



BISHOP DUBOURG HIGH SCHOOL

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Faith in Christ...Service to Others

May 14, 2018

Dear Parents and Students,

Bishop DuBourg High School teachers hope to cultivate lifelong learners. The English Department believes part of that process is helping students find books they enjoy reading. Free reading gives students the opportunity to practice and improve their reading skills.

To this end, the English Department has a summer reading program for all incoming students. Students need to read at least two books over the summer, one of which students may choose and one of which should come from their designated grade level list. Teachers are available by email to make recommendations if students need help selecting a second book.

Completion of the summer reading program is worth a test grade in each student's English class. To receive an A, students should do the following:

1. Read two books, one of which is from your designated grade level list, and list the titles on the final sheet of this packet.
2. Take notes on your book from the grade level list using the Summer Reading Notes criteria and bring them to your English class on the first day of school.
3. Pass an assessment given in English class on the first week of school based on your book from the designated grade level list.

If a student's summer reading does not meet these criteria, points will be deducted in the Summer Reading unit grade on First Quarter grades.

Students also have the opportunity to earn an extra credit grade for attending the Shakespeare Festival of St. Louis. Shakespeare's *Romeo and Juliet* runs June 1 - 24 with the exception of Tuesdays. The performance begins at 8:00pm on the eastside of Art Hill. Admission is free. To receive extra credit, students must write a one page, MLA formatted report on the play. The report should include a one paragraph summary of the play and the rest should focus on the student's reaction to the play.

Students enrolled in an Honors/Enriched English course must read the assigned Honors English book for their grade level in addition to a book from their designated class list. Students in the Academy have a required summer reading for their Academy Seminar class as well. They will be notified of the required reading by their seminar teacher. Students in the Academy must read at least three books total: the assigned Honors English book (2 books for seniors), a book from their designated class list, and their Academy Seminar assigned reading.

Thank you in advance for participating in Bishop DuBourg's summer reading program. Attached to this letter you will find the designated class reading lists, the note taking assignment, and the summer reading log.

Sincerely,

The English Department

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BISHOP DUBOURG HIGH SCHOOL
SUMMER READING BOOK LOG 2018

NAME: _____

ENTERING GRADE: (circle one) 9 10 11 12

Book #1 (From designated grade list)

Title

Author

Attach your Summer Reading Notes to this sheet.

Book #2 (Reader's choice)

Title

Author

One paragraph Summary

Extra Credit - Shakespeare Festival of St. Louis

Romeo and Juliet

June 1-24, 2018, 8pm Nightly, No performance on Tuesdays

Date Attended:

Parent signature:

Attach your play review to this sheet.

SUMMER READING NOTES ASSIGNMENT

This note taking activity is a required assignment for the book you read from the designated class level list. Do this work as you read to help you remember the details of your book. Turn this assignment in on the first day of class.

FRESHMEN & SOPHOMORE ASSIGNMENT:

Main Character Descriptions: Describe each of the main characters in details to help you remember them. What do they look like? What is their personality like? Explain what makes each character unique.

Common Themes: Themes are underlying messages or big ideas from books. Which themes did you notice during your reading? Explain how they are significant to the text. Include quotes and any other information to help you remember the themes.

Quotes with page numbers: Write out at least three important quotes from the book. Who said it? How is it significant to the development of the story or the character?

Summary/Plot Line: Identify the significant parts of the plot. Feel free to give as much detail as you wish. *Elements of plot = Exposition, Rising Action, Climax, Falling Action, Resolution

Connections: What connections do you see between the reading and your life? What connections do you see between the reading and other books you have read? What connections do you see between the reading and the world?

JUNIOR & SENIOR ASSIGNMENT:

Main point: WHAT does this say? What is the main point of the book? (You might think of this as asking what the author's purpose was in writing it.) After stating in your own words the book's main point or argument, choose a quote you think expresses that point and explain your choice. Be sure to record page number.

Support: After pinning down the main point, choose three examples of ways the author supports that argument. These should be specific and tied to the text, with quotes and page numbers.

Style: HOW does the author say it? What stands out about the author's style and how would you describe that style? (For example: Is the text formal or informal? Artistic or journalistic? Academic or colloquial? Does it rely on personal stories? Facts and figures?) After briefly describing your observations about the writer's style, choose three quotations or brief passages (include page numbers) from different parts of the book that characterize the writer's style and explain specifically why you chose each one.

Connections: What connections do you see between the reading and your life? What connections do you see between the reading and other books you have read? What connections do you see between the reading and the world?

INCOMING FRESHMEN

Norse Mythology

by Neil Gaiman

Neil Gaiman, famous for telling imaginative stories through fiction, has taken on the ancient mythology of Norse gods and their worlds in this work. Similar to the Marvel interactions of these characters, this book will tell you about Odin, the fair and cunning king; Thor, his incredibly strong though dimwitted son; and Loki, a trickster god determined to cause trouble for his family and friends. Through a series of short stories, explore the authentic mythology from the origin of colorful Asgard to Ragnarok, the fated end of the world.

