II”

[http://www.icrc.org/eng/assets/files/other/irrc\\_859\\_maier.pdf](http://www.icrc.org/eng/assets/files/other/irrc_859_maier.pdf)

Even if you are not in an honors class, it is suggested that you read the essay since it contains valuable information that will help you understand the novel.

Complete the attached form for the novel read from the Choice List.

All answers must be written in ESSAY form.

All information requested is given.

ESSAY responses should be type written.

Students will be completing an in-class assignment the first week of school on the required novel.

**What you will submit:**

1. Completed assignment. The essays should be a **minimum of 5 paragraphs** in length.
2. The grading rubric (attached) with your information completed.

## Grade 10 Assigned Novel

### Slaughterhouse Five by Kurt Vonnegut

*Slaughterhouse-Five* is one of the world's great anti-war books. Centering on the infamous fire-bombing of Dresden, Billy Pilgrim's odyssey through time reflects the mythic journey of our own fractured lives as we search for meaning in what we are afraid to know.

## Grade 10 Book List – Choose One

### Things Fall Apart by Chinua Achebe

*Things Fall Apart* tells two intertwining stories, both centering on Okonkwo, a “strong man” of an Ibo village in Nigeria. The first, a powerful fable of the immemorial conflict between the individual and society, traces Okonkwo’s fall from grace with the tribal world. The second, as modern as the first is ancient, concerns the clash of cultures and the destruction of Okonkwo's world with the arrival of aggressive European missionaries. These perfectly harmonized twin dramas are informed by an awareness capable of encompassing at once the life of nature, human history, and the mysterious compulsions of the soul. A classic of modern African writing, this is the tale of what happens to tribal customs and old ways when white man comes.

### The Death of Jim Loney by James Welch

James Welch never shied away from depicting the lives of Native Americans damned by destiny and temperament to the margins of society. *The Death of Jim Loney* is no exception. Jim Loney is a mixed-blood, of white and Indian parentage. Estranged from both communities, he lives a solitary, brooding existence in a small Montana town. His nights are filled with disturbing dreams that haunt his waking hours. Rhea, his lover, cannot console him; Kate, his sister, cannot penetrate his world. In sparse, moving prose, Welch has crafted a riveting tale of disenfranchisement and self-destruction. Jim Loney is a half-breed Indian living in a small Montana town. He's 35 years old, and he's slowly going mad. A compelling story of the modern American Indian, out of warpaint and costume, with no tribe and no home in nature or the cheap substitutes available to him.

### The Stranger by Albert Camus

Since it was first published in English, in 1946, Albert Camus's extraordinary first novel, *The Stranger* (L'Etranger), has had a profound impact on millions of American readers. Through this story of an ordinary man who unwittingly gets drawn into a senseless murder on a sun-drenched Algerian beach, Camus was exploring what he termed "the nakedness of man faced with the absurd." Now, in an illuminating new American translation (the only English version available for more than forty years was done by a British translator), the original intent of *The Stranger* is made more immediate, as Matthew Ward captures in exact and lucid language precisely what Camus said and how he said it, thus giving this haunting novel a new life for generations to come.

### Empire Falls by Richard Russo

Miles Roby has been slinging burgers at the Empire Grill for 20 years, a job that cost him his college education and much of his self-respect. What keeps him there? It could be his bright, sensitive daughter Tick, who needs all his help surviving the local high school. Or maybe it's Janine, Miles' soon-to-be ex-wife, who's taken up with a noxiously vain health-club proprietor. Or perhaps it's the imperious Francine Whiting, who owns everything in town—and seems to believe that “everything” includes Miles himself.

### To the Lighthouse by Virginia Woolf

The serene and maternal Mrs. Ramsay, the tragic yet absurd Mr. Ramsay, and their children and assorted guests are on holiday on the Isle of Skye. From the seemingly trivial postponement of a visit to a nearby lighthouse, Woolf constructs a remarkable, moving examination of the complex tensions and allegiances of family life and the conflict between men and women.

### **Once Were Warriors by Duff**

This is the story of a Maori family living in the slums of New Zealand. Jake "The Muss" Heke is the strongest, toughest guy in town. When his daughter is sexually assaulted he and his family have their lives turned upside down and accusations fly about who is to blame. A gritty story about the dark side of people and the plight of the Maori people.

### **Hunger by Knut Hamsun**

The story of a starving writer in Norway, *Hunger* is a pivotal masterpiece of European modernism. The protagonist is anonymous and the plot is meager. What holds the text together is the focus on the protagonist's emotions. These emotions are revealed to the reader by the minute descriptions of the inner landscape of the mind, interspersed with the unnamed writer's random encounters with strangers and acquaintances in the streets, or short meetings with various editors.

