



Plainfield Public Schools Summer Reading List 2010 Kindergarten through Second Grade

All students are expected to complete two (2) reading activities for their summer assignment. Each assignment should address a different book from the grade level reading list.

The assignments are due to your homeroom teacher no later than **September 17, 2010**. Each reading activity will count as a Language Arts quiz grade. Late projects will not be accepted and incomplete projects will be graded appropriately. Students may complete an additional activity for extra credit. Teachers will coordinate class presentations for students to give an overview of one of their summer reading activities

Grades K – 2 Reading Activities

1. Write a new ending.
2. Write a new beginning.
3. Make a new jacket with an original blurb or make a book jacket with an inside summary.
4. Write about a character you liked or disliked.
5. Gather a collection of objects described in the book,
6. Draw or paint pictures of the main characters.
7. Create a puppet show to perform in school.
8. Make a poster to advertise the book.
9. Write a letter to a character in the book.
10. Create a character or animal from the story using clay or some other materials.
11. Make a poster about the book using two or more of the following media: paint, crayons, chalk, paper, ink, or real materials.





**Plainfield Public Schools
Summer Reading List 2010
Kindergarten through Second Grade**

General Information

Copies of the books can be found in the Plainfield Public Library. The following stores were provided our summer book list: Barnes and Noble in Springfield and Menlo Park, and Borders in Watchung.

A Child's Garden of Verses by Robert Louis Stevenson
A Picture Book of George Washington Carver by David Adler
Aunt Flossie's Hat by Elizabeth Howard
Bailey Goes Camping by Kevin Henkes
Beach by Elisha Cooper
Bugs! by Patricia and Fredrick McKissack
Cassie's Word Quilt by Faith Ringgold
Chicken Soup with Rice by Maurice Sendak
Corduroy by Don Freeman
Digging Up Dinosaurs by Aiki
Erandi's Braids by Antonio Hernandez Madrigal
Fancy Nancy by Jane O'Connor
Frog and Toad series by Arnold Lobel
Get Ready for Second Grade, Amber Brown by Danziger
Good Morning, Sun! by Lisa Campbell-Ernst
Goodnight Gorilla by Peggy Rathman
Harold and the Purple Crayon by Crockett Johnson
Henry and Mudge series by Cynthia Rylant
How Big is a Foot? by Rolf Myellar
How Dinosaurs Say Goodnight (and others: series in English & Spanish) by Cynthia Rylant
I Wonder Why Spiders Spin Webs by Amanda O'Neil
If a Bus Could Talk: The Story of Rosa Parks by Faith Ringgold
Lilly's Purple Plastic Purse by Kevin Henkes
Lottie's New Beach Towel by Petra Mathers
Meet the Barkers by Tomie de Paola
Mufaro's Beautiful Daughters by John Steptoe
Naughty Little Monkeys by Jim Aylesworth
Nate the Great and the Boring Beach Bag by Marjorie Weinman Sharmat
One For You and One For Me by Wendy Blaxland
Piggie Pie by Margie Palatini
Pumpkin Circle: The Story of a Garden by George Levenson
Sheep in a Jeep by Nancy Shaw
Skippyjon Jones, Lost in Space by Judy Schachner
Tar Beach by Faith Ringgold
The Doorbell Rang by Pat Hutchins
The Pigeon Finds a Hot Dog! by Mo Willems
The Quiet Book by Deborah Underwood and Renata Liwska
The Sandwich Swap by Queen Rania of Jordan Al Abdullah

PPS Kindergarten through Second Grade
(continued)

The Snowy Day by Ezra Jack Keats

The Story of Jumping Mouse by John Steptoe

The Village of Round and Square Houses by Ann Grifaconi

Welcome to Kindergarten by Anne Rockwell

What Comes in 2's, 3's & 4's? by Suzanne Aker

What Do You Do When Something Wants to Eat You? by Steve Jenkins

What Lives in a Shell by Kathleen Zoehfeld

Young Cam Jansen Series by David Adler





Plainfield Public Schools Summer Reading List 2010 Third through Fifth Grade

All students are expected to complete two (2) reading activities for their summer assignment. Each assignment should address a different book from the grade level reading list.

The assignments are due to your homeroom teacher no later than **September 17, 2010**. Each reading activity will count as a Language Arts quiz grade. Late projects will not be accepted and incomplete projects will be graded appropriately. Students may complete an additional activity for extra credit. Teachers will coordinate class presentations for students to give an overview of one of their summer reading activities

1. Write the copy for a newspaper front page that is devoted entirely to the book you read. The front page should look as much like a real newspaper page as possible. The articles on the front page should be based on events and characters in the book.
2. Make a collage that represents major characters and events in the book you read. Use pictures and words cut from magazines in your collage.
3. Make a time line of the major events in the book you read. Be sure the divisions on the time line reflect the time period in the plot. Use drawings or magazine cutouts to illustrate events along the time line. You could present this to the class, taking us through time--event by event, for more marks.
4. Make a shoe box diorama of a scene from the book you read. Write a paragraph explaining the scene and its relevance to the story.
5. Pretend that you are one of the characters in the book you read. Tape a monologue of that character telling of his or her experiences. Be sure to write out a script before taping. You could perform this "live" if you so choose.
6. Make a television box show of ten scenes in the order that they occur in the book you read. Cut a square form the bottom of a box to serve as a TV screen and make two slits in opposite sides of the box. Slide a butcher roll on which you have drawn the scenes through the two side slits. Make a tape to go with your television show. Be sure to write out a script before taping or performing live.
7. Find a song or a poem that relates to the theme of your book and explain the similarities.
8. For fun, exaggerate either characteristics or events and write a tabloid-style news story related to your book.
9. Draw a comic-book page complete with bubble-style conversations showing an incident in your book.
10. Make a diorama showing the setting or a main event from the book.





**Plainfield Public Schools
Summer Reading List 2010
Third through Fifth Grade**

General Information

Copies of the books can be found in the Plainfield Public Library. The following stores were provided our summer book list: Barnes and Noble in Springfield and Menlo Park, and Borders in Watchung.

- A Giraffe Goes to Paris* by Mary Tavener, John Harris, and Jon Cannell
African Beginnings by James Haskins
Babe Didrikson Zaharias: The Making of a Champion by Russell Freedman
Buddy: The First Seeing Eye Dog by Eva Moore
Cam Jansen & The Chocolate Fudge Mystery by David A. Adler
Charlie and the Chocolate Factory by Roald Dahl
Chicken Sunday by Patricia Polacco
City Kid's Field Guide by Ethan Herberman
Dairy of a Wimpy Kid by Jeff Kinney
Fourth Grade Rats by Jerry Spinelli
Frindle by Andrew Clements
From the Mixed-Up Files of Mrs. Basil E. Frankweiler by E.L. Koningsberg
Heat by Mike Lupica
Hoot by Carl Hiaasen
How to Eat Fried Worms by Thomas Rockwell
I was a Third Grade....series by Mary Jane Auch
In the Year of the Boar and Jackie Robinson by Bette Bao Lord
Inside the Titanic by Ken Marschall
Inspirations: Stories About Women Artists by Leslie Sills
Jack, the Seal and the Sea by Gerald Aschenbrenner
Jump! From the Life of Michael Jordan by Floyd Cooper
Laughteria by Douglas Florian
Letters from Camp by Kate Klise
Losers by Jerry Spinelli
Minty: A Story of Young Harriet Tubman by Alan Schroeder
Mississippi Bridge by Mildred Taylor
My Weird School series by Dan Gutman
Nothing's Fair in Fifth Grade by Barthe Declements
Polar Bear Cubs by Down Mathews
Raining Pig and Noodles by Jack Prelutsky
Sideways Stories from Wayside School by Louis Sachar
Stop the Presses, Nellie's Got a Scoop!: A Story of Nellie Bly by Robert M. Quackenbush
Summer Reading is Killing Me! By Jon Scieszka
Tales of a Fourth Grade Nothing by Judy Blume
The Birthday Ball by Lois Lowry and Jules Feiffer