Dodger

by Terry Pratchett

Seventeen year-old Dodger is content as a sewer scavenger. That is, until he rescues a young girl from a beating whose fate impacts some of the most powerful people in England. From Dodger's encounter with the mad barber Sweeney Todd, to his meetings with the great writer Charles Dickens and the calculating politician Benjamin Disraeli, history and fantasy intertwine in a breathtaking account of adventure and mystery.

The House on Mango Street

by Sandra Cisneros

This is the remarkable story of Esperanza Cordero, a young Latina girl growing up in Chicago, who is learning about who she is and who she wants to become. She is determined to reach a better life by saying "goodbye" to the poverty of her Latino neighborhood with the promise to come back later for the ones she left behind. This story, at times joyful and heartbreaking, shows the power of courage on the quest to improve one's life.

Ender's Game

by Orson Scott Card

In this classic science fiction novel, the world is on a race against time to develop a military capable of defeating the Buggers, a race of aliens bent on destroying humanity. Ender Wiggins is the world's best hope, despite being only six years old. Ender enters Battle School as the youngest recruit in its history and excels in all aspects of his training. But when the Buggers come earlier than anticipated, Ender must defend the world and save humanity before he is even old enough for high school.

Make Lemonade

by Virginia Euwer Wolff

This novel, written in free verse, tells the story of Jolly, a 17-year-old single mother of two, struggling to care for her children. She employs 14-year-old LaVaughn who, though younger, is in some ways more mature than Jolly. The two become a team, working together to take care of the kids and conquer the adversity of Jolly's life. In the end, they manage to make lemonade out of the lemons that life has dealt.

In addition to reading one of the above books, students entering Honors Enriched English 11 also need to read the following:

Of Mice and Men

by John Steinbeck (contains some inappropriate language)

Set on the migrant farms of Southern California in 1937, this classic American novella tells the story of two men bonded by an unlikely friendship. No-nonsense, serious George looks after naive, childlike Lennie. The two share a dream of owning their own ranch, but this is tested by the harsh realities of the migrant existence, the stigma against Lennie's disabilities, and Lennie's nearly superhuman strength that causes more issues than it solves. Students in English 13 will read this book later in the year and are encouraged to read a book from the above list instead.

INCOMING SOPHOMORES

Code Name Verity

by Elizabeth Wein (contains some inappropriate language)

On Oct. 11th, 1943, a British spy plane crashes in Nazi-occupied France. The plane contains two British secret agents, Maddie, and her best friend, who goes by the code name "Verity." When Verity is arrested by the Gestapo secret police, she knows the outcome looks bad. How can a British secret agent survive against Nazi interrogation and torture? Faced with a life or death situation, Verity writes down her confessions. In this writing, she shares the gut-wrenching tale of her friendship with Maddie and her time as a spy. In doing so, Verity confronts her own understanding of courage and friendship. Will trading away her country's secrets be enough to save her life?

The Hound of the Baskervilles (Sherlock Holmes)

by Sir Arthur Conan Doyle

Everyone knows that there is a curse over the Baskerville home. When another life is claimed by a mysterious and terrifying beast, the famed detectives, Sherlock Holmes and Dr. Watson, are called in to solve the most puzzling and chilling case of their careers. In one of Sir Arthur Conan Doyle's best works, these two men will use all of their intelligence to solve this mystery before the clock runs out.

In the Time of the Butterflies

by Julia Alvarez (contains some mature content)

The four Mirabal sisters, known as the Butterflies, want simple lives of hair bows and secret crushes. Instead, they are faced with a reality of everyday horrors under the Dominican dictator Trujillo. In the name of freedom, these women commit to overthrowing the leader, and in doing so, they have to stand up for their beliefs against family, friends, and even the leader of their country. This story contains the message of hope in the face of adversity. Will the Butterfly sisters' sacrifice be enough to defeat political oppression in the Dominican Republic?

I Will Always Write Back: How One Letter Changed Two Lives

by Martin Ganda and Caitlin Alifirenka

Ever had a pen pal before? Zimbabwe, Africa was the most exotic place Caitlyn could think of when picking a pen pal country for a school assignment. Martin was lucky enough to get Caitlyn's letter because he was top of his class. That pen pal letter was the first over the course of six years that Caitlyn and Martin would send to each other, eventually becoming best friends despite the distance and differences between them.

The Metamorphosis

by Franz Kafka

Gregor Samsa wakes up one morning and feels different. Maybe it's because he's turned into a giant disgusting beetle-like insect. Gregor's unexplained transformation creates a bizarre and unexpectedly funny story as he deals with this change and faces feelings of guilt, isolation, and rejection from his friends and family.

In addition to reading one of the above books, students entering Honors Enriched English 21 also need to read the following:

The Curious Incident of the Dog in the Nighttime

by Mark Haddon (contains some inappropriate language)

Christopher John Francis Boone knows all the countries of the world and their capitals and every prime number up to 7,057. He relates well to animals, but has no understanding of human emotions. He cannot stand to be touched, and he detests the color yellow. This improbable story of Christopher's quest to investigate the suspicious death of a neighborhood dog makes for one of the most unusual and widely praised novels in recent years.