### **Steppenwolf by Hermann Hesse**

Harry Haller is a sad and lonely figure, a reclusive intellectual for whom life holds no joy. He struggles to reconcile the wild primeval wolf and the rational man within himself without surrendering to the bourgeois values he despises. His life changes dramatically when he meets a woman who is his opposite, the carefree and elusive Hermine. The tale of the Steppenwolf culminates in the surreal Magic Theater—For Madmen Only!

### **The Middle Passage by Charles Johnson**

*Middle Passage* is a historical novel about an African American man named Rutherford Calhoun who sets sail on an illegal American slaving ship. He is desperate to escape his troubles at home and, though a black man himself, at first has no trouble dealing in slavery. The journey is fraught with dangers and self-discovery and in fact proves that you cannot escape your troubles by running away from them.

Student Name: \_\_\_\_\_

Title of BOOK: \_\_\_\_\_ Prompt Option Letter \_\_\_\_\_

Author: \_\_\_\_\_ Genre: \_\_\_\_\_

# of Pages \_\_\_\_\_ Parent/Guardian Signature: \_\_\_\_\_

Parent/Guardian Name (printed): \_\_\_\_\_ Phone #: \_\_\_\_\_

Choose one of the prompts below to answer. You should be using the Novel of Choice from the list provided to answer your selected prompt.

Grading will be according to the MCAS Rubric attached.

**A.**

Often in works of literature, a character stands up for something he or she believes in. From the work of literature you have read select a character who stands up for something he or she believes in. In a well-developed composition, identify the character, describe how the character stands up for something he or she believes in, and explain how the character's actions relate to the work as a whole.

**B.**

Often in works of literature, a character develops a friendship with or feelings of love for someone who is disapproved of by others. From the work of literature you have read select a character who develops a friendship with or feelings of love for someone who is disapproved of by others. In a well-developed composition, identify the character, describe the characters' relationship, and explain how the relationship relates to the work as a whole.

**C.**

Often in works of literature, the villain has the greatest impact on the story. From the work of literature you have read explain how the villain has the greatest impact on the story. In a well-developed composition, identify the villain, and explain why the villain has the greatest impact on the story.

**D.**

Often in works of literature, a character feels pressure to succeed. From the work of literature you have read select a character who feels pressure to succeed. In a well-developed composition, identify the character, describe how the character feels pressure to succeed, and explain how the character's experience related to the work as a whole.'

**E.**

Often in works of literature, a character's life is affected by a single act or mistake. From the work of literature you have read select a character whose life is affected by a single act or mistake. In a well-developed composition, identify the character, describe how he or she is affected by a single act or mistake, and explain how the character's experience relates to the work as a whole.

**F.**

Often in works of literature, characters gain wisdom through experience. From the work of literature you have read select a character who gains wisdom through experience. In a well-developed composition, identify the character, describe how the character gains wisdom through experience and explain how this wisdom relates to the novel as a whole.

### **Scoring Guides for MCAS English Language Arts Composition**

Student compositions that do not address the writing prompt will be deemed non-scorable (NS), earning them a 0 out of a possible 12 points for topic development and 0 out of a possible 8 points for standard English conventions.

#### **Scoring Guide for Topic/Idea Development**

<b>Score</b>	<b>Description</b>
6	<ul style="list-style-type: none"><li>• Rich topic/idea development</li><li>• Careful and/or subtle organization</li><li>• Effective/rich use of language</li></ul>
5	<ul style="list-style-type: none"><li>• Full topic/idea development</li><li>• Logical organization</li><li>• Strong details</li><li>• Appropriate use of language</li></ul>
4	<ul style="list-style-type: none"><li>• Moderate topic/idea development and organization</li><li>• Adequate, relevant details</li><li>• Some variety in language</li></ul>
3	<ul style="list-style-type: none"><li>• Rudimentary topic/idea development and/or organization</li><li>• Basic supporting details</li><li>• Simplistic language</li></ul>
2	<ul style="list-style-type: none"><li>• Limited or weak topic/idea development, organization, and/or details</li><li>• Limited awareness of audience and/or task</li></ul>
1	<ul style="list-style-type: none"><li>• Little topic/idea development, organization, and/or details</li><li>• Little or no awareness of audience and/or task</li></ul>

#### **Scoring Guide for Standard English Conventions**

<b>Score</b>	<b>Description</b>
4	<ul style="list-style-type: none"><li>• Control of sentence structure, grammar and usage, and mechanics (length and complexity of essay provide opportunity for student to show control of standard English conventions)</li></ul>
3	<ul style="list-style-type: none"><li>• Errors do not interfere with communication and/or</li><li>• Few errors relative to length of essay or complexity of sentence structure, grammar and usage, and mechanics</li></ul>
2	<ul style="list-style-type: none"><li>• Errors interfere somewhat with communication and/or</li><li>• Too many errors relative to the length of the essay or complexity of sentence structure, grammar and usage, and mechanics</li></ul>
1	<ul style="list-style-type: none"><li>• Errors seriously interfere with communication AND</li><li>• Little control of sentence structure, grammar and usage, and mechanics</li></ul>