PPS Third through Fifth Grade
(continued)

The Journal of Biddy Owens (and others in Journal series) by Walter Dan Myers

The Magic School Bus series by Joanna Cole

The Secret Garden by Frances Hodgson Burnett

The Story of Jackie Robinson: Bravest Man in Baseball by Margaret Davidson

The Watsons Go to Birmingham by Christopher Curtis

The Worry Stone by Marianna Elting

Through My Eyes by Ruby Bridges

Wait Till Helen Comes by Mary Hahn

Walking the Road to Freedom: Sojourner Truth by Jeri Ferris

Willimena Rules series by Valerie Wilson Wesley

*Wilma Unlimited: How Wilma Rudolph became the World's Fastest Woman by
Kathleen Krull*





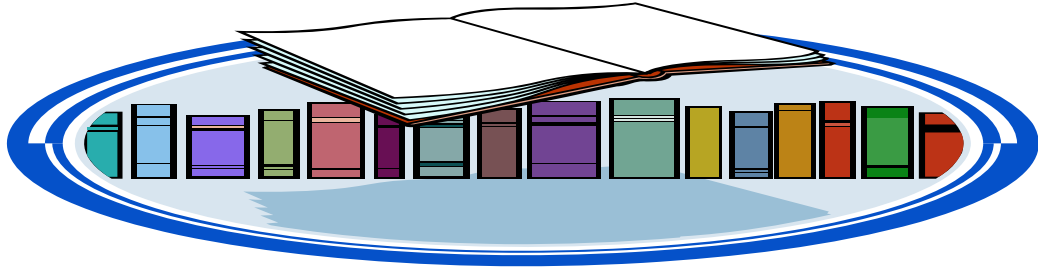
**Plainfield Public Schools
Summer Reading List 2010
Sixth through Eighth Grade**

All students are expected to complete two (2) reading activities for their summer assignment. Each assignment should address a different book from the grade level reading list.

The assignments are due to your homeroom teacher no later than **September 17, 2010**. Each reading activity will count as a Language Arts quiz grade. Late projects will not be accepted and incomplete projects will be graded appropriately. Students may complete an additional activity for extra credit. Teachers will coordinate class presentations for students to give an overview of one of their summer reading activities

1. Create a radio ad for your book. Write out the script and tape record it as it would be presented. Don't forget background music!
2. Make a "wanted" poster for one of the characters or objects in your book. Include the following: (a) a drawing or cut out picture of the character or object, (b) a physical description of the character or object, (c) the character's or object's misdeeds (or deeds?), (d) other information about the character or object which is important, (e) the reward offered for the capture of the character or object.
3. Research and write a 1 page report on the geographical setting of your story. Explain why this setting was important to the outcome of the story.
4. Design an advertising campaign to promote the sale of the book you read. Include each of the following: a poster, a radio or TV commercial, a magazine or newspaper ad, a bumper sticker, or a button.
5. Find the top 10 web sites a character in your book would most frequently visit. Include 2-3 sentences for each on why your character likes each of the sites.
6. Plan a party for the characters in the book you read. In order to do this, complete each of the following tasks: (a) Design an invitation to the party which would appeal to all of the characters. (b) Imagine that you are five of the characters in the book and tell what each would wear to the party. (c) Tell what food you would serve and why. (d) Tell what games or entertainment you will provide and why your choices are appropriate. (e) Tell how three of the characters will act at the party. (f) What kind of a party is this? (birthday, housewarming, un-birthday, anniversary, etc.)
7. Imagine that you have been given the task of conducting a tour of the town in which the book you read is set. Make a tape describing the homes of your characters and the places where important events in the book took place. You may want to use a musical background for your tape.
8. Create an author study poster by researching you book's author. Include titles or picture of other books written by this author, biographical information, and any awards the author received.

9. Make a collage that represents major characters and events in the book you read. Use pictures and words cut from magazines in your collage.
10. Make a paper doll likeness of one of the characters in the book you read. Design at least three costumes for this character. Next, write a paragraph commenting on each outfit; tell what the clothing reflects about the character or the historical period and events in the book.





**Plainfield Public Schools
Summer Reading List 2010
Sixth through Eighth Grade**

General Information

Copies of the books can be found in the Plainfield Public Library. The following stores were provided our summer book list: Barnes and Noble in Springfield and Menlo Park, and Borders in Watchung.

Abracadabra Kid: A Writer's Life by Sid Fleischman
Absolutely Normal Chaos by Sharon Creech
After Tupac and D Foster by Jacqueline Woodson
Ain't Nothing But a Man: My Quest to Find the Real John Henry by Scott Reynolds Nelson
Al Capone Does My Shirts by Gennifer Choldenko
Anne of Green Gables by Lucy Maud Montgomery
Because of Winn Dixie by Kate DiCamillo
Bone Detectives: How Forensic Anthropologists Solve Crime and Uncover Mysteries of the Dead by Donna Jackson and Charlie Fellenbaum
Butterfly (Theme) by Patricia Polacco
Crash or Wringer by Jerry Spinelli
Cuba 15 by Nancy Osa
Diary of a Wimpy Kid series by Jeff Kinney
Ella Enchanted by Gail Carson Levine
Esperanza Rising by Pam Munoz Ryan
Fever, 1793 by Laurie Halse Anderson
Flowers for Algernon by Daniel Keyes
Free the Children by Craig Kielburger
Lily's Crossing by Patricia Reilly Giff
Magic Orange Tree and Other Haitian Folktales by Diane Wolkstein
Malcolm X: By Any Means Necessary by Walter Dean Myers
North Star to Freedom: The Story of the Underground Railroad by Gena K. Gorrell
Pink and Say (Theme) by Patricia Polacco
Roll of Thunder Hear My Cry by Mildred D. Taylor
Shipwreck at the Bottom of the World, by Armstrong
Stanley Yelnats' Survival Guide to Camp Green Lake by Louis Sachar
Stargirl by Jerry Spinelli
The Boy Who Dared by Susan Campbell Bartoletti
The Chronicles of Narnia by C.S. Lewis
The Graveyard Book by Neil Gaiman
The Midwife's Apprentice by Karen Cushman
The Other Side of Truth by Beverly Naidoo
The Phantom Tollbooth by Norton Juster
The Salem Witch Trials by Lori Lee Wilson
The Sisterhood of the Traveling Pants by Ann Brashares

PPS Sixth through Eighth Grade
(continued)

The 39 Clues by Rick Riordan

The Watson's Go to Birmingham by Christopher Paul Curtis

The Wild Girls by Pat Murphy

Think Big by Ben Carson

Three Cups of Tea: One Man's Journey to Change the World by Sarah Thompson,
Greg Mortenson, David Oliver Relin, Jane Godall

View from Saturday by E. Konigsburg

Voices After Midnight by Richard Peck

We Beat the Streets, by Sharon M. Draper

What the World Eats by Peter Menzel

White Fang or Call of the Wild by Jack London





Plainfield Public Schools

Summer Reading 2010

Grade 9 – Rising and Honors English

All students in Grades 9 – 12 are expected to read two books, and complete the following assignments: traditional book report (outline below), 1-2 reading activities from the grade level list, and a required writing assignment.

