

JPHI Summer Reading: Grade 10 (Honors)



All Honors students entering 10th grade will read **two** books during the summer and complete **two** different **KINDS** of projects, one for each book.

→ Due the first day of English class (check schedule for A or B day).


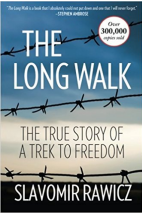
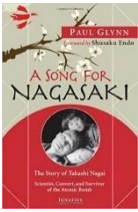
Mandatory for Honors students

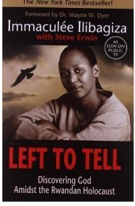
1. *Things Fall Apart* by Chinua Achebe (mandatory)

Choice your second book from the following options:

- a. *The Long Walk* by Slavomir Rawicz
- b. *A Song for Nagasaki* by Paul Glynn
- c. *Left to Tell* by Immaculée Ilibagiza

Below is a description of each work. These books portray goodness, truth, and beauty, provide practice for SAT and AP test reading, and can be used when college essay prompts ask students to state their philosophy of life in terms of a famous literary work.

Grade 10: English II			
<p>(Honors) <i>Things Fall Apart</i></p>  <p>ISBN: 978-0385474542</p>	<p>About Chinua Achebe</p> <p>Nigerian novelist, poet, professor, and critic. His first novel, <i>Things Fall Apart</i>, is often considered his masterpiece. First published in 1958, just two years before Nigeria's independence from Great Britain.</p>	<p>About the Book</p> <p>Achebe sketches a world in which violence, war, and suffering exist, but are balanced by a strong sense of tradition, ritual, and social coherence." <i>Amazon Review</i>. 209 pages, published 1958.</p>	<p>What you might like</p> <p>Ikonkwo, a violent man, has unplumbed depths, and he finds this "depth" as he faces his weaknesses.</p>
<p><i>The Long Walk</i></p>  <p>ISBN: 978-1493022618</p>	<p>The Author writes:</p> <p>"I hope <i>The Long Walk</i> will remain as a memorial to all those who live and die for freedom, and for all those who for many reasons could not speak for themselves."--Slavomir Rawicz</p>	<p>About the Book</p> <p>In 1941, the author and six other fellow prisoners escaped a Soviet labor camp in Yakutsk and walked over a thousand miles out of Siberia, through China, the Gobi Desert, Tibet, and over the Himalayas to British India. 288 pages, published 1956.</p>	<p>What you might like</p> <p>"A book filled with the spirit of human dignity and the courage of men [and a woman] seeking freedom." —<i>Los Angeles Times</i></p>
<p><i>A Song for Nagasaki</i></p>  <p>ISBN: 978-1586173432</p>	<p>About Paul Glynn</p> <p>Fr. Paul Glynn is a Marist priest who served as a missionary in Japan for twenty-five years. He has written five other books including <i>A Song for Nagasaki</i> and <i>Healing Fire of Christ</i>.</p>	<p>About the Book</p> <p>The story of Takashi Nagai, M.D., professor of the new science of radiology at the University of Nagasaki. On August 9, 1945, an American B-29 dropped an atomic bomb on Nagasaki, Japan, killing tens of thousands of people and fatally poisoning thousands more. 267 pages, published 1988.</p>	<p>What you might like</p> <p>Scientific reasoning leads Nagai to the writings of Blaise Pascal, a Catholic scientist. Nagai offers his deadly exposure to the radiation of x-rays and of the bomb as a holocaust to end WWII in Japan. His faith helps his people heal.</p>

<p><i>Left to Tell</i></p>  <p>ISBN: 978-0739474464</p>	<p>About Immaculée Ilibagiza</p> <p>Immaculée Ilibagiza is a survivor of the 1994 Rwandan genocide of nearly one million Tutsis. Men, women and children, including her entire family except for one of her brothers, were massacred at the hands of Hutu marauders. After the Genocide finally ended, Immaculée found work at the United Nations, emigrating from Rwanda to the United States in 1998.</p>	<p>About the Book</p> <p>Immaculée found shelter at a pastor's home, where she and seven other women hid from the deadly rebel mob in a 3-by-4-foot bathroom for 91 days. During those 91 days of unimaginable suffering, Immaculée found her faith, taught herself English, and most incredibly, committed herself to a life of peace, hope and forgiveness, even for those who had murdered her family. 215 pages, published 2006.</p>	<p>What you might like</p> <p>The story she was left to tell is of forgiveness, trust in God, and deep prayer.</p> <p>Today, Immaculée is regarded as one of the world's leading speakers on faith, hope and forgiveness.</p>
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Project Directions

For the **two books** you read, complete two different **kinds** of project from the options below:

1. Illustration of the book
2. Write poetry about the book
3. Dramatic presentation of the story
4. 12-Sentence Paragraph

Make any notes you wish for discussion of the books and projects, which will take place on the first day of English class. Please bring books and projects to class at that time.

