Rising 9th Grade Summer Reading Selection:

*Things Fall Apart*, Chinua Achebe

*Kisses from Katie: A Story of Relentless Love and Redemption*, Katie Davis

Rising 10th Grade Summer Reading Selection:

*Things Fall Apart*, Chinua Achebe

*Kisses from Katie: A Story of Relentless Love and Redemption*, Katie Davis

Rising 11th Grade Summer Reading Selection:

*Things Fall Apart*, Chinua Achebe

*Kisses from Katie: A Story of Relentless Love and Redemption*, Katie Davis

Rising 12th Grade Summer Reading Selection:

*Things Fall Apart*, Chinua Achebe

*Kisses from Katie: A Story of Relentless Love and Redemption*, Katie Davis

The Summer Reading will require each student to create a scrapbook or portfolio. This should be a fun and engaging way to display visually and express through writing what has been learned from the required readings. Let your *professional creativity* shine! The pages that follow will tell you what to include in your scrapbook or portfolio. Don’t forget to give your project a captivating yet relevant title. The Summer Reading Scrapbook will not only be graded, but it will also be placed on display for the month of September. So represent yourself, your family, and most importantly the Lord well. I look forward to seeing your final project.
SUMMER READING ACTIVITIES FOR CHINUA ACHEBE’S

THINGS FALL APART

PART I: PREPARATION FOR THE SUMMER READING

1. Create a section in your Summer Reading Scrapbook entitled Things Fall Apart by Chinua Achebe.

2. Internet Search for the Summer Reading Scrapbook.
   a. Find a picture of Chinua Achebe that will become part of your scrapbook. Provide a short caption for the picture.
   b. Find a map of Nigeria and place an “x” on the city in which Chinua Achebe was born. This, too, will become part of your scrapbook. Provide a short caption for the map.
   c. Find a picture of the Igbo tribe. Provide a short caption for the picture. Place both in your scrapbook.
   d. Go to http://www.ibopeople.com/history/igbo-history/origin-of-igbo-of-nigeria. Read the article on the Igbo people and answer the following questions in your own words:
      i. What is the history and origin of the Igbo people?
      ii. How did the slave trade affect the Igbo people?
      iii. How did Colonial rule change the Igbo culture and people?
      Find a creative format to express your responses. Will you create a poem? Will you write a song that contains lyrics and music? Will you create a storybook format for a younger student? These ideas are only suggestions. Whatever the format, know that it will become part of your scrapbook.

3. In the Summer Reading packet, three articles about Chinua Achebe have been provided. Read the three articles and take notes. Then write a five-paragraph typewritten essay that answers the following question: Who is Chinua Achebe and what is his contribution to the literary world? Your essay will also be placed in your portfolio.

Your essay should have the following elements:

Paragraph 1: An introductory paragraph that contains a thesis statement.
   - Remember the purpose of the introductory paragraph is to capture your reader’s attention. Your audience will be your classmates and teacher.
   - There are seven different ways to start an introductory paragraph. Which one are you going to choose?
   - Your introductory paragraph must contain a thesis statement so that your audience will know your purpose for writing.
     o A thesis statement gives your paper focus and direction. View it as the sail of a sailboat—it helps you, the writer, to stay on course.
Consider one of the following options for creating a thesis statement:

- A three-point thesis statement: Chinua Achebe was determined to change the world’s view of Africa through his political positions, writings, and teachings.
- A thesis statement with tension: Although Chinua Achebe was an influential politician, he chose to change the world’s perception of Africa through his writings.

**Paragraph 2:** Support #1 for your thesis statement.
- Remember every body paragraph must have a topic sentence.
- The topic sentence helps the reader to know what you are going to discuss within that paragraph.
- Do not start your topic sentence with a fact or statistic. Begin with an evaluation.
  - Little Red Riding walked through the woods.
    - *This is a statement of fact; therefore, it is not an effective topic sentence.*
    - *This sentence would be effective as part of a narrative story.*
  - Little Red Riding Hood was afraid when she walked through the woods.
    - *This is an effective topic sentence.*
    - *The sentences in this paragraph would show the reader why Little Red Riding Hood was afraid when walking through the woods.*
- Make sure your body paragraph has a concluding sentence.