The assignments are due to your Language Arts teacher no later than **September 17, 2010**. Each reading activity will count as a quiz grade. Late projects will not be accepted and incomplete projects will be graded appropriately. Students may complete an additional activity for extra credit. Teachers will coordinate class presentations for students to give an overview of one of their summer reading activities

Traditional Book Report

Select one book, read, take notes on each chapter, and complete any additional reading activities.

1. Plot/Events that take place (conflicts and their resolution)
2. Characters (People involved in the book and the roles they play)
3. The setting of the book, including locations and relevant background information on major events, such as dates and times.
4. Personal response/opinion which will include a personal connection to the text.

Additional Reading Activities

1. Make an ID card which belongs to one of the characters. Be sure to make the card look like the cards for that particular state. Include a picture and all information found on an ID card. Don't forget the signature!!
2. Prepare a list of 15 to 20 questions for use in determining if other people have read the book carefully. Must include some "thought" questions. "How?" "Why"
3. Choose any topic from your book and write a 1-2 page research report on it. Include a one paragraph explanation as to how it applies to your book (not in the paper itself--on your "title page.")
4. Write a song for your story. (extra credit if presented in class)
5. Write a poem (or poems) about your story.
6. Write a scene that could have happened in the book you read but didn't. After you have written the scene, explain how it would have changed the outcome of the book.
7. Create a board game based on events and characters in the book you read. By playing your game, members of the class should learn what happened in the book. Your game must include the following: a game board, a rule sheet and clear directions, events and characters from the story.
8. Pretend you are a teacher, preparing to teach your novel to the entire class. Create 5 journal prompts.
9. Obtain a job application from an employer in our area, and fill out the application as one of the characters in the book you read might do. Before you obtain the application, be sure that the job is one for which a character in your book is qualified. If a resume is required, write it.
10. You are a prosecuting attorney putting one of the characters from the book you read on trial for a crime or misdeed. Prepare your case on paper, giving all your arguments.



Plainfield Public Schools Summer Reading 2010

Rising Grade 9 English

All students in Grades 9 – 12 are expected to read two books and complete the following assignments: traditional book report (outline below), 1-2 reading activities from the grade level list, and a required writing assignment.

Writing Requirement: Write a character analysis on the required book read to be submitted no later than September 17, 2010. Explain how the character's motives and actions resulted in the outcome of the story.

1. Read John Steinbeck's *The Pearl*.
2. Read one additional book from the attached list and complete any reading activities found on the front cover.

Rising Grade 9 Honors English

All students in Grades 9 – 12 are expected to read two books, and complete the following assignments: traditional book report (outline below), 1-2 reading activities from the grade level list, and a required writing assignment.

Writing Requirement: Write a character analysis on the required book read to be submitted no later than September 17, 2010. Explain how the character's motives and actions resulted in the outcome of the story. You may identify significant changes in the character's attitude and behavior throughout the story.

1. Read Ernest Hemingway's *The Sun Also Rises*.
2. Choose and read one additional book from the attached list and complete any reading activities found on the front cover.



Plainfield Public Schools

Summer Reading 2010

Grade 9 – Rising and Honors English

All students in Grades 9 – 12 are expected to read two books and complete the following assignments: traditional book report (outline below), 1-2 reading activities from the grade level list, and a required writing assignment.

General Information

Copies of the books can be found in the Plainfield Public Library. The following stores were provided our summer book list: Barnes and Noble in Springfield and Menlo Park, as well as Borders in Watchung.

A Walk In the Woods, by Bill Bryson
Adrift: Seventy-six Days Lost at Sea, by Steven Callahan
Air Raid-Pearl Harbor! The Story of December 7, 1941 by Theodor Taylor
All Quiet on the Western Front, Erich Maria Remarque
Among Schoolchildren, by Tracy Kidder
Around the World in Eighty Days, by Jules Verne
Behind Rebel Lines: The Incredible Story, by Reit Seymour
In Harm's Way: The Sinking of the USS, by Doug Stanton
In My Hands: Memories of a Holocaust Rescuer, by Irene Opdyke (with Jennifer Armstrong)
In Your Face: The Culture of Beauty, by Shari Graydon
Leon's Story, by Leon Tillage
Rebecca, by Dapne Du Maurier
Slake's Limbo, by Felice Holman
Something Wicked This Way Comes, by Bradbury Ray
The Amateurs, by David Halberstam
The Circuit: Stories from the Life of A, by Franci Jimenez
The Deerslayer, James Fenimore Cooper
The Gettysburg Address, by Gary Wills
The Hobbit, by J.R.R. Tolkein
The Junction Boys: How Ten Days in Hell with Bear Bryant Forged a Championship Team, by Jim Dent
The Perilous Journey of the Donner Party, by Marian Calabro
The Sea Wolf, by Jack London
The Secret Lives of Bees, by Sue Monk Kidd
The Things They Carried, by Tim O'Brien
They Cage the Animals at Night, by Michael Jennings Burch
United States Constitution, by Roger Pilon
What Are You? Voices of Mixed-Race, by Pearl F. Gaskins
Winterdance: The Fine Madness of Running the Iditarod, by Gary Paulsen
Woman in the Mists, by Farley Mowat



Plainfield Public Schools

Summer Reading 2010

Grade 10 – Rising and Honors English

All students in Grades 9 – 12 are expected to read two books, and complete the following assignments: traditional book report (outline below), 1-2 reading activities from the grade level list, and a required writing assignment.

The assignments are due to your Language Arts teacher no later than **September 17, 2010**. Each reading activity will count as a quiz grade. Late projects will not be accepted and incomplete projects will be graded appropriately. Students may complete an additional activity for extra credit. Teachers will coordinate class presentations for students to give an overview of one of their summer reading activities

Traditional Book Report

Select one book, read, take notes on each chapter, and complete any of the additional reading activities.

1. Plot/Events that take place (conflicts and their resolution)
2. Characters (People involved in the book and the roles they play)
3. The setting of the book, including locations and relevant background information on major events, such as dates and times.
4. Personal response/opinion which will include a personal connection to the text.

Additional Reading Activities

1. Make an ID card which belongs to one of the characters. Be sure to make the card look like the cards for that particular state. Include a picture and all information found on an ID card. Don't forget the signature!!
2. Prepare a list of 15 to 20 questions for use in determining if other people have read the book carefully. Must include some "thought" questions. "How?" "Why"
3. Choose any topic from your book and write a 1-2 page research report on it. Include a one paragraph explanation as to how it applies to your book (not in the paper itself--on your "title page.")
4. Write a song for your story. (extra marks if presented in class)
5. Write a poem (or poems) about your story.
6. Write a scene that could have happened in the book you read but didn't. After you have written the scene, explain how it would have changed the outcome of the book.
7. Create a board game based on events and characters in the book you read. By playing your game, members of the class should learn what happened in the book. Your game must include the following: a game board, a rule sheet and clear directions, events and characters from the story.
8. Pretend you are a teacher, preparing to teach your novel to the entire class. Create 5 journal prompts.
9. Obtain a job application from an employer in our area, and fill out the application as one of the characters in the book you read might do. Before you obtain the application, be sure that the job is one for which a character in your book is qualified. If a resume is required, write it.
10. You are a prosecuting attorney putting one of the characters from the book you read on trial for a crime or misdeed. Prepare your case on paper, giving all your arguments.