Note: These books can be purchased online on Amazon, e-book versions are available on the Kindle app, and copies can be found at Barnes and Noble. Some editions can also be purchased at The Doc (with parent accompaniment).

If you have questions, please email Sister Mary Brigid Burnham at smbburnham@jp2catholic.org or call 623-233-2777, ext 1311.

Name _____

1. OPTION ONE - Illustration of the Book

- handwritten in ink**
- use drawings made by your hands, not computer images or magazine cutouts.
- Create **four** sections, spread out across your project in any creative but clear way.
 - Label each section,
 - draw two pictures, write a caption for each picture, and
 - add three **handwritten** quotes from the book (not necessarily dialogue).
 - MLA format, with proper punctuation, capital letters, and in-text citations.
 - “End quote” [space] (Author’s last name [space] page number).<-- Period after
 - Example: “Instead of death there was light” (Tolstoy 113).

Points are awarded for accomplishing the following.

_____ / 6 points - Cut the project into any shape that is not square or rectangle. For example, cut a poster board or sheet of poster paper into the shape of the Millennium Falcon (if I were doing a Star Wars project).

_____ / 4 points - Include on the project the book title , the author’s name, and your first and last name.

1. Section One: Setting of the story

_____ / 4 points - Two hand-drawn pictures with a label or caption. Each picture matches a quote.

_____ / 6 points - Three quotes about the setting of the story, with in-text citations (author #) for each quote. One quote doesn’t have a picture illustrating it.

2. Section Two: Best Character - in your opinion

_____ / 4 points - Two hand-drawn pictures with a label or caption. Each picture matches a quote.

_____ / 6 points - Three quotes about whomever you believe is the best character in the story, with in-text citations (author #) for each quote. One quote doesn’t have a picture illustrating it.

3. Section Three: Most Powerful Scene - in your opinion

_____ / 4 points - Two hand-drawn pictures with a label or caption. Each picture matches a quote.

_____ / 6 points - Three quotes about the most powerful scene in the story, with in-text citations (author #) for each quote.

4. Section Four: True, Good, and Beautiful Lessons - what you learned from this story

_____ / 4 points - Two hand-drawn pictures with a label or caption. Each picture should match one of the quotes.

_____ / 6 points - Three quotes about a true, good, and/or beautiful lesson that can be learned from the story, with in-text citations (author #) for each quote.

TOTAL SCORE: _____ / 50 points

If you do this project, please turn in this rubric with your project.

2. OPTION TWO - POETRY, handwritten or typed Name _____

- Condense the story into an original poem or song of 40 lines.
- Divide the poem into the following sections:
 - Summarize the **plot line** (10 lines),
 - Identify and describe the best **character** (10 lines),
 - Describe the **most powerful** scene (10 lines), and the story's **conclusion** (5 lines)
 - Share the effect on the reader, who is you! (5 lines). You may use "I".
 - write the **two** quotes that inspired that section/verse of the poem. After each, include an in-text citation in MLA format (author's last name #).

Use this example below (a Star Wars poem) to guide you:

Summary (10 lines and 2 quotes)

"A long time ago, in a galaxy far, far away..."
 A story of black and white starts this way.
 A Dark Lord and his troopers in white
 Hunt for a Lady and two `droids in flight.
 Inside the Destroyer, the Emperor's henchmen;
 Inside R2D2, the plans of the Death Star's trenches.
 For in such times, boys become men,
 And men become heroes by believing again.
 Han trusts his blaster, and Luke trusts the Force
 And each serves the Princess, the Rebellion's Source.

"Leia leaned over the droid and inserted the program just as troopers' steps rang down the hallway" (Lucas 17).

Han: "Ancient weapons and hokey religions are no match for a good blaster by your side" (Lucas 217).