**Paragraph 3:** Support #2 for your thesis statement.
- What would you like to say about your second point of your thesis statement?
- Make sure your paragraph has a topic sentence that gives an evaluation of the situation.
- Include supporting sentences for your topic sentence.
- Make sure you have written a conclusion sentence for your paragraph.

**Paragraph 4:** Support #3 for your thesis statement.
- What would you like to say about your third point of your thesis statement?
- Make sure your paragraph has a topic sentence that gives an evaluation of the situation.
- Include supporting sentences for your topic sentence.
- Make sure you have written a conclusion sentence for your paragraph.
Paragraph 5: A conclusion paragraph that answers the question “So what?”

Remember you must provide in-text citation and a Works Cited page for any information, ideas, words, etc. that are not your own. (That is why it is important to create a topic sentence in your own voice, using your own words!) The Works Cited reference is at the end of each article. Just copy and paste the information.

**PART II: READING CHINUA ACHEBE’S THINGS FALL APART - FOCUSING MY READING**

1. Take a moment to look at the questions below prior to reading *Things Fall Apart*. The questions will give your reading focus.

   a. Who is the narrator or speaker in *Things Fall Apart*?
   b. Does the narrator’s position, perspective, or identity change in the novel? (Bernstein)
   c. What other characters' views are represented and used to convey the novel's insights and to give readers a certain viewpoint on Igbo society and the class with the British missionaries? (Bernstein)
   d. Which character undergoes the most change from the beginning of the story until the end? What causes this change? What does this reveal about the character?
   e. How does the Chinua Achebe’s use of setting help tell the story?
   f. Why did Chinua Achebe write *Things Fall Apart*? What is his big idea (theme)? How is this theme developed?
   g. Choose a character caught between conflicting desires, ambitions, obligations, or influences. What does this conflict reveal about the character?
   h. What message does the author want us to consider?
   i. How different would the story be of *Things Fall Apart* if it were told from the perspective of a British instead of Chinua Achebe?

2. Select a character from the novel. As you read, pay close attention to what the character says and does. Also observe that the other character think and say about your selected character. Fill out the Character Trait Chart and place it in your Summer Reading Scrapbook.

3. As you are reading, it is very important to determine the author’s purpose for writing. Non-fictional works sometimes explicitly state the writer’s purpose; in fictional works, many times the reader must determine the why the writer wrote his or her work. Achebe wrote *Things Fall Apart* because he felt that Westerners present a distorted image of Africans. How a story is told depends heavily upon the writer’s cultural, social, and economic background. When we have our class discussion in September, we will discuss Perceptions vs. Realities. To help you prepare for this process, we will “cube” *Things Fall Apart* by exploring the perceptions and realities presented within the book from six different angles. Before you Cube IT, you will read the Cube IT Model.
Cube IT Model

The Cube IT Model has six cube faces or perspectives that you as a reader will explore. You will notice the left column contains the cube face; the center column contains the questions associated with the cube face, and the last column contains a student’s writing sample.

<table>
<thead>
<tr>
<th>Cube Face</th>
<th>Questions to Answer</th>
<th>Model to Follow</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cube Face 1: Describe It</td>
<td>How would you describe the topic/issue/event/person? What characteristics does it have? What does it look like?</td>
<td>The Holocaust was the systematic persecution and murder of Jews living in Europe during the 1930s to the 1940s. It all began as Adolf Hitler became chancellor of Germany; he had a pathological hatred of Jews. Hitler wanted Europe to be free of Jews, and to do so he developed, with the help of millions, ways to kill six million Jews. The system that was developed involved rounding up Jew, deportation to ghettos and concentration camps, torturing, and killing Jews in way unimaginable.</td>
</tr>
<tr>
<td>Cube Face 2: Compare It</td>
<td>What is it similar to? What is it analogous to?</td>
<td>After the Holocaust, a series of genocides have occurred, some still do this day, that are very similar to the Jewish genocide. One genocide that can be compared to the Holocaust is the Bosnia genocide. Slobodan Milosevic, a former Communist, turned to nationalism and religious hatred to gain power in Yugoslavia. He encouraged Serbs to murder Muslims, which resulted in 200,000 deaths. And just like the Nazi system, Muslim men were sent to concentration camps and women were tortured.</td>
</tr>
<tr>
<td>Cube Face 3: Associate It</td>
<td>What does it remind you of? How does it connect to other topics/issues/events/people?</td>
<td>The Holocaust can be associated with many events, but the one that come to mind is the act of racism toward African-Americans. These innocent humans were torn apart from their homes and were sent to colonies that we now know as the U.S. There they were forced to work as slaves for white families. Slaves were flogged, tortured, discriminated, and killed and all because of the color of their skin.</td>
</tr>
</tbody>
</table>
In the Cube IT Chart included in this packet, cube the perceptions and realities found in *Things Fall Apart*.

