

## Summer Reading, Due by the close of registration August 1, 2018

Parents/Guardians and Students,

Summer Reading is designed to encourage reading, specifically books which possess what the College Board calls “literary merit,” while allowing your student to choose the reading they will complete within the set guidelines. Students will be able to choose books interesting to them and allow their creativity and unique vision of the reading to shine through.

This is not a small undertaking, and is not the kind of project that can be completed the night before it is due. The English Department needs your assistance to make sure that students work throughout the time they have been provided in order to ensure their success. Also, please be aware that the recommended reading list is very broad, containing traditional classics alongside more modern works, and there may be books within this list you may find objectionable. Please work with your student to select novels within the guidelines that you find appropriate.

The work required for this project must be typed, and computers are available at your local public library. The requirements for the project are attached to this letter for you to read through. Some of the important details are listed below:

- The books chosen must be from the available list **at the end of this file** or **at this link**:  
CP: <http://bit.ly/CPlist2018>  
Honors/Dual Credit/AP: <http://bit.ly/HONAPDClis>
- The summer reading rubric is available at this link: <http://bit.ly/SRDGrubric>
- Plagiarism or cheating in any way will not be tolerated and will result in a grade of -0- for the entire project.
- The project will be due **BY THE CLOSE OF REGISTRATION, AUGUST 1, 2018.**
- Students will submit their work via their teacher’s schoology account. Access codes will be available at registration once students have obtained their new schedules.
- Help document with tips and samples: [student samples and tips](#)

Please feel free to contact any member of the English Department during the summer if you have any questions or concerns regarding your student or this project.

Sincerely,  
Mayo High School English Department

Jennifer Blankenship English I CP and English V CP and Honors (101/102) <a href="mailto:jennifer.blankenship@darlington.k12.sc.us">jennifer.blankenship@darlington.k12.sc.us</a>	Paulette Lunn, English III Honors, English IV CP <a href="mailto:paulette.lunn@darlington.k12.sc.us">paulette.lunn@darlington.k12.sc.us</a>
Danielle Watkins, English II CP and English II Honors <a href="mailto:lauren.watkins@darlington.k12.sc.us">lauren.watkins@darlington.k12.sc.us</a>	Lizabeth Thompson, English III CP, English IV Honors, AP Language <a href="mailto:elizabeth.b.thompson@darlington.k12.sc.us">elizabeth.b.thompson@darlington.k12.sc.us</a>

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## INSTRUCTIONS

- The books you choose **MUST** be listed on the recommended reading list posted on the school homepage or English Department members' websites. **SELECT ONE BOOK FROM THE LIST.**
- Plagiarism or cheating in any way will not be tolerated and will result in a grade of -0- for the entire project.
- All work will be submitted via **Schoology during registration.**
- **If at any time, you are confused about a portion of the assignment or how to turn your work in via Schoology, do not hesitate to contact a member of the English Department. We are happy to help you do this! Please DO NOT share your assignment with us via Google Drive unless requested. It must be turned in via Schoology.**

**Create an overall file of information about your novel. All info regarding social media can be simulated; you are not required to create accounts for this. Make sure all information, visuals/pictures, and links are in ONE file to submit. You should have 6 completed entries and 6 journals.**

1. Your project must be typed in 12 point font.
2. Your work should have 1 inch margins and should be double spaced.
3. **Note page numbers where information can be found in the text using correct MLA parenthetical citation.** Each page should be consecutively numbered using correct MLA pagination.
4. Please create a cover page for your project listing your name, the author and title of the book you have chosen, and a Table of Contents (label each assignment with the corresponding page number listed).
5. **You will complete ONE of the assignments LISTED IN EACH ROW below.** There are 6 rows. The chart is on the next three pages. Be sure that you have accessed all 6 rows so that you will not be missing a portion of your assignments.