Best Character (10 lines and 2 quotes)

For the smiling tiny Lady of Alderan
 Had eyes of brown and nerves of steel,
 And though threatened by Vader's torture
 She'd never the Rebel location reveal.
 A princess and a fighter, rescued and running,
 Leia inspired men's loyalty and their utmost cunning.
 For she watched her home planet be ignited
 By the death beam from the Death Star. United
 By loss and desperation, the rebels readied for war.
 The only hope from Kenobi must find the flaw.

Vader: "I knew she would never willingly betray the Rebellion" (Lucas 202).

Leia: "I just hope when they analyze the plans that a weakness can be found" (Lucas 217).

Rubric for grading: 50 points, with .5 subtracted for each spelling and grammar error.

Identify Book Title Author's name Poem Title Student's name	1. Summary 10 lines = 5 pts	2. Best Character 10 lines = 5 pts	3. Most Powerful Scene 10 lines = 5 pts	4. Conclusion 5 lines = 2 pts	5. Effect on Reader 5 lines = 2 pts
	Two quotes with citations = 6 pts	Two quotes with citations = 6 pts	Two quotes with citations = 6 pts	One quote with citation = 4 pts	One quote with citation = 4 pts
_____ / 5	_____ / 11	_____ / 11	_____ / 11	_____ / 6	_____ / 6
Points:		Errors: (-.5)		Total: _____ /50 points	

Name _____

3. OPTION THREE - DRAMATIC PRODUCTION

- Prepare a Puppet, Video, or Audio 5-10 minute show
- Present the story's plot,
- Act the important scenes and characters.
- Prepare, record and/or filmed over the summer.
- Write a script/reading/screenplay and submit to the teacher at the time of the presentation.

Rubric for grading: 50 points total

**Points for the script / reading / screenplay _____ / 10

Include the following 5 elements in the show:

- 1. Set the scene _____ / 5
- 2. Build the action _____ / 5
- 3. Describe the climax _____ / 5
- 4. What happens to each character? _____ / 5
- 5. End with a powerful line (a quote?) _____ / 5

Include transitions between each of these five elements. _____ / 5

**Points for the Presentation in class

Overall impact on audience (ability to follow your storyline) _____ / 5

Give each character a clear "voice" or costume _____ / 5

- and be ready to present on the first day of class

TOTAL SCORE: _____ / 50 points

If you do this project, please turn in this rubric with your project.

NAME: _____

4. OPTION FOUR - 12-SENTENCE PARAGRAPH

- Use MLA format (Times New Roman Double Space, 12 point font and it should say: Student, Teacher, Course and Date).
- Write one 12-Sentence Paragraph, **handwritten or typed**, on how a character does or doesn't come to know himself or herself through three separate difficulties experienced.
- Include the Work Cited information for the book at the bottom of the page.
- Format quotes in MLA format, with proper punctuation, capital letters, and in-text citations.
 - Follow the format of this example quote, which is a sentence from Leo Tolstoy's novel *The Death of Ivan Ilyich*:

“Instead of death there was light” (Tolstoy 113).

1. Topic Sentence
2. Three separate difficulties
3. State difficulty one and self knowledge achieved or missed
4. Explain (mentioning specific detail from book)
5. Explain
6. State difficulty two and self knowledge achieved or missed
7. Explain (mentioning specific detail from book)
8. Explain
9. State difficulty three and self knowledge achieved or missed
10. Explain (mentioning specific detail from book)
11. Explain
12. Clincher

This title centered: Work Cited (only one, so Work, not “Works”)

Left aligned: Author's Last Name, First Name. *Title of Book*. City of Publication, Publisher, Publication Date.

Rubric for grading: 50 points, with .5 subtracted for each spelling and grammar error.

_____ / 4 points - Proper heading at the top of the page (your name, teacher name if known, course, date)

_____ / 2 points - Title taken from key words of the clincher

_____ / 2 points - Topic Sentence (include the author's name and the book about which you are writing)

_____ / 10 points - Three sentences about aspect one

_____ / 10 points - Three sentences about aspect two

_____ / 10 points - Three sentences about aspect three

_____ / 2 points - Clincher sentence (repeats or reflects 2-3 key words from the topic sentence)

_____ / 6 points - proper MLA in-text citations

_____ / 4 points - proper MLA Work Cited entry for the book

If you do this project, please write your name in the space below and turn in this rubric with your project.

Number of grammar and spelling errors (minus ½ point each) = _____ TOTAL: _____ / 50 point