Plainfield Public Schools Summer Reading 2010

Rising Grade 10 English

All students in Grades 9 – 12 are expected to read two books, and complete the following assignments: traditional book report (outline below), 1-2 reading activities from the grade level list, and a required writing assignment.

Writing Requirement: Write a character analysis on the required book read to be submitted no later than September 17, 2010. Explain how the character's motives and actions resulted in the outcome of the story. You may identify significant changes in the character's attitude and behavior throughout the story. Use evidence from the text to support your analysis and explanation.

1. Read Ernest Hemingway's ***A Farewell to Arms.***
2. Choose and read one additional book from the attached list and complete any activities found on the front cover.

Rising Grade 10 Honors English

All students in Grades 9 – 12 are expected to read two books, and complete the following assignments: traditional book report (outline below), 1-2 reading activities from the grade level list, and a required writing assignment.

Writing Requirement: Write a plot analysis on the required book to be submitted no later than September 17, 2010. Analyze how the plot is developed and how it affected the outcome of the story. Identify the turning point and explain how the conflict has been resolved.

1. Read Aldous Huxley's ***Brave New World.***
2. Choose and read one additional book from the above list and complete any of the reading activities found on the front cover.



Plainfield Public Schools Summer Reading 2010

Grade 10 – Rising and Honors English

All students in Grades 9 – 12 are expected to read, and complete the following assignments: traditional book report (outline below), 1-2 reading activities from the grade level list, and a required writing assignment.

General Information

Copies of the books can be found in the Plainfield Public Library. The following stores were provided our summer book list: Barnes and Noble in Springfield and Menlo Park, as well as Borders in Watchung.

A Picture of Dorian Gray, by Oscar Wilde
Alex, Life of a Child, by Frank Deford
Cry, the Beloved Country, by Alan Paton
Dr. Jekyll and Mr. Hyde, by Robert Louis Stevenson
Dracula, by Bram Stoker
Finding Fish: A Memoir, by Antwone Fisher
Frankenstein, by Mary Shelley
Ghost Soldiers, by Hampton Sides
Girl, Interrupted, by Susanna Kaysen
Hole in My Life, by Jack Gantos
I Know Why The Caged Bird Sings, by Maya Angelou
Into Thin Air, by Jon Krakauer
Into The Wild, by Jon Krakauer
Isaac's Storm, by Erik Larson
Kids at Work: Lewis Hine and The Crusade, by Shirley Jackson
Small Victories: The Real World of a Teacher, Her Students, and Their High School, by Samuel G. Freedman
The Bourne Identity, by Robert Ludlum
The Double Helix: A Personal Account of the Discovery of the Structure of the DNA by James D. Watson
The Glory Field, by Walter Dean Myers
The Invisible Man, by H. G. Wells
The Odessa File, by Frederick Forsyth
The Secret Life of Bees, by Sue Mont Kidd
The Witchcraft of Salem Village, by Shirley Jackson
Why We Can't Wait, by Martin Luther King
With Their Eyes: September 11th – The View, by Thomas Annie
Zen and the Art of Motorcycle Maintenance, by Robert Pirsig



Plainfield Public Schools

Summer Reading 2010

Grade 11 – Rising and Honors English

All students in Grades 9 – 12 are expected to read two books, and complete the following assignments: traditional book report (outline below), 1-2 reading activities from the grade level list, and a required writing assignment.

The assignments are due to your Language Arts teacher no later than **September 17, 2010**. Each reading activity will count as a quiz grade. Late projects will not be accepted and incomplete projects will be graded appropriately. Students may complete an additional activity for extra credit. Teachers will coordinate class presentations for students to give an overview of one of their summer reading activities

Traditional Book Report

Select one book; read, take notes on each chapter, and complete any of the additional reading activities.

1. Plot/Events that take place (conflicts and their resolution)
2. Characters (People involved in the book and the roles they play)
3. The setting of the book, including locations and relevant background information on major events, such as dates and times.
4. Personal response/opinion which will include a personal connection to the text.

Additional Reading Activities

1. Make an ID card which belongs to one of the characters. Be sure to make the card look like the cards for that particular state. Include a picture and all information found on an ID card. Don't forget the signature!!
2. Prepare a list of 15 to 20 questions for use in determining if other people have read the book carefully. Must include some "thought" questions. "How?" "Why"
3. Choose any topic from your book and write a 1-2 page research report on it. Include a one paragraph explanation as to how it applies to your book (not in the paper itself--on your "title page.")
4. Write a song for your story. (extra marks if presented in class)
5. Write a poem (or poems) about your story.
6. Write a scene that could have happened in the book you read but didn't. After you have written the scene, explain how it would have changed the outcome of the book.
7. Create a board game based on events and characters in the book you read. By playing your game, members of the class should learn what happened in the book. Your game must include the following: a game board, a rule sheet and clear directions, events and characters from the story.
8. Pretend you are a teacher, preparing to teach your novel to the entire class. Create 5 journal prompts.
9. Obtain a job application from an employer in our area, and fill out the application as one of the characters in the book you read might do. Before you obtain the application, be sure that the job is one for which a character in your book is qualified. If a resume is required, write it.
10. You are a prosecuting attorney putting one of the characters from the book you read on trial for a crime or misdeed. Prepare your case on paper, giving all your arguments.



Plainfield Public Schools Summer Reading 2010

Rising 11th Grade English

All students in Grades 9 – 12 are expected to read two books, and complete the following assignments: traditional book report (outline below), 1-2 reading activities from the grade level list, and a required writing assignment.

Writing Requirement: Write an analysis on the required book read to be submitted no later than September 17, 2010. Focus on the theme of the story. What is the author trying to convey about life?

1. Read Ray Bradbury's *The **Martian Chronicles***.
2. Read **one** additional book from the attached list and complete any of the reading activities found on the front cover.

Rising 11th Grade Honors English

All students in Grades 9 – 12 are expected to read two books, and complete the following assignments: traditional book report (outline below), 1-2 reading activities from the grade level list and a required writing assignment.

Writing Requirement: Write a character analysis on the required book read to be submitted no later than September 17, 2010. Choose a character that plays a pivotal role in the story. Explain the significance of this character to the work as a whole.

1. Read Henry James' *The **Turn of the Screw***.
2. Read one additional book from the attached list and complete any of the reading activities found on the front cover.



Plainfield Public Schools

Summer Reading 2010

Grade 11 – Rising and Honors English

All students in Grades 9 – 12 are expected to read two books, and complete the following assignments: traditional book report (outline below), 1-2 reading activities from the grade level list, and a required writing assignment.

General Information

Copies of the books can be found in the Plainfield Public Library. The following stores were provided our summer book list: Barnes and Noble in Springfield and Menlo Park, as well as Borders in Watchung.

