

Griswold High School Summer Reading 2014

Mission Of Griswold Public Schools: *The community of Griswold Public Schools educates for excellence by empowering students to become compassionate, confident, creative, resourceful members of society.*

The Griswold High School summer reading program plays vital role in the empowerment of our students by emphasizing learning doesn't end when school ends; by introducing students to times, places, and experiences beyond what they already know; and by establishing common ground for classroom discussion.

Book List: The book list for each grade level includes both fiction and non-fiction selections, one book at or slightly above grade level, and one slightly below.

- **English Honors students:** Grade level required selection in addition to your assigned reading list
- **Level I (CP) students (154, 164, 134, 135, 143):** Grade level required selection and choice of book from other genre
- **Level II (General) (155, 165, 136, 144) & Level III (Language Arts) (112, 124) students:** one book of choice

Grade	Fiction #1	Fiction #2	Non-fiction #1	Non-fiction #2
9	<i>Breathing Underwater</i> – Alex Finn	<i>Thirteen Reasons Why</i> – Jay Asher	<i>Warriors Don't Cry</i> – Melba Pattillo Beals Required for Honors & Level I	N/A
10	<i>The Book Thief</i> – Markus Zusak	<i>The Last Summer of the Death Warriors</i> – Francisco Stork	<i>A Long Way Gone: Memoirs of a Boy Soldier*</i> – Ishmael Beah Required for Honors & Level I	N/A
11	<i>Of Mice and Men</i> – John Steinbeck	<i>An Abundance of Katherines *</i> – John Green	<i>Ghosts of War: The True Story of a 19-Year-Old GI*</i> -- Ryan Smithson	<i>Into the Wild</i> - Jon Krakauer* Required for Honors & Level I
12	<i>Year of Wonders *</i> – Geraldine Brooks Required for Honors & Level I	<i>The Road *</i> – Cormac McCarthy	<i>The Last Lecture</i> Randy Pausch	<i>The Glass Castle</i> – Jeanette Walls

Asterisked titles indicate mature language and/or situations. These are not at all gratuitous but contribute to the authenticity of the narrator's voice and/or are appropriate for the situation.

PLEASE NOTE! Assignment: Once you have selected your book, read it carefully. You may wish to take notes or mark passages that surprise, intrigue or confuse you. Then, when you are finished, create a project or activity that demonstrates understanding of the book. On the back of this page is a list of suggested activities. You may choose one of these or pick one of your own.

Bring your completed project to your English class on the first day of class. Your teacher will assign you extra credit for your work, to be applied according to the requirements of that particular class. If you wish to do more extra credit, **feel free to read more books!** You do NOT have to pick from the book list; you may select your own age-appropriate, school appropriate title from an accredited book list such as the Governor's Reading Challenge List, Nutmeg Award Nominees list, or the *New York Times* Bestsellers List.

Here are some activities or projects you may want to do to demonstrate an understanding of your book.

- Create a board game that incorporates elements of the book. Write a one-page explanation of the significance of the various parts of the game.
- Create a poster or collage that shows the issues and conflicts that affected the main character. Write one or two pages that explain your images and how they relate to the character's experiences in the novel. Identify any symbols or repeating images that the book includes.
- Create a sound track of three songs to go with three different sections of the book. Explain why these songs are appropriate for these characters or scenes. Your explanations are each to be about a page long. (Please include song lyrics.)
- Pretend you are the agent for this novel. Write a two-page (minimum) persuasive letter explaining why the movie studio should invest millions of dollars into making a movie out of this book.
- Take the main character of this story and put him/her into Griswold High School. How would this person react? Write a 2-3 page scene about his/her true-to-character adventures here at Griswold.
- Write a "sequel" of about 3-4 pages. What happens to the characters in, say, five years from the end of the story? Your scene should still follow the premises and assumptions set up in the story.
- Select what you think is the most important line in the story and create a visual image (painting, drawing, sculpture, photo collage, etc.) to go with it. Write 1-2 pages that explain the importance of your images to the novel.
- Write a one- to two-page letter to the author. Tell him/her what you thought about the book, how the book affected you, and your opinion of the author's skills as a storyteller. Explain how you feel the book could be improved, or why it's just perfect.
- Write a 3-4 page diary as if you were the main character. Identify the important parts of the plot and the character's reactions to the events that occur.
- Create four poems of at least ten lines each that capture the emotions and issues addressed in the book. Then write a page that explains the connections between the poems and the novel.



Griswold High School
267 Slater Avenue
Jewett City, CT 06351
Phone: 860-376-7630

English Department Academic Leader:
Ms. Laureen Lemire Anthony

Library Media Specialist:
Ms. Maralee Parker