**Project Choices: Choose ONE project from each row.**

<p><b>Row 1:</b></p> <p><b>Knowledge/ Remembering</b></p> <p><b>Complete ONE of the following assignments in this row:</b> **Be sure to provide specific evidence/quotes and page numbers in your verbal references.</p>	<p><b>Tweet! Tweet!:</b> Authors do not choose a title randomly—usually there is some significance to it. Identify and describe the meaning of your book’s title in a series of simulated tweets that explains the significance of the title. Tweets have a 154 character limit. Explain your choices in an itemized table/chart.</p>	<p><b>A Picture is Worth a 1,000 Words:</b> Select a scene/passage that shows the importance of the setting (time and place) of your book. Create an original visual representation of it (can be a photo, drawing, or original graphic design). Explain its effect on the overall plot in an itemized table/chart.</p>	<p><b>Text a Friend:</b> Explain the MAIN CONFLICT in the book. Throughout the explanation, add emojis to show how it impacts the characters and/or events. Give examples of how this conflict shows up in the story and how it is resolved. Explain your choices in an itemized table/chart.</p>
<p><b>Row 2:</b></p> <p><b>Comprehension/ Understanding</b></p> <p><b>Complete ONE of the following assignments in this row:</b> **Be sure to provide specific evidence/quotes and page numbers in your verbal references.</p>	<p><b>Instagram It!</b> Show your understanding of the main character and one other character by creating instagrams that depict key characterization at crucial points throughout the text. Explain your choices in an itemized table/chart.</p>	<p><b>It’s on Amazon:</b> Create an Amazon Wish List for the protagonist of your novel. What items would be on a character’s wish list and why? Be sure to clearly link your wish list choices to specific details from the text. Explain your choices in an itemized table/chart.</p>	<p><b>Moments that Matter Memes:</b> Copy 10 of your favorite phrases/sentences from the book and explain the significance of each quote in a chart. Create original memes for each of the quotes. Make sure to insert the memes into one file. You can include it in the same file as your quotes and explanations. Explain your choices in an itemized table/chart.</p>
<p><b>Row 3:</b></p> <p><b>Application/ Applying (You have no choice in the assignment, but you do have choice in the final product format)</b></p>	<p>Do something creative to show your understanding of your book; <b>it must reflect characters, key symbols, events/outcomes.</b> The creative project needs to show off your skills and display a depth of understanding about the book/character/theme, etc. You must also create an itemized chart explaining what you created, why you created it, and how it is appropriate to your novel selection. Suggestions:</p> <ul style="list-style-type: none"> <li>● Movie trailer</li> <li>● Create a playlist of songs about the novel with CD cover</li> <li>● Create a board game that reflects the novel</li> <li>● Create trading cards (<a href="http://www.readwritethink.org/files/resources/interactives/trading_cards_2/">http://www.readwritethink.org/files/resources/interactives/trading_cards_2/</a> )</li> <li>● Posts blogs in which you retell key events from a minor character’s point of view</li> </ul>		