A Separate Peace, by John Knowles
All the President's Men, by Carl & Woodward Bernstein
Bowman's Store: A Journey to Myself, by Joseph Bruchac
Broken Glass, by Arthur Miller
Dinner at the Homesick Restaurant, by Anne Tyler
East of Eden, by John Steinbeck
Fire Lover, by Joseph Wambaugh
Hurricane, by James S. Hirsch
Longitude, by Dava Sobel
Lucy, by Jamaica Kincaid
Narrative of the Life of Frederick Douglass, by Frederick Douglass
Obasan, by Joy Kogawa
On the Road, by Jack Kerouac
Once a Runner, by John L. Parker
Op Center (or) Debt of Honor, by Tom Clancy
Reversal of Fortune: Inside the Von Bulow Case, by Alan Dershowitz
The Burn Journals, by Brent Runyon
The Chosen, by Chaim Potok
The Color of Water: A Black Man's Tribute, by James McBride
The Onion Field, by Joseph Wambaugh
The Woman Warrior, by Maxin Kingston
Tuesdays with Morrie, by Mitch Albom
Walden (or) ***Life in the Woods***, by Henry Thoreau
When I Was Puerto Rican, by Esmeralda Santiago
You Hear Me?, by Betsy Franco



Plainfield Public Schools

Summer Reading 2010

Grade 12 – Rising, Honors and AP English

All students in Grades 9 – 12 are expected to read two books, and complete the following assignments: traditional book report (outline below), 1-2 reading activities from the grade level list, and a required writing assignment

The assignments are due to your Language Arts teacher no later than **September 17, 2010**. Each reading activity will count as a quiz grade. Late projects will not be accepted and incomplete projects will be graded appropriately. Students may complete an additional activity for extra credit. Teachers will coordinate class presentations for students to give an overview of one of their summer reading activities

Traditional Book Report

Select one book; read, take notes on each chapter, and complete any of the additional reading activities:

1. Plot/Events that take place (conflicts and their resolution)
2. Characters (People involved in the book and the roles they play)
3. The setting of the book, including locations and relevant background information on major events, such as dates and times.
4. Personal response/opinion which will include a personal connection to the text.

Additional Reading Activities

1. Make an ID card which belongs to one of the characters. Be sure to make the card look like the cards for that particular state. Include a picture and all information found on an ID card. Don't forget the signature!!
2. Prepare a list of 15 to 20 questions for use in determining if other people have read the book carefully. Must include some "thought" questions. "How?" "Why"
3. Choose any topic from your book and write a 1-2 page research report on it. Include a one paragraph explanation as to how it applies to your book (not in the paper itself--on your "title page.")
4. Write a song for your story. (extra marks if presented in class)
5. Write a poem (or poems) about your story.
6. Write a scene that could have happened in the book you read but didn't. After you have written the scene, explain how it would have changed the outcome of the book.
7. Create a board game based on events and characters in the book you read. By playing your game, members of the class should learn what happened in the book. Your game must include the following: a game board, a rule sheet and clear directions, events and characters from the story.
8. Pretend you are a teacher, preparing to teach your novel to the entire class. Create 5 journal prompts.
9. Obtain a job application from an employer in our area, and fill out the application as one of the characters in the book you read might do. Before you obtain the application, be sure that the job is one for which a character in your book is qualified. If a resume is required, write it.
10. You are a prosecuting attorney putting one of the characters from the book you read on trial for a crime or misdeed. Prepare your case on paper, giving all your arguments.



Plainfield Public Schools

Summer Reading 2010

Grade 12 – Rising, Honors, and AP English

All students in Grades 9 – 12 are expected to read two books, and complete the following assignments: traditional book report (outline below), 1-2 reading activities from the grade level list and a required writing assignment.

Writing Requirement: Write a critical analysis on the required book read to be submitted no later than September 17, 2010. Analyze the character, plot, language, and overall tone or mood of the story. Was the author successful in achieving its intended effect on the audience? Explain your answer.

1. Read Kurt Vonnegut's A ***Man without a Country***.
2. Choose and read one additional book from the attached list and complete any of the reading activities found on the front cover.



Plainfield Public Schools

Summer Reading 2010

Grade 12 Rising, Honors, and AP English

All students in Grades 9 – 12 are expected to read two books, and complete the following assignments: traditional book report (outline below), 1-2 reading activities from the grade level list and a required writing assignment.

General Information

Copies of the books can be found in the Plainfield Public Library. The following stores were provided our summer book list: Barnes and Noble in Springfield and Menlo Park, as well as Borders in Watchung.

A Clockwork Orange, by Anthony Burgess

A Midnight Clear, by William Wharton

A Stranger in a Strange Land, by Robert Heinlein

Alive: The Story of the Andes Survivors, by Piers P. Read

Almost a Woman, by Esmeralda Santiago

American Chica: Two Worlds, One Childhood, by Marie Arana

Angela's Ashes, by Frank McCourt

Best Intentions: The Education and Killing of Edmund Perry, by Robert Anson

C. 2010: Odyssey Two, by Arthur Clark

Dinner in the Homesick Restaurant, by Anne Tyler

Echoes, by Maeve Binchy

Fast Food Nation: The Dark Side of the All American Meal, by Eric Schlosser

Fools of Fortune, by William Trevor

Galileo's Daughter, by Dava Sovel

Gideon's Trumpet, by Anthony Lewis

Going After Cacciato, by Tim O'Brien

Kaffir Boy, by Mark Mathabane

Like Water for Chocolate, by Laura Esquivel

Lord Jim, by Joseph Conrad

Mama Day, by Gloria Naylor

Master of the Moor, by Ruth Rendell

Our Man in Havana, Graham Greene

Patchwork Planet, by Anne Tyler

Possession, by A.S. Byatt

Ringworld, by Larry Niven

Stephen Hawking's Universe, by John Boslough

Tail chaser's Song, by Tad Williams

The Bell Jar, by Sylvia Plath

The Bride Price, by Buchi Emcheta

The Cuckoo's Egg, by Cliff Stoll

The Elements of Style, by William Strunk

The Hot Zone, by Richard Preston

The Last of the Breed, by Louis L'Amour

The Liar's Club, Mary Karr

The Loved One, by Evelyn Waugh

The Mayor of Casterbridge, by Thomas Hardy



Plainfield Public Schools

Summer Reading 2010

<i>The Mosquito Coast, by Paul Theroux</i>
<i>The Nine Tailors, by Dorothy Sayers</i>
<i>The Paperboy, by Pete Dexter</i>
<i>The Return, by Sonia Levitin</i>
<i>The Riddle of the Compass: The Invention, by Amir D. Aczel</i>
<i>The Seven Story Mountain, by Thomas Merton</i>
<i>The Shipping News, by Annie E. Proulx</i>
<i>The Sword of Shannara, by Terry Brooks</i>
<i>The Woman Warrior, by Maxine Hong Kingston</i>

The Barack Obama Academy Mandatory Summer Reading Program

“Summer fun” doesn’t have to mean “dumber fun”! “Exercising kids’ brain muscles all summer brings big benefits in the fall. And not exercising them can mean a loss of hard-earned skills. A wise parent or caregiver can sneak a lot into those lazy days of summer. Any daily reading, yes, even comic books and magazines, is good for your child’s brain.” The single most important activity that can help students achieve in school is their ability to read. The Barack Obama Academy’s Mandatory Summer Reading Program is a comprehensive reading and assessment program created to encourage, support, and improve our students’ reading abilities.

The goal of **The Barack Obama Academy Mandatory Summer Reading Program** is to provide opportunities for students further develop their reading and writing skills and to promote a love of literature across the disciplines: English, Mathematics, the Sciences, World Language, History, the Arts, and Physical Education/Health.