**PART III: READING CHINUA ACHEBE’S *THINGS FALL APART* – MY RESPONSES AND FEELINGS**

As you read, write down your reactions, thoughts, and feeling to the novel. Were you surprised? Why? Did the book have a different ending than you expected? Why? What was confusing? Do not be afraid to write down any questions that may arise as you read. Include one of your honest responses in your scrapbook.
PART IV: AFTER THE READING

1. Now that you have completed the novel, how do you think Chinua Achebe would respond to the questions in “Part II: Reading Chinua Achebe’s Things Fall Apart” if he were interviewed.

   a. Who is the narrator or speaker in Things Fall Apart?
   b. Does the narrator’s position, perspective, or identity change in the novel? (Bernstein)
   c. What other characters' views are represented and used to convey the novel's insights and to give readers a certain viewpoint on Igbo society and the class with the British missionaries? (Bernstein)
   d. Which character undergoes the most change from the beginning of the story until the end? What causes this change? What does this reveal about the character?
   e. How does the Chinua Achebe’s use of setting help tell the story?
   f. Why did Chinua Achebe write Things Fall Apart? What is his big idea (theme)? How is this theme developed?
   g. Choose a character caught between conflicting desires, ambitions, obligations, or influences. What does this conflict reveal about the character?
   h. What message does the author want us to consider?
   i. How different would be the story of Things Fall Apart if it were told from the perspective of a British instead of Chinua Achebe?

2. For your next scrapbook assignment, imagine yourself a magazine writer who has been given the opportunity to interview Chinua Achebe. Create a question and answer dialogue between yourself and Mr. Achebe that answers the questions listed above. Take some time to look through magazines to see how a writer interviewed his or her person of interest.
**SUMMER READING ACTIVITIES FOR **Kisses from Katie: A Story of Relentless Love and Redemption** by Katie Davis**

**PART I: PREPARATION FOR SUMMER READING**

Although we are each fearfully and wonderfully made, God has created each of us with a unique purpose. What is His purpose for your life? Why is it important that we know His purpose for our lives. As you read Kisses from Katie, a New York Times bestseller, you will find God’s purpose for Katie Davis. What is His purpose for your life?

1. Create a second section in your Summer Reading Scrapbook entitled Kisses from Katie: A Story of Relentless Love and Redemption.
2. Our second summer reading selection is a love story with a different twist. It takes place in Bukaya, Uganda. Find a black and white of the world. Print it. Identify the state of Tennessee and color it. Then locate the country of Uganda on the same map. Color the country. Place that map in your Summer Reading Scrapbook.
3. Before reading the book, view the following YouTube clips:

   [https://www.youtube.com/watch?v=x8bvwdU2L1k](https://www.youtube.com/watch?v=x8bvwdU2L1k)
   [https://www.youtube.com/watch?v=lPZFYGc72bY](https://www.youtube.com/watch?v=lPZFYGc72bY)

**PART II: READING Kisses FROM Katie**

1. Take a moment to read the questions below before you start reading Kisses from Katie. The questions will help guide your reading.
2. 
   a. Why do you think Katie Davis chose to write her story?
   b. What changes does she undergo from the beginning of the autobiography to the end? What causes the change?
   c. What are Katie Davis’ conflicting desires, ambitions, obligations, or influences? What does her conflict reveal about her character?
   d. Why is the setting so important to Katie Davis’ story?
   e. What message do you think Katie Davis is trying to convey to her readers?
2. As you read, write down your reactions, thoughts, and feeling to the autobiography. Some guiding questions are:
   a. Were you surprised? Why?
   b. Did the book have a different ending than you expected? Why?
   c. As you read each chapter of the book, how do you feel? Why do you feel that way?
d. What was confusing? Do not be afraid to write down any questions that may arise as you read. Include one of your honest responses in your scrapbook.

