WOODSTREAM CHRISTIAN ACADEMY
SCHOOL OF RHETORIC
ENGLISH DEPARTMENT
SUMMER READING PROGRAM

RATIONALE FOR SUMMER READING PROGRAM
In keeping with our motto to honor God by making sure each student is straight, strong, and sharp, we have established a required summer reading program that reinforces and strengthens reading and writing skills. Our commitment to being a college preparatory school with a biblical worldview enables us to read a variety of writings that aid students in developing an appreciation for literature as well as learning how to think both biblically and critically as they prepare for life beyond the doors of the Academy.

The book selection for each grade level will prepare students for the upcoming academic year. As students understand the historical and cultural context for a written work, their appreciation for the literature associated with a particular era increases. As students read, literature should come alive and thus enable them to converse about the literary work in dynamic ways. Parents are encouraged to read and to discuss the grade-level selections with their child this summer.

EXPECTATIONS FOR THE SUMMER READING PROGRAM
- Students will read each book from the appropriate grade-level reading list for the summer. The first English grades for the upcoming year will be based upon the summer reading.
- Students will record their notes and thoughts in a reading journal that will be collected on Monday, August 27. A sample of the journal has been included in this packet.
- Students should bring their summer reading books and summer reading journals with them to class during the month of September.

HOW TO OBTAIN SUMMER READING BOOKS
Students and their families are responsible for obtaining the required books for their summer reading. The ISBN for each summer reading book has been included for each grade-level list. Books can be purchased through www.amazon.com or www.barnesandnoble.com or any local bookstore.

SUMMER JOURNALS
During the first weeks of school, we will be discussing the summer reading selection. The summer journal is a means of recording thoughts, reactions, questions and notes about the reading. Each School of Rhetoric student is expected to keep a marbled
composition book journal for all of his/her summer reading. Within the journal, students will do the following for each chapter:

1. Write a summary of the chapter.
2. Write a personal response to the chapter. Personal responses can include:
   - Did you like or dislike what you read in the chapter? Why?
   - Could you identify with something read within the chapter? If so, what?
   - Did the chapter stir up a particular thought or reaction? If so, what?
3. Create three “should” questions for the chapter. The “should” questions are based on an issue within the chapter. The “should” questions focus on what is taking place in the story and is used to understand the actions and motivation of the characters or speakers within the literary work. See the example below.
4. List and define any unfamiliar or new vocabulary words.
5. Write down any questions that you have about each summer reading selection where further understanding is needed. The questions can be who, what, where, why, or how questions. See the example below.

**Gods, Heroes, and Men of Ancient Greece** contains five parts. Students who are required to read this selection will read all the chapters for each part and then choose two stories from each part that left a memorable impression. Two of the following four questions should be answered in your journal.

1. What are the strengths and/or weaknesses of the gods?
2. What modern day figure is most like the god you selected?
3. What characters from literature are most like the god you selected?
4. What lessons can you learn from the god you selected?

**Summer Journal Example:**

I have completed Chapter One of *Their Eyes Were Watching God*.

May 31, 2011

**Chapter 1 Summary:**
A woman named Janie Stark returns to her hometown. As she walks down the road to her house, some women who are gathered on Phoeby Watson’s porch see Janey and begin to gossip about how Janie left town. They also speculate about her return. After defending Janie, Phoeby leaves the women to go visit Janie at her home. Janie begins to explain to Phoeby why she has returned home.

**Response:**
The women who were gathered on Phoeby’s porch were so quick to judge Janey. Do the women know why she left? Do they understand why Janey returned? So
many times we are quick to make judgments about people without having all the information surrounding a particular situation, and those judgments could be wrong. Reading the opening of Janey’s return, reminded me of a similar situation in my own life.

During my high school years, I attended a public school in a predominantly white community. When one of my pom-pom squad members shared with me that she hated me when we first met but that she had come to like me, I was stunned. “Why?” I asked. “Because I did not like the way you talked—you talked too proper.”

She further explained how her opinions of me changed as began to know me. She saw where I genuinely cared about people and that I was very friendly and outgoing. I explained to her that I was brought up to speak in a certain manner and that I was taught to give my best in every area. “Just because I was black did not mean I had to settle for second best.” My friend’s response prompted me to pray that the Lord would allow those around me to see my heart instead of making judgments.

Three “Should” Questions:
1. Should the women have gossiped about Janie’s return?
2. Should Phoeby have defended Janie?
3. Should Janie have returned home?