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<p><b>Complete <u>ONE</u> of the following assignments in this row:</b> **Be sure to provide specific evidence/quotes and page numbers in your verbal references.</p>	<ul style="list-style-type: none"> <li>● Create a graphic novel or kids’ version of the text</li> <li>● Write an alternate ending</li> <li>● Fan Fiction: what is the “to be continued” version--where do these characters go from here?</li> </ul>
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<p><b>Row 4: Analysis/ Analyzing</b></p> <p><b>Complete <u>ONE</u> of the following assignments in this row:</b></p> <p>**Be sure to provide specific evidence/quotes and page numbers in your verbal references.</p>	<p><b>Transformation Mash Up:</b> Create a journal analysis of the main character. Describe him/her and his/her transformation. Then, in an itemized chart, explain <u>WHY</u> he/she transformed over the course of the book. To showcase your analysis, create a visual that has a character “mash up” or collage of the transformation process.</p>	<p><b>The Human Experience:</b> Relate the book to human experience. In a chart, explain three truths about human nature and find three events from the text that relate to those truths. To showcase your analysis, create original memes that reflect the events that reveal truths about human nature. Then, in an itemized chart, explain your choices and address <u>WHY</u> these truths are important in the text.</p>	<p><b>Everyone’s a critic:</b> Choose another book or movie with a similar conflict, and in a video segment/vlog, compare/contrast the book to your new choice. In an itemized chart, analyze characters, plot, setting, etc.</p>
<p><b>Row 5: Evaluation/ Evaluating</b></p> <p><b>Complete <u>ONE</u> of the following assignments in this row:</b></p> <p>**Be sure to provide specific evidence/quotes and page numbers in your verbal references.</p>	<p><b>Test Time!</b> Make up a TOTAL of TWENTY QUESTIONS for your novel—five true/false questions, five multiple choice, five matching, and <u>five open-ended questions</u> for your book. Create an answer key on a separate piece of paper, including answers for the open-ended questions in the proper format. Explain your choices in an itemized table/chart.</p>	<p><b>Songwriter Challenge:</b> Choose a controversial issue from the text and take a stand on ONE SIDE of the issue. Compose and record an original song addressing your reasons for disagreeing or agreeing with a decision a character made in the novel regarding this issue. Then write a one-page, multi-paragraph journal entry that addresses the following: What would you have done differently? How would your choices have affected the outcome and characters?</p>	<p><b>Personality Quiz?</b> Create a Buzz Feed-style personality quiz based on the elements below: Brainstorm for your personality traits by making this chart. Title two columns with opposite words (hate/love, peace/violence, power/submission, honesty/deceit, etc). Now list 5 elements from the novel (characters’ actions/ words, plot development, symbols, etc.) that fit each of the descriptive words. Write a journal entry explaining your lists and what it says about the personalities in the quiz.</p>

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<p><b>Row 6: Synthesis/ Creating</b></p> <p><b>Complete <u>ONE</u> of the following assignments in this row:</b></p> <p>**Be sure to provide specific evidence/quotes and page numbers in your verbal references.</p>	<p><b>E-zine: (Entertainment magazine)</b> Imagine that this novel has been turned into a NetFlix series. You work for an online entertainment magazine. How would you cover this series in the next issue of your e-zine? Design a mock up of 4 pages of coverage that includes images and reviews of the cast, theme and plot. Explain your choices in a one-page multi-paragraph journal or itemized table/chart.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>● Who is in the cast?</li> <li>● Is the actor the right person for the character? Why/Why not?</li> <li>● What major elements deserve coverage?</li> <li>● In planning, consider what types of articles should be included: For example: Does the series effectively convey the message of the book? OR Is the series presented in a way that makes it relevant to the current population?</li> </ul>	<p><b>I'm going to Hollywood!</b> Create a movie script in which you develop the plot, characters, and message of the text. In 4-5 scenes, you should convey major events, characters, key decisions/turning points, lessons, and outcomes. Remember that scripts are set up just like play script with characters, dialogue and stage directions. Upon completion, write a journal that addresses the following:</p> <ul style="list-style-type: none"> <li>● What were the challenges of converting a text to a live-action script? (For example, how did you convey internal dialogue/information that only one character might have been thinking about?)</li> <li>● What is similar to/ different from the original?</li> <li>● Who is your ideal director and cast? Explain your choices.</li> </ul>	<p><b>Crossover:</b> Bring in a character from another text, movie, or tv show. <b>OR</b> transport the protagonist from your text into another book, movie or tv show. Describe what their interactions might be in 4-5 scenes and then answer the following in a one-page journal entry:</p> <ul style="list-style-type: none"> <li>● How would these characters connect, if at all?</li> <li>● Do they have anything in common?</li> <li>● How might they resolve any differences they might have?</li> </ul>
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## SUMMER READING CHOICES FOR CP:

### English CP (All grade levels Eng I CP-Eng V CP)

#### SELECT ONE BOOK FROM THE FOLLOWING CHOICES:

##### ***Because You'll Never Meet Me* by Leah Thomas**

What would you do if you couldn't use technology for an hour? A day? A lifetime?

Think you could do it? Well, Ollie has to do it because he's allergic to cell phones--and any form of electricity.

Then, there's Moritz. He lives in Germany and has a pacemaker that keeps his heart beating. Without it, he won't survive.