Students will select books from the lists for the grade/courses in which they will be enrolled in for the 2010-2011 school year. The books vary in length and difficulty, yet each text has been selected to help further students’ understanding of concepts presented in their classes. **For each course there is a mandatory assignment(s) that is to be completed and turned in on the first day of school and a daily reading log that is to be filled in and signed by the parent/guardian. In addition to this assignment, students should be prepared to be tested on their summer reading.** Students who do not complete the summer reading requirements will (1) be reported to parents/guardians (2) receive 0’s for the assignments which will be included in first marking period averages.

*Students can obtain copies of the texts at the Public Library, Border Books, Barnes & Nobel, Amazon.com, and other online distributors.

Reading Requirements & Assessments

English:

All 11th & 12th Graders must Read:

Black Like Me, by John Howard Griffin “According to John Howard Griffin, he had an idea that had haunted him for years. On October 28, 1959, he could not get this idea out of his mind. For many years he had wondered what kind of life changes a white man would have to make if he became a Negro in the Deep South. He wanted to get a first hand perspective of what blacks went through every day. Using medication Griffin was able to change his white skin into black skin. In *Black Like Me*, Griffin gives an autobiographical account of what he went through for almost ten months. In the book he talks about all the good and bad things that he experienced because of his dramatic transformation.”

Assessment: Book Review

After you have finished reading *Black Like Me*, you are ready to complete the written assignment. Remember your final copy will be worth 100 points and will count as your first grade in English.

A book review should be written in the first person. Its audience is a person who might be interested in reading the book you have finished; its purpose is to review, or evaluate the book. This means you will be giving the reader

your recommendations and judgment about the book. Your evaluation, however, should go beyond a simple "I did/did not like it." You must carefully examine the book's characteristics and communicate those clearly to your audience. **See attached form for complete instructions.**

Grade 12:

And Still We Rise: The Trials and Triumphs of Twelve gifted Inner-city Students, by Miles Corwin "We had what one would consider to be a stable family. That is until my mother became addicted to crack cocaine." So writes one of the students in an essay for Advanced Placement English at Crenshaw High School in South-Central Los Angeles. At one of the toughest schools in the nation, award-winning reporter, Miles Corwin, decided to take a different look at some of the students that go there. He observed a senior AP English class that is part of a gifted magnet program for an entire year.

As he said, "I had written many stories about gangbangers ... I decided I wanted to ...write about the other children of South-Central, the students who avoid the temptations of the street, who strive for success, who, against all odds, in one of America's most impoverished, crime-ridden neighborhoods, manage to endure, to prevail, to succeed.

"What he found out will shock and enlighten you. This book is not a 'teacher-centered' book, but a realistic picture of students and teachers at a difficult school dealing with difficult lives. Willie, the young man quoted at the beginning of this review, sums up many of the students' triumphant spirits when he says, "Now I'm a senior, getting ready for graduation and a new life. Some might say I've encountered a lot at a very young age. This is true. But it has only made me a stronger and better person."

Assessment: Reading Log

As you read *And Still We Rise: The Trials and Triumphs of Twelve gifted Inner-city Students* you are to keep a reading log per chapter. Entries should include: Plot/Events, Characters (synopsis of who they are and their experiences), Setting, and your response/opinion to what you have read. In addition, it is imperative that you take notes on the following: **(1)** People in the book, including their roles and the events in which they took part. **(2)** The setting of the book including locations and relevant background information on major events, such as dates and times. **(3)** Conflicts that are encountered and their resolutions (if there are any). **(4)** Theme(s). **(5)** Your personal response to the book as a whole. **Your Reading Log/Notes are due on the first day of school.**

Mandatory Vocabulary:

The attached word list includes words you will encounter on your HSPA, SAT, and ACT. The more of these you words you know, the better. The best way to increase your vocabulary is through reading. In addition to your summer reading, you are responsible for learning the first 200 words on the vocabulary list. You will be tested on these words when you return to school in September and will be required to use them throughout your 12th grade English experience. The list, in its entirety, contains 500 words. **TIPS: (1)** Learn words in groups. You can group words by a common root they contain, or you can group words together if they are related in meaning. **(2)** Use flash cards. **(3)** Make a vocabulary notebook **(4)** Think of hooks -use rhymes, pictures, songs, and any other devices that help you remember words.

Grade 11:

Native Son, by Richard Wright "Bigger Thomas, a poor, uneducated, twenty-year-old black man in 1930s Chicago, wakes up one morning in his family's cramped apartment on the South Side of the city. He sees a huge rat scamper across the room, which he corners and kills with a skillet. Having grown up under the climate of harsh racial prejudice in 1930s America, Bigger is burdened with a powerful conviction that he has no control over his life and that he cannot aspire to anything other than menial, low-wage labor."

Assessment: Reading Log

As you read *Native Son* you are to keep a reading log per chapter. Entries should include: Plot/Events, Characters (synopsis of who they are and their experiences), Setting, and your response/opinion to what you have read. In addition, it is imperative that you take notes on the following: **(1)** People in the book, including their roles and the events in which they took part. **(2)** The setting of the book including locations and relevant background information on major events, such as dates and times. **(3)** Conflicts that are encountered and their resolutions (if

there are any). (4) Theme(s) (5) Your personal response to the book as a whole. **Your Reading Log/Notes are due on the first day of school.**

Mandatory Vocabulary:

The attached word list includes words you will encounter on your HSPA, SAT, and ACT. The more of these you words you know, the better. The best way to increase your vocabulary is through reading. In addition to your summer reading, you are responsible for learning the first 200 words on the vocabulary list. You will be tested on these words when you return to school in September and will be required to use them throughout your 11th grade English experience. The list, in its entirety, contains 500 words. **TIPS: (1)** Learn words in groups. You can group words by a common root they contain, or you can group words together if they are related in meaning. **(2)** Use flash cards. **(3)** Make a vocabulary notebook **(4)** Think of hooks -use rhymes, pictures, songs, and any other devices that help you remember words.

All 10th & 09th Graders must Read:

We Beat the Street: How A Friendship Pact Led to Success by, Davis Sampson,

George Jenkins, Rameck Hunt "In *We Beat the Street*, The Three Doctors collaborated with award-winning YA author Sharon Draper to bring their childhood, teenage, and young-adult anecdotes vividly to life. The brief "conversations" with the doctors at the end of each chapter provide context and advice in a friendly, non-intrusive way. Young readers will be captivated by the men's honest accounts of the street life that threatened to swallow them up, and how they helped each other succeed beyond their wildest dreams."

Assessment: Book Review

After you have finished reading *We Beat the Street*, you are ready to complete the written assignment. Remember your final copy will be worth 100 points and will count as your first grade in English.

A book review is a transitive piece and should be written in the first person. Its audience is a person who might be interested in reading the book you have finished; its purpose is to review, or evaluate the book. This means you will be giving the reader your recommendations and judgment about the book. Your evaluation, however, should go beyond a simple "I did/did not like it." You must carefully examine the book's characteristics and communicate those clearly to your audience. **See attached form for complete instructions.**

Grade 10:

Black Boy, by Richard Wright "*Black Boy*, an autobiography of Richard Wright's early life, examines Richard's tortured years in the Jim Crow South from 1912 to 1927. In each chapter, Richard relates painful and confusing memories that lead to a better understanding of the man a black, Southern, American writer who eventually emerges."