New Vocabulary Words
Monstropolous – a fictional word used in Their Eyes Were Watching God that means large.

Questions about the Chapter
• Why did the author choose to have the characters speak in “improper” English, but write the narration in standard English?
• Why did the author not include men on the porch of Phoeby’s home?
• How did Janey feel passing by the women on Pheoby’s porch as she returned to town?
• What did Janey do or say to cause the women to criticize her?

Preparation for Each Summer Reading Book
Before reading each summer reading selection, try to find the following information:
• Where was the author born?
• What the author’s childhood was like?
• What is the educational background of the author?
• What person(s) or event(s) influenced the author?
• What historical events were taking place when the book was written?
• When the book was written?
• Why the book is significant?

Background information can be found online at Prince George’s County Memorial Library System. Students will need a library card in order to access the information. To retrieve database information, students should complete the following steps:

2. Click on Online Library.
3. Click on Information Resources and Research Databases.
4. Click on Go to Information Resources, Research Databases, Help Now Tutoring and NetLibrary.
5. Click Literature.
6. Search the author’s name and/or book title.

**SUMMER READING LIST FOR THE SCHOOL OF RHETORIC BY GRADE LEVEL**

**Rising Ninth Grade Summer Reading**

• *Uncle Tom’s Cabin*, by Harriet Beecher Stowe
  ISBN-10: 0-312446-519
  Cost: $6.25 - www.amazon.com
  Cost: $6.18 - www.barnesandnoble.com

• *Animal Farm*, by George Orwell
  ISBN-10: 0-452-284-244
  Cost: $8.75 - www.amazon.com
  Cost: $8.75 - www.barnesandnoble.com

• One marbled composition book
Rising Tenth Grade Summer Reading

- *Gods, Heroes, and Men of Ancient Greece: Mythology's Great Tales of Valor and Romance*
  
  Cost: $11.20 – www.amazon.com  
  $11.97 – www.barnesandnoble.com

- *Pride and Prejudice*, by Jane Austen
  
  Cost: $8.00 – www.amazon.com  
  $7.20 – www.barnesandnoble.com

- Marbled composition book

Rising Eleventh Grade Summer Reading

- *Up from Slavery*, Booker T. Washington
  
  ISBN-10: 0-140-390-510  
  Cost: $7.08 – www.amazon.com  
  $7.64 – www.barnesandnoble.com

- *Profiles in Courage*, by John F. Kennedy
  
  Cost: $10.96 – www.amazon.com  
  $11.15 – www.barnesandnoble.com

- *The Prince*, by Niccolo Machiavelli
  
  ISBN-10: 0-981-224-415  
  Cost: $3.99 – www.amazon.com  
  $3.99 – www.barnesandnoble.com

- *Letter from Birmingham Jail*, by Martin Luther King, Jr.
  
  Text available online at no cost. The link is: [http://web.cn.edu/kwheeler/documents/Letter_Birmingham_Jail.pdf](http://web.cn.edu/kwheeler/documents/Letter_Birmingham_Jail.pdf)

- Marbled composition book
Rising Twelfth Grade Summer Reading List

- **Narrative of the Life of Frederick Douglass: An American Slave, Written by Himself**, by Frederick Douglass and David Blight (editor)
  ISBN-10: 0-312-257-376
  Cost: $12.88 – www.amazon.com
  $12.88 – www.barnesandnoble.com

- **Incidents in the Life of a Slave Girl, Written by Herself**, by Harriet Jacobs and Jennifer Fleischner (editor)
  Cost: $12.88 – www.amazon.com
  $12.88 – www.barnesandnoble.com

- **The Hiding Place**, by Corrie Ten Boom with Elizabeth and John Sherrill
  $7.42 – www.barnesandnoble.com

- Marbled composition book
# Summer Reading Journal Checklist

As you read each chapter of your assigned readings, use the following checklist to make sure you have all the required elements for your Summer Reading Journal.

<table>
<thead>
<tr>
<th>Item</th>
</tr>
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<tbody>
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<td>I have defined a minimum of three unfamiliar or new vocabulary words.</td>
</tr>
<tr>
<td>I have included questions in my journal where I need help in understanding the passage or chapter that I read.</td>
</tr>
</tbody>
</table>

ENJOY YOUR SUMMER READING!

WE ARE LOOKING FORWARD TO DISCUSSING THE READINGS WITH YOU!