These two are loners and could potentially be good friends based on their loneliness. There's one problem, though. The two can never meet because the "thing" that makes each one unique is also the very "thing" that would kill the other. As a way around this dilemma, they write each other letters. You'd think that reading and writing letters would be harmless; however, as these two bond, they find themselves longing to overcome the things that are holding them back.

##### ***The Curious Incident of the Dog in the Nighttime* by Mark Haddon**

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. Christopher is a fifteen-year-old boy who is on the autism spectrum. He discovers that his neighbor's dog, Wellington, has been killed. Against his father's wishes, he decides to investigate it and writes his discoveries in a book that he calls a "murder mystery novel." Christopher's father confiscates the book, and while trying to find it, Christopher uncovers another mystery that must be solved. As Christopher sets out to solve them both, the reader gets a glimpse of his adventures from the unique perspective of one who interprets the world around him/her differently.

##### ***Every Last Word* by Tamara Ireland Stone**

*If you could read my mind, you wouldn't be smiling.* Samantha McAllister looks just like the rest of the popular girls in her junior class. But Sam has a secret that her friends would never understand. Sam has Purely-Obsessional OCD and is consumed by a stream of dark thoughts and worries that she can't turn off, making her life an endless stream of second guesses. Enter Caroline, who introduces Sam to Poet's Corner, a hidden room and a tight-knit group of misfits who have been ignored by the school at large. Sam is drawn to them immediately, especially a guitar-playing guy with a talent for verse, and starts to discover a whole new side of herself. Slowly, she begins to feel more "normal" than she ever has as part of the popular crowd . . . but she still finds herself living in three worlds--the popular girls, the misfits, and her own dark thoughts. What's a girl to do?

##### ***A Mango-Shaped Space* by Wendy Mass**

In Mia's mind, words and sounds have a colored aura around them. For example, the word *friend* is "turquoise with a glow of glossy red;" however, *amigo*, the Spanish word for friend, is "yellow with spots of brown, like an old banana." The two images don't match, and Mia has a hard time connecting the two images in her brain so that she can remember. Mia has been this way all her life, and she knows now that she processes things differently from other teens because of her "glowing words." *Why am I like this?* she wonders. *Is there something wrong with me? Why is my brother obsessed with the correct time? And where is my cat, Mango? He's always around.* Join Mia on a discovery journey as she learns more about her condition and how to cope with it . . . and other things in her life.

##### ***Out of My Mind* by Sharon Draper**

Melody has a brilliant mind. Melody has a pink wheelchair, a goldfish named Ollie, and a dog named Butterscotch. She also has Cerebral Palsy, which has robbed her of her ability to walk or talk, yet her photographic memory allows her to remember every detail of every experience she has ever had. Melody also has a neighbor named Violet who teaches her things she didn't think she could do; a loving mom and dad; an

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aide at school named Catherine, and the ability to dream. In her dreams she is like everyone else who can run, take gymnastics, square dance, and sing. At eleven years of age, Melody has never spoken a word, and acquires a machine that opens her up to a whole new world...or does it? Because Melody lives in the real world of fifth graders and adults, there are many challenges she must overcome.



## HONORS/DUAL CREDIT/AP ENGLISH BOOK CHOICES

### **English 2 Honors (9<sup>th</sup> grade Honors):**

#### **SELECT ONE BOOK FROM THE FOLLOWING CHOICES:**

##### ***The Glass Menagerie* by Tennessee Williams**

Tom Wingfield is the family breadwinner after his father disappears. His sister Laura is painfully shy and suffers from an illness that, combined with her shyness, prevents her from striking out on her own. Their mother Amanda has high hopes and dreams for both her grown kids, in spite of their current circumstances; however, she keeps dwelling in the past, constantly reminding her kids of her life when she was younger and begging Tom to find a nice young man for his sister. But lately, Tom has been acting funny and seems restless. Laura has her own troubles, and her mother pins all her hopes on a gentleman who is coming for dinner as Tom's guest. Will Laura finally be able to overcome her shyness? Will Tom actually abandon his position as family breadwinner? Can Amanda let go of the past and help her children find their futures?