Assessment: Reading Log

As you read *Native Son* you are to keep a reading log per chapter. Entries should include: Plot/Events, Characters (synopsis of who they are and their experiences), Setting, and your response/opinion to what you have read. In addition, it is imperative that you take notes on the following: **(1)** People in the book, including their roles and the events in which they took part. **(2)** The setting of the book including locations and relevant background information on major events, such as dates and times. **(3)** Conflicts that are encountered and their resolutions (if there are any). **(4)** Theme(s). **(5)** Your personal response to the book as a whole. **Your Reading Log/Notes are due on the first day of school.**

Grade 09:

The Secret Life of Bees, by Sue Monk Kidd "*The Secret Life of Bees* by Sue Monk Kidd centers on Lily's search for a connection to her mother who died in a tragic accident when she was a toddler.

Taking place in South Carolina in the 1960s, *The Secret Life of Bees* explores race, love and the idea of home in turbulent times. It is a lovingly written drama that keeps the pages turning."

Assessment: Book in a Bag

After you read *The Secret Life of Bees*, you are to create a "Book in a Bag". Select ten important items from your book. For your presentation, show the class the items and explain why they are significant. Be sure to mention quotations that relate to the items you chose. **This assessment is due on the first day of school.**

Questions?

emcintosh@plainfield.k12.nj.us

The Sciences:

Select the appropriate title for the course you are enrolled in. You are only required to read one per course.

Earth Science-

The Perfect Storm: A True Story of Men Against the Sea, by Sebastian Junger

"Meteorologists called the storm that hit North America's eastern seaboard in October 1991 a "perfect storm" because of the rare combination of factors that created it. This is the true story of that storm and the people caught in it.

Biology-

The Double Helix, by James Watson "The forward by Sir Lawrence Bragg summarizes what the book will be about, discussing first the scientific importance of Francis Crick and James Watson's Nobel Prize-winning discovery of the structure of DNA. Second, it discusses the ethical dilemma that a scientist faces when a colleague has long been working on a problem, and the scientist thinks he or she can solve that problem, based on the colleague's unpublished work. This was a dilemma that Watson faced. Finally, Bragg emphasizes the human interest of the story, which is an autobiographical account of Watson's impressions instead of a historical work."

The Hot Zone, by Richard Preston, "A true story that took place in the late 1980's is based upon an outbreak of the Ebola virus in a monkey house located in the Washington, D.C. suburb of Reston, Virginia. The author weaves together the tales of several previous outbreaks in Africa to describe clearly the potential damage such an outbreak could cause."

Chemistry-

Obsessive Genius, by Barbara Goldsmith "A biography of the life and work of Marie Curie. This narrative of Madame Curie's life illustrates her connection to other prominent scientists at that time and challenges women faced in the scientific community during the first half of the 20th century."

Assessment: Book Review & Oral Presentation

After you have finished reading your selection, you are ready to complete the written assignment. Remember your final copy will be worth 100 points and will count as your first grade in Science.

A book review is a transitive piece and should be written in the first person. Its audience is a person who might be interested in reading the book you have finished; its purpose is to review, or evaluate the book. This means you will be giving the reader your recommendations and judgment about the book. Your evaluation, however, should go beyond a simple "I did/did not like it." You must carefully examine the book's characteristics and communicate those clearly to your audience. **See attached form for complete instructions.**

Questions?

smillwood-barnes@plainfield.k12.nj.us

The Arts:

Select one of the titles from the list below.

Drawing: The Only Drawing Book You'll Ever Need to be the Artist You've Always Wanted to Be, by Kathryn Temple

"What do art students hope to create when they put pencil to paper? An accurate likeness of the things they see, of course. With this imaginative, informative, and amply-illustrated guide to drawing, it's amazingly easy for kids to make those art dreams come true. After a brief overview of tools and materials, the entertaining hands-on activities begin with contour drawing techniques. With the help of lots of exercises, budding artists will learn the basic elements of shapes (lines, dots, circles) and see how to combine them to make familiar forms. They'll find out how to produce the illusion of volume with shading techniques; create perspective; accurately recreate landscapes, people, animals, and nature; develop interesting compositions; and more."

The Usborne Complete Book of Drawing, Usborne "Whatever their level of artistic skill, readers will improve their drawing. Packed with inspiring ideas and step-by-step sketches to show how to create the finished picture, this book explores a rich variety of subjects, styles and techniques while the reference section describes artists' materials and how to use them."

Origami: 30 Stunning & Original Paper Creations, by Paul Jackson

Assessment:

When you read a book on art, please note the Author, Title and Year it was written. You may draw from the books above and then write journal entries related to your drawings.

For a drawing or art project:

Is my project balanced and symmetrical?

Did I use appropriate color theory?

Did I create a drawing that I feel is quality work? Why is it quality? If not, what could be improved?

In response to a reading passage/book:

Do I agree with the author?

What is the author's main point or conclusion?

Did this reading change my understanding of the subject? What new information did I learn?

Please make reading FUN! Find art subjects that interest you!! If you read the newspaper or the internet and stumble onto an art topic, mention it in your journal for extra credit. Enjoy your summer!! If you want to reach me over the summer to email about art ideas or get some additional book suggestions, you can reach me at imitta@plainfield.nj.k12.us. I will be checking my email all summer. ENJOY!

Mrs. Mitta

Mathematics:

Select the appropriate title for the course you are enrolled in. You are only required to read one per course.

Algebra I & II

Five Equations That Changed the World: The Power and Poetry of Mathematics, by Michael Guillen “the history behind and the consequences of five of the greatest equations-like $e=mc^2$.”

Mathematics and the Unexpected, by Ivar Ekeland “This book was written for high school students interested in the unusual aspects of mathematical relationships.”

Geometry-

Brunelleschi's Dome: How a Renaissance Genius Reinvented Architecture, by Ross King “An easy, engaging read that seems like fiction, but is not, about the architectural design and building of Florence's cathedral.”

Euclid's Window: The Story of Geometry From Parallel Lines to Hyperspace, by Leonard Mlodinow “The melding of simple Geometry and quantum physics-very out there, but readable.”

Selection fits both Algebra & Geometry-

Mathematics and the Imagination, by Newman Kasner “Great book for general information about math, including large numbers and infinity. Easy read, but the concepts are intellectually stimulating.”

Assessment:

Select one of the following assignments per course.

Power Point Presentation: Oh the things you can do with a power point presentation! Make sure that you have at least five slides. You may choose to select important events, information, theories/equations/styles for your slides. You must be able to explain the significance of the information you are presenting.

Artwork: Create an original body of work that is representative of the various aspects/information throughout the book. It may be sculpture, painting, drawing, photo montage, and so on.

Questions?

emcintosh@plainfield.k12.nj.us

History:

Select the appropriate title for the course you are enrolled in. You are only required to read one per course.

U.S. History I- For this course you are to learn (you should be able to recite parts and be able to discuss) the following works and speeches:

Declaration of Independence- In Congress July 4, 1776

The Articles of the Confederation- Agreed by Congress Nov. 15, 1777 ratified and in force Mar. 1, 1781

United States Constitution- Know the preamble, be able to summarize the Articles/Sections, and know the 27 Amendments.

The Gettysburg Address- Learn the speech given by Abraham Lincoln at the Gettysburg Battle Field during the Civil War.

Assessment: Reading Log (History)- See attached form.