INCOMING JUNIORS

Incoming juniors are required to read a memoir written by an American author. You may choose from the list below or, with instructor approval, choose a memoir not on this list. Parents and students wanting guidance or approval of their choices may email Mrs. Laurie Gill, lgill@bishopdubourg.org.

Narrative of the Life of Frederick Douglass

by Frederick Douglass

One of the most important African-American authored books, Douglass' brief autobiography sketches the stark realities of American slavery. Around the particulars of his own experience, Douglass builds a stirring case against slavery and confronts head on the legal, cultural, political, and theological contradictions inherent in slavery.

Crazy for the Storm: A Memoir of Survival

by Norman Ollestad (contains some inappropriate language)

Norman Ollestad was 11 years old when the plane he was flying in on his way to a ski competition crashed, killing his father and the pilot. To survive, Ollestad had to get down the mountain on his own. The story is both a survival adventure and a loving recollection of an influential father.

We Should Hang Out Sometime

by Josh Sundquist

Paralympic ski champion Josh Sundquist was tired of always inhabiting "the friend zone," and at age 25 he set out to discover why his many friendships with great girls had not blossomed into romance. Sundquist tracks down and interviews the girls and women from his past, all the way back to middle school. The results are often humorous and revealing, as well as relatable.

Half a Life

by Darin Strauss

At the end of his senior year in high school, Darin Strauss was behind the wheel of a car that killed a classmate who was riding a bicycle. Though the accident was not his fault, Strauss' young years were shaped by this event, as he felt he had to live not only his own life, but his deceased classmate's as well. This memoir deals with how he came to terms with the grief and guilt this tragedy evoked.

A Mother's Reckoning: Living in the Aftermath of Tragedy

by Sue Klebold

Although school shootings have the entire nation asking "Why?" that question resonates most hauntingly with the bewildered families of the perpetrators of the violence. This intensely personal reflection by the mother of Columbine shooter Dylan Klebold is courageous and thought-provoking.

In addition to reading one of the above books, students entering Honors Enriched English 31 also need to read the following:

Just Mercy

by Bryan Stevenson

This book examines some of the fault lines in the American justice system. The author is the founder of the Equal Justice Initiative, a legal practice devoted to defending the poor and others who don't have access to adequate legal representation. Through vivid stories of the people he has defended, Stevenson makes a powerful argument about the importance of constructing a justice system that is capable of mercy.

INCOMING SENIORS

Drive: The Surprising Truth About What Motivates Us

by Daniel H. Pink

What motivates people to work hard and do their best? Is it the fear of adversity? The hope of gain? According to psychologist Daniel Pink, it is neither the carrot nor the stick. This brief book, a best-selling business psychology title, reveals what science has discovered truly motivates us. Then it gives suggestions for how we can each harness the motor of motivation and drive.

Above All Else: A World Champion Skydiver's Story of Survival and What It Taught Him

by Dan Brodsky-Chenfeld

This book embeds advice for life and success within two thrilling stories: one of plane crash survival and the other of championship skydiving. This is a quick read (includes illustrations) that will inspire you while giving practical tips on how to CRUSH your goals.

Between the World and Me

by Ta Nehisi Coates

Written in the form of a letter to his 16-year-old son, this book gives a personal, historical and philosophical reflection on what it means to live in America in a black body. Coates is a brilliant writer (the current author of the Black Panther comic books), and this thoughtful and challenging work is an important consideration for our times.

Into the Wild

by Jon Krakauer

In 1992, Christopher McCandless walked out into the Alaskan wilderness after selling his car, giving all his savings to charity and even burning the cash he had on hand. Four months later, his body was found in an abandoned bus where he had been living. Journalist Jon Krakauer investigates McCandless' death in this thought-provoking mystery story that examines whether McCandless was mentally ill, bent on self-destruction, or simply an idealist who wanted to live in harmony with the natural world.

The Newcomers: Finding Refuge, Friendship, and Hope in an American Classroom

by Helen Thorpe

Twenty-two immigrant teenagers, ranging from fourteen to nineteen years old, have landed in Mr. William's classroom at South High School in Denver, Colorado. Many come from refugee camps, having experienced war or famine, or have been separated from their families. None of them speak English, and many of them do not speak the same language as even one of their classmates. Journalist Helen Thorpe chronicles the 2015-2016 school year she spent observing these remarkable students and puts a face to the immigration debate in this book.

In addition to reading one of the above books, students entering Honors Enriched English 41 also need to read TWO additional books:

How to Read Literature Like a Professor (2014 edition)

by Thomas C Foster

Subtitled "A Lively and Entertaining Guide to Reading Between the Lines," Foster's book is an excellent introduction to literary analysis and an effective model of literary argument. Principles in the book will be applied during the first weeks of the course; consequently, some system for notes or annotation is recommended.

After reading Foster's book, students should also read ONE of these Gothic novels:

***Wuthering Heights* by Emily Bronte OR *Dracula* by Bram Stoker.** As an alternative to either of these novels, with instructor's permission, students may choose another novel from those discussed in the Foster text. Email lgill@bishopdubourg.org if you find a title that interests you.