##### ***Of Mice and Men* by John Steinbeck**

An unlikely pair: George is "small and quick and dark of face"; Lennie, a man of tremendous size, has the mind of a young child. Because Lennie has a hard time adjusting, George loyally stays with him to protect Lennie from a cruel world and to drill important life lessons into Lennie's head. They have formed a "family," and they have a plan: They want a house and land they can call their own. However, in Depression-era California, money--and work--are hard to come by. When they land jobs on a ranch in the Salinas Valley, the fulfillment of their dream seems to be within their grasp. But even George cannot guard Lennie from a flirty woman, nor can he predict the consequences of Lennie's unswerving obedience to the things George taught him.

##### ***To Kill a Mockingbird* by Harper Lee**

Scout is a 10-year-old tomboy in the sleepy Southern town of Maycomb, Alabama. It's the mid-1930s. Scout's world consists of fun play dates with her brother Jem and friend Dill, school, and time with her beloved dad Atticus, a lawyer. We see the world through Scout's eyes as she encounters many new experiences and learns lessons. But her world is about change. Her father takes a case in which a man is unjustly accused of a horrible crime, and Scout's world changes as prejudice and inequality interrupt her life. Scout soon learns a valuable lesson: Doing what is morally right is not always easy, popular .... or safe.

### **English 3 British Literature Honors (10<sup>th</sup> grade Honors):**

#### **SELECT ONE BOOK FROM THE FOLLOWING CHOICES:**

##### ***Jane Eyre* by Charlotte Brontë**

Charlotte Brontë's impassioned novel is the love story of Jane Eyre, a plain yet spirited governess, and her employer, the arrogant, brooding Mr. Rochester. Published in 1847 under the pseudonym of Currer Bell, the book heralded a new kind of heroine—one whose virtuous integrity, keen intellect and tireless perseverance broke through class barriers to win equal stature with the man she loved. Hailed by William Makepeace Thackeray as "the masterwork of a great genius," *Jane Eyre* is still regarded, over a century later, as one of the

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finest novels in English literature.

***Pride and Prejudice* by Jane Austen**

Austen trains her sights on a country village and a few families--in this case, the Bennets, the Philips, and the Lucases. Into their midst comes Mr. Bingley, a single man of good fortune, and his friend, Mr. Darcy, who is even richer. Mrs. Bennet, who married above her station, sees their arrival as an opportunity to marry off at least one of her five daughters. Bingley is complaisant and easily charmed by the eldest Bennet girl, Jane; Darcy, however, is harder to please. Put off by Mrs. Bennet's vulgarity and the untoward behavior of the three younger daughters, he is unable to see the true worth of the older girls, Jane and Elizabeth. His excessive pride offends Lizzy, who is more than willing to believe the worst that other people have to say of him; when George Wickham, a soldier stationed in the village, does indeed have a discreditable tale to tell, his words fall on fertile ground.

***A Tale of Two Cities* by Charles Dickens**

Classic novel of consuming passions, played out against the lonely moors of northern England, recounts the turbulent and tempestuous love story of Cathy and Heathcliff. Heathcliff and Cathy, childhood playmates who grow into soul mates, believe they're destined to love each other forever, but when cruelty and snobbery separate them, their untamed emotions literally consume them. Both poetic and incisive, this novel examines the dark depths of human psychology as the soul searches for love, understanding, and acceptance. The storming of the Bastille . . . the death carts with their doomed human cargo . . . the swift drop of the guillotine blade—this is the French Revolution that Charles Dickens vividly captures in this famous work. With dramatic eloquence he brings to life a time of terror and treason, a starving people rising in frenzy and hate to overthrow a corrupt and decadent regime. With insight and compassion he casts his novel of unforgettable scenes with unforgettable characters.

***Wuthering Heights* by Emily Brontë**

Classic novel of consuming passions, played out against the lonely moors of northern England, recounts the turbulent and tempestuous love story of Cathy and Heathcliff. Heathcliff and Cathy, childhood playmates who grow into soul mates, believe they're destined to love each other forever, but when cruelty and snobbery separate them, their untamed emotions literally consume them. Both poetic and incisive, this novel examines the dark depths of human psychology as the soul searches for love, understanding, and acceptance.