***Be sure to bring your copies of these works to school.**

U.S. History II-

Ages and Angels, by Adam Gopnik

From Publishers Weekly—In the year of Darwin's and Lincoln's bicentennial, *New Yorker* contributor Gopnik (*Through the Children's Gate*) can't resist the temptation to find parallels of cultural impact between the men, born on the same day in 1809, seeing them as twin exemplars of modernity. Gopnik notes that it is not what they have in common with each other that matters; it is what they have in common with *us*. And that commonality lies in the modern way of speaking (plainly) and thinking (scientific and liberal in the broad sense). But the comparison of the two men feels like a stretch, and Gopnik's notion that the very idea of democracy was precarious until Lincoln freed the slaves isn't wholly convincing. In potted biographies of the two, Gopnik emphasizes the influence of Lincoln the lawyer on Lincoln the politician, and Darwin's unusual abilities as a writer of science. Most successfully, Gopnik underscores the importance of eloquence in spreading new ideas, and his notion that Lincoln and Darwin exemplify the modern predicament—that humans must live in the space between what we know and what we feel—is resonant and worth thinking about. (Jan. 30)

Copyright © Reed Business Information, a division of Reed Elsevier Inc. All rights reserved.

Assessment: Book Review

After you have finished reading *Ages & Angels*, you are ready to complete the written assignment. Remember your final copy will be worth 100 points and will count as your first grade in English.

A book review is a transitive piece and should be written in the first person. Its audience is a person who might be interested in reading the book you have finished; its purpose is to review, or evaluate the book. This means you will be giving the reader your recommendations and judgment about the book. Your evaluation, however, should go beyond a simple "I did/did not like it." You must carefully examine the book's characteristics and communicate those clearly to your audience. **See attached form for complete instructions.**

World History-

The Renaissance: A Short History, by Paul Johnson

Assessment: Essay

The word Renaissance means rebirth. There have been numerous Renaissances throughout the course of history, some major and many minor. Your objective is to find a Renaissance (Ancient Egypt & Rome, the European Renaissance, and Italian Renaissance) and research this time period. You must write a 4-5 page research paper about your selected period. You must also draw parallels between your periods to the United States today.

Questions?

emcintosh@plainfield.k12.nj.us

Spanish:

Select one of the titles from the list below.

Bless Me, Ultima, by Rudolfo Anaya "First published in 1972, Rudolfo Anaya's *Bless Me, Ultima* "has become the best-selling Chicano novel of all time. For twenty-two years, despite being available only through a small publisher, the novel sold 300,000 copies by word of mouth and was awarded the Premio Quinto Sol for excellence in Chicano literature. In 1994, the novel was finally printed by a major publisher in a mass-market edition to rave reviews.

Anaya drew from his experiences growing up in New Mexico during World War II to create the story of a young boy who must reconcile the many conflicting influences of his family, religion, and community. In the two years spanned by the novel, Antonio (Tony) Marez, who is six years old when the story begins, comes of age when he learns to recognize evil in the world and to navigate family expectations and religious ambiguity.

Critic Ray Gonzalez, in a review in *Nation*, states that "*Bless Me, Ultima* is our Latin American classic because of its dual impact — it clearly defines Chicano culture as founded on family, tradition and the power of myth. Through Antonio and Ultima, we learn how to identify these values in the midst of the dark clouds of change and maturity."

Assessment: Book in a Bag

After you read *Bless Me, Ultima*, you are to create a "Book in a Bag". Select ten important items from your book. For your presentation, show the class the items and explain why they are significant. Be sure to mention quotations that relate to the items you chose. **This assessment is due on the first day of school.**

First Spanish Reader, by Angel Flores "A beginner's dual-language book. This book has easy to read adaptations of classic Spanish stories with English translations. It also has comprehension questions."

Assessment: Comprehension Questions & Book in a Bag

After you read, you are to create a "Book in a Bag". Select one of the classic stories you were introduced to. Then select ten important items from your book. For your presentation, show the class the items and explain why they are significant. Be sure to mention quotations that relate to the items you chose. **This assessment is due on the first day of school.**

Easy Spanish Reader, by William Tardy "This book has three parts. The first part is the story of two high school students who are involved in their Spanish club at school. The second part has readings about the history of Mexico. The third part is an adaptation of the classic Spanish story *Lazarillo de Tormes*. The book has exercises."

Assessment: Comprehension Questions & Book in a Bag

After you read *Lazarillo de Tormes*, you are to create a "Book in a Bag". Select ten important items from your book. For your presentation, show the class the items and explain why they are significant. Be sure to mention quotations that relate to the items you chose. **This assessment is due on the first day of school.**

Questions?

jrodriguez@plainfield.k12.nj.us

Physical Education/Health:

Select one of the titles from the list below.

It's Not About the Bike: My Journey Back To Life, by Lance Armstrong "People around the world have found inspiration in the story of Lance Armstrong--a world-class athlete nearly struck down by cancer, only to recover and win the Tour de France, the multiday bicycle race famous for its grueling intensity. Armstrong is a thoroughgoing Texan jock, and the changes brought to his life by his illness are startling and powerful, but he's just not interested in wearing a hero suit. While his vocabulary is a bit on the he-man side (highest compliment to his wife: "she's a stud"), his actions will melt the most hard-bitten souls: a cancer foundation and benefit bike ride, his astonishing commitment to training that got him past countless hurdles, loyalty to the people and corporations that never gave up on him. There's serious medical detail here, which may not be for the faint of heart; from chemo to surgical procedures to his wife's in vitro fertilization, you won't be spared a single x-ray, IV drip, or unfortunate side effect. Athletes and coaches everywhere will benefit from the same extraordinary detail provided about his training sessions--every aching tendon, every rainy afternoon, and every small triumph during his long recovery is here in living color. *It's Not About the Bike* is the perfect title for this book about life, death, illness, family, setbacks, and triumphs, but not especially about the bike." --*Jill Lightner*

Summer of '98, by Mike Lupica "From Publishers Weekly- After several years in the doldrums, baseball recaptured the imagination of fans across the country in 1998. Lupica, a nationally syndicated sports columnist for the New York Daily News, revisits the magic of that season in this feel-great book: "I never thought I would have a better baseball season than the one I had in '61, not just because of the home runs, but because of what I thought was the best Yankee team I would ever see in my life. Now I saw more home runs, and a better Yankee team, the best of all time. I saw the best baseball team. We all did." Lupica intersperses stories about the season's highlights? Mark McGuire's and Sammy Sosa's dramatic pursuit of Roger Maris's home run record, rookie Kerry Wood's 20-strikeout game, the New York Yankees phenomenal campaign? With musings about how baseball provides continuity between his relationship with his father and his own experience with his three young sons. He tells how, in the mornings, he left notes for his sons so that they could learn the results of games that ended after their bedtimes, just as his father did for him when he was young. In his columns, Lupica often deals with strikes, the atrocious behavior of some overpaid athletes and all the tawdriness of sports business and hype. But, in this book, he gives himself completely over to the beauty of baseball as both a game and as an agent of bonding between fathers and children. Fans who want to remember the glory of '98 and get primed for '99 will find this perfect reading for spring training."

Copyright 1999 Reed Business Information, Inc.

In These Girls, Hope is a Muscle, by Madeleine Blais “They were a talented team with a near-perfect record but a reputation for choking in the crunch of the state playoffs. Finally, after five straight years of disappointments, the Amherst Lady Hurricanes found they just might have what it took to go all the way. This is a fierce, funny, and intimate look into their minds and hearts during one very special season. “

A finalist for the [National Book Critics Circle Award](#) for nonfiction.

Assessment: Book in a Bag

After you read your text, you are to create a “Book in a Bag”. Select ten important items from your book. For your presentation, show the class the items and explain why they are significant. Be sure to mention quotations that relate to the items you chose. **This assessment is due on the first day of school.**

Questions?

emcintosh@plainfield.k12.nj.us