**PART III: AFTER THE READING**

Now you will have the opportunity to create a one-minute video book review for *Kisses from Katie*. Your goal is to create such a raving book review that your audience will want to read the book! In order to record your video, you must first write your book review script. You will include your book review script in Summer Reading Scrapbook and you will send your one-minute book review video to abrown@woodstreamacademy.com by the first day of school.

I am looking forward to the final product!!

Enjoy your summer of reading and writing! Please do not wait until the last weeks of summer vacation to begin your assigned summer readings. Do a little each week so the process will not be so overwhelming! We look forward to seeing your Summer Reading Scrapbook masterpiece!
# Character Chart

<table>
<thead>
<tr>
<th>Character Trait</th>
<th>Source of Information within the Novel (Include text and page number)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Narrative description of character</td>
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<tr>
<td></td>
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<tr>
<td></td>
<td>Character’s Action</td>
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<tr>
<td></td>
<td>Observations made by others</td>
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<tr>
<td></td>
<td>Observations made by the character himself or herself</td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td>Your observations</td>
</tr>
</tbody>
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<td>How would you describe the topic/issue/event/person?</td>
<td></td>
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<td></td>
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<td></td>
<td>How does it connect to other topics/issues/events/people?</td>
<td></td>
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<td>Analyze It</td>
<td>How did it happen?</td>
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<tr>
<td>Apply It</td>
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<td></td>
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<tr>
<td></td>
<td>How can you use it?</td>
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<tr>
<td></td>
<td>What lesson(s) did it teach?</td>
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<tr>
<td></td>
<td>What understanding did it generate?</td>
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<tr>
<td>Argue for or</td>
<td>I support this because . . .</td>
<td></td>
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<tr>
<td>Against It</td>
<td>I oppose this because . . .</td>
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<tr>
<td></td>
<td>This is a good because . . .</td>
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ACHEBE, CHINUA (1930–). Chinua Achebe is a Nigerian novelist and one of Africa’s most famous authors. Also known as Albert Chinualumogu Achebe, he was born in Ogidi, Eastern Nigeria, into the family of a devout evangelist who mixed his Christianity with traditional Igbo values. Achebe attended the University College of Ibadan and graduated in 1953 with a bachelor’s degree in English. The founding editor of Heinemann’s African Writers Series, his work forms the benchmark of African writing in English and he is considered the father of the Anglophone African novel. Achebe’s first and most famous novel, Things Fall Apart (1958), has sold more than 10 million copies worldwide. His early novels showcase the complexity of African cultures but also subtly criticize certain ethnic practices. His later novels use satire to criticize corruption and abuse of office, while his short stories and poetry focus mainly on the tragedy of civil conflicts. In his literary essays and scholarship, Achebe discusses the aesthetic and political imperatives of African literature, sometimes strongly condemning Western misperceptions of the continent. The Trouble with Nigeria (1983), a collection of political commentaries, is a stringent analysis of the failure of African political leadership. Achebe has also written children’s books.

Works Cited Reference

Article 2: Chinua Achebe

Chinualomogu Achebe is a Nigerian writer whose novels often explore the difficult choices faced by Africans in modern life. Achebe’s first novel, Things Fall Apart (1958), is considered a classic and is one of the most widely read works of African literature. The hero of the book commits suicide, unable to choose between radically different ways of life shaped by traditional values and European values.

Achebe worked as a teacher and writer before serving as director of the Nigerian Broadcasting Corporation between 1961 and 1966. During the Nigerian civil war (1967–1970), he returned to his home territory of Igboland (renamed Biafra), which was attempting to secede* from Nigeria. Achebe became a spokesperson for Biafra in Europe and North America. After the war he taught at several universities in Africa and the United States.

In addition to his novels, Achebe has written short stories and poetry inspired by his experiences during the war. He is also the author of several children’s books intended specifically for use in African schools. (See also Literature.)