**English 4 American Literature Honors (11<sup>th</sup> grade Honors)**

**SELECT ONE BOOK FROM THE FOLLOWING CHOICES:**

***The Age of Innocence* by Edith Wharton**

*The Age of Innocence* is the haunting story of the struggle between love and duty in Gilded Age New York told through the eyes of Newland Archer and his betrothed, May Welland. A young lawyer on the rise, Newland Archer needs only a society wife to solidify his position, but finds himself torn after he meets and falls deeply in love with May's disgraced cousin, the Countess Olenska. This is an exclusive, stifling social world, which is the only world Newland has ever known and the "home" Ellen has longed for all her life, and the society is so established and rigid that both of these strong people find it overwhelming. Even though neither of them is happy here, what choice do they have? While the attraction between Archer Newland and Countess Olenska is undeniably strong, can Archer Newland deny the foundation of his upbringing? Can he defy the monster that is "society?" Can love truly conquer all?

***The Grapes of Wrath* by John Steinbeck**

Set during the Great Depression, it brings to life the migration of an Oklahoma Dust Bowl family to California and their hardships as migrant farm workers. A portrait of the conflict between the powerful and the powerless,

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of one man's fierce reaction to injustice, and of one woman's stoical strength, the novel captures the horrors of the Great Depression and probes into the very nature of equality and justice in America. The chronicles of the Joad family's life on a failing Oklahoma farm, their difficult journey to California, and their disillusionment once they arrive there and fall prey to a parasitic economic system bring up questions about the American Dream. Is it really worth it?

***The Sun Also Rises* by Ernest Hemingway**

What does it mean to be a part of the "Lost Generation"? In his career-making novel, Hemingway provides a poignant look at the disillusionment and angst of the post-World War I generation. The story follows the flamboyant Lady Brett Ashley and the hapless Jake Barnes as they journey from the wild nightlife of 1920s Paris to the brutal bullfighting rings of Spain with a motley group of expatriates. It is an age of moral bankruptcy, spiritual dissolution, unrealized love and vanishing illusions. Every element of every great Hemingway book can be seen here - plenty of vivid descriptions; moments of strange, elegiac melancholy; the human spirit fighting against the world; loneliness, isolation, and endurance. They're all here as Jake struggles to find his place in a world that is far less innocent now.

**English 5 Honors OR English 101/102 Dual Credit**  
**SELECT ONE BOOK FROM THE FOLLOWING CHOICES:**

***Hard Times* by Charles Dickens**

The novel is set in a system whose schools eschew the arts and humanities. These are hard times, but not times without humor. School teacher Gradgrind makes it clear that feelings, art, decoration, are worthless distractions. Only facts have value. Gradgrind's own children, Tom and Louisa, prove early victims of this "just the facts" upbringing. By way of contrast, Sissy Jupe, perhaps Gradgrind's worst student, the indigent daughter of circus performers, channels her innate creativity to save Tom from jail and Louisa from an unwanted husband.

***A Prayer for Owen Meany* by John Irving**

Owen Meany is a dwarfish boy with a strange voice who accidentally kills his best friend's mom with a baseball and believes--accurately--that he is an instrument of God, to be redeemed by martyrdom.

***The Mayor of Casterbridge* by Thomas Hardy**

The novel opens with a poor workman named Michael Henchard, in a fit of drunken rage when he sells his wife and baby daughter to a stranger at a country fair. Stricken with remorse, Henchard forswears alcohol and works hard to become a prosperous businessman and the respected mayor of Casterbridge. But he cannot erase his past. His wife ultimately returns to offer Henchard the choice of redemption or a further descent into his own self-destructive nature.

***To the Lighthouse* by Virginia Wolfe**

The three sections of the book take place between 1910 and 1920 and revolve around various members of the Ramsay family during visits to their summer residence on the Isle of Skye in Scotland. Mrs. Ramsay, with her emotional, poetic frame of mind, contrasts Mr. Ramsay, a self-centered philosopher, but both are flawed by their limited perspectives. A painter and friend of the family, Lily Briscoe, works on completing a painting throughout the novel.

**AP English Language:**

**SELECT ONE BOOK FROM THE FOLLOWING CHOICES:**

***The Iguana Tree* by Michel Stone**

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How much would you risk for a better life? From the outside looking in, America is the place where dreams come true. Deep in the heart of Mexico, Hector makes the heart-wrenching decision to go to America, leaving his wife and infant daughter behind until he can find a way to get them “across.” After his “coyote” crossover experience, Hector makes his way to Edisto Island in South Carolina, where helpful Americans offer him legal advice and responsible employment. Meanwhile, wife Lilia sets into motion a new plan that could have devastating consequences, bringing us back to the question: How much would you risk for a better life?

### ***The Poisonwood Bible, Barbara Kingslover***

When missionary Nathan Price takes his wife and four daughters off to Africa, salvation is the one thing they're not likely to find. The year is 1959 and the place is the Belgian Congo. Nathan, a Baptist preacher, has come to spread the Word in a remote village reachable only by airplane. To say that he and his family are woefully unprepared would be an understatement: "We came from Bethlehem, Georgia, bearing Betty Crocker cake mixes into the jungle," says Leah, one of Nathan's daughters. But of course it isn't long before they discover that the tremendous humidity has rendered the mixes unusable, their clothes are unsuitable, and they've arrived in the middle of political upheaval as the Congolese seek to wrest independence from Belgium. In addition to poisonous snakes, dangerous animals, and the hostility of the villagers to Nathan's fiery take-no-prisoners brand of Christianity, there are also rebels in the jungle and the threat of war in the air.

### ***Saints at the River by Ron Rash***

Which is more important--respecting the land or respecting the dead? The death of a twelve-year-old tourist in the Tamassee River in upstate South Carolina throws a small SC town into a national uproar. The girl's body is trapped at the bottom of deep eddy; however, the river is under federal protection. The girl's parents want to attempt a rescue of the body; environmentalists are convinced the rescue operation will cause permanent damage to the river and set a dangerous precedent. Enter Maggie Glenn, a news reporter who left Tamassee ten years ago and never looked back. Sent to cover the story, Maggie must revisit old wounds as well as get the “scoop.”

### **\*AP Recommended (but not required) Purchase for Class Use:**

*Rhetorical Devices: A Handbook and Activities for Student Writers*

*Note:* In the past, some students preferred to take notes in their own copies rather than borrow class copies.

### **Where can I get the books?**

- **Hard Copies:** The book lists have been distributed to the local library and bookstores. They have copies available for check out or purchase. Please note that if you write in library book, then you must pay to replace it as the library will consider it damaged.
- **Electronic Copies:** The Mayo HS for MST library has electronic copies of the books available in Mackinvia. These are available for check out for all students currently enrolled at Mayo. There are also electronic copies available for purchase for Nook or Kindle from Barnes and Noble and Amazon. (Find out about Burry's electronic app.)

### **How were the books selected?**

The English Department has previewed all books for content, language, and situations and deemed them appropriate for teens. All books also have material that fulfills all requirements of the summer reading spreadsheet/annotations categories. Honors/AP books are classics-based; CP books are from the 2016 SC Young Adult Book Award list and popular Young Adult novels, which have also been screened by students, parents, and teachers state-wide for content, language, and situations.

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**What if I have questions?**

You may contact a teacher at the email addresses provided on page 1 of the document.

**What if my schedule changes after registration?**

If you change levels of English (from CP to Honors or vice versa), then you may turn in your current spreadsheet or annotations. If you move up to Honors, you will then have 3 weeks to read a novel from the Honors list so that you can complete the class activities in the Honors unit.

**What if I am accepted to Mayo after July 15?**

Bring your requirements, rubric and completed work from your previous school to registration. A department member will be available at registration and can determine if you must read a new book. We honor all completed assignments; however, we reserve the right to require further reading in order for a new student to achieve success in our planned units. If further reading is required, the student will have 3 weeks to complete the reading.

**This is the final page of the assignment. Make sure you have your information completed by registration. It is due by the end of registration on August 1, 2018.**

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