*secede  to withdraw formally from an organization or country

Works Cited Reference


NOTE: Article 3 is after the Works Referenced page.
Works Referenced


CHINUA
ACHEBE

Born: November 15, 1930
Ogidi, Nigeria
Nigerian novelist

Chinua Achebe is one of Nigeria’s greatest novelists. His novels are written mainly for an African audience, but having been translated into more than forty languages, they have found worldwide readership.

Early life
Chinua Achebe was born on November 15, 1930, in Ogidi in Eastern Nigeria. His family belonged to the Igbo tribe, and he was the fifth of six children. Representatives of the British government that controlled Nigeria convinced his parents, Isaiah Okafor Achebe and Janet Ileogbunam, to abandon their traditional religion and follow Christianity. Achebe was brought up as a Christian, but he remained curious about the more traditional Nigerian faiths. He was educated at a government college in Umuahia, Nigeria, and graduated from the University College at Ibadan, Nigeria, in 1954.

Successful first effort
Achebe was unhappy with books about Africa written by British authors such as Joseph Conrad (1857–1924) and John Buchan (1875–1940), because he felt the descriptions of African people were inaccurate and insulting. While working for the Nigerian Broadcasting Corporation he composed his first novel, Things Fall Apart (1959), the story of a traditional warrior hero who is unable to adapt to changing conditions in the early days of British rule. The book won immediate international recognition and also became the basis for a play by Biyi Bandele. Years later, in 1997, the Performance Studio Workshop of Nigeria put on a production of the play, which was then presented in the United States as part of the Kennedy Center’s African Odyssey series in 1999. Achebe’s next two novels, No Longer At Ease (1960) and Arrow of God (1964), were set in the past as well.

By the mid-1960s the newness of independence had died out in Nigeria, as the country faced the political problems common to many of the other states in modern Africa. The Igbo, who had played a leading role in Nigerian politics, now began to feel that the Muslim Hausa people of Northern Nigeria considered the Igbos second-class citizens. Achebe wrote A Man of the People (1966), a story about a crooked Nigerian politician. The book was published at the very moment a military takeover removed the old political leadership. This made some Northern military officers suspect that Achebe had played a role in the takeover, but there was never any evidence supporting the theory.

Political crusader
During the years when Biafra attempted to break itself off as a separate state from Nigeria (1967–70), however, Achebe served as an ambassador (representative) to Biafra. He traveled to different countries discussing the problems of his people, especially the starving and slaughtering of Igbo children. He wrote articles for newspapers and maga-
zines about the Biafran struggle and founded the Citadel Press with Nigerian poet Christopher Okigbo. Writing a novel at this time was out of the question, he said during a 1969 interview: “I can’t write a novel now; I wouldn’t want to. And even if I wanted to, I couldn’t. I can write poetry—something short, intense, more in keeping with my mood.” Three volumes of poetry emerged during this time, as well as a collection of short stories and children’s stories.

After the fall of the Republic of Biafra, Achebe continued to work at the University of Nigeria at Nsukka, and devoted time to the Heinemann Educational Books’ Writers Series (which was designed to promote the careers of young African writers). In 1972 Achebe came to the United States to become an English professor at the University of Massachusetts at Amherst (he taught there again in 1987). In 1975 he joined the faculty at the University of Connecticut. He returned to the University of Nigeria in 1976. His novel Anthills of the Savanna (1987) tells the story of three boyhood friends in a West African nation and the deadly effects of the desire for power and wanting to be elected “president for life.” After its release Achebe returned to the United States and teaching positions at Stanford University, Dartmouth College, and other universities.

Later years

Back in Nigeria in 1990 to celebrate his sixtieth birthday, Achebe was involved in a car accident on one of the country’s dangerous roads. The accident left him paralyzed from the waist down. Doctors recommended he go back to the United States for good to receive better medical care, so he accepted a teaching position at Bard College, Annandale-on-Hudson, New York. In 1999, after a nine-year absence, Achebe visited his homeland, where his native village of Ogidi honored him for his dedication to the myths and legends of his ancestors. In 2000 Achebe’s nonfiction book Home and Exile, consisting of three essays, was published by Oxford University Press.

For More Information


Works Cited Reference