

Synthesis Questions:

Part of growing as a reader is learning how to think about what you read. When you finish the book, and when you finish the two articles/essays, answer the questions below. See the back of this brochure for specific directions and grading expectations.

- What was most important to you about what you just read? Explain.
- How did the characters or issues change over time?
- What does the greatest problem seem to be? To what extent is it resolved? Do you think the solution to this problem was the right one? Why?
- What does the book or informational text seem to say about what any person owes the rest of mankind?
- How does this text remind you of something you have read, seen, or heard before? Explain.

Choose Wisely And Enjoy!

Look through your choices carefully. Pull up summaries of the ones you are unfamiliar with to see what they are about before deciding. Choose one book and two articles that you are interested in and can get excited about reading. Enjoy your time reading!

Why should students read during the summer?

University of Tennessee, Knoxville, faculty members Richard Allington and Anne McGill-Franzen have completed a three-year study showing that students lose up to three months of learning every summer – skills they worked hard to acquire during the school year. However, the study showed a significantly higher level of reading achievement in students who took part in summer reading at home.

Allington compares the slide in reading ability to an athlete's fitness. "Just like hockey players lose some of their skills if they stay off their skates and off the ice for three months, children who do not read in the summer lose two to three months of reading development." Allington said.

- from <http://www.sciencedaily.com/>

Read more about it:

https://www.washingtonpost.com/blogs/answer-sheet/post/how-to-prevent-summer-reading-loss/2011/06/06/AGxmlgKH_blog.html

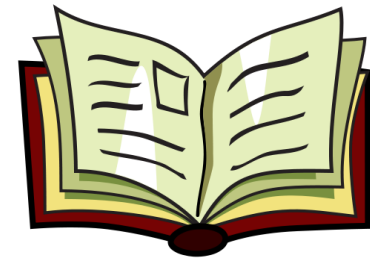
<http://www.scholastic.com/teachers/article/bridging-summer-reading-gap>



Anderson School District
Five

Summer Reading

Rising English IV Students



"A hero is someone who has given his or her life to something bigger than oneself."

Joseph Campbell

The Hero with a Thousand Faces

Theme:
The Hero in Society

The Hero in Society



The Themes

Many of the things students will read and write in English IV Honors explore the ideas of what it means to be a hero, the obstacles he must overcome, the relationship and responsibility he has to mankind, and the journey that defines self-discovery. All of these works explore these themes through events (plot), characters, and conflicts.

Summer Reading Project

Consult with teachers and/or librarians to choose one book from the fiction list, and two articles from the non-fiction list. With parent approval of the choices, students will read one book and two short non-fiction pieces over the summer.

All rising English IV Honors students must complete the synthesis questions for the novel, and for the two non-fiction articles chosen. All three sets of questions are due the first day of class (or on a different day specified by the teacher). They will be graded together, using the included rubric, as one test grade for one nine weeks. Further discussion of the works will occur, as deemed appropriate by your teacher.

Fiction Text:

- *1984*, George Orwell

Informational Texts: Read two articles.

- "There's a Hero Inside of Everyone, and We're Not Saying That to Make You Feel Good" --Matt Kettmann
<http://www.smithsonianmag.com/innovation/theres-a-hero-inside-of-everyone-and-were-not-saying-that-to-make-you-feel-good-299563/>
- "Are Heroes and Villains Really Just Victims of Circumstance?"—Scott A. McGreal
<https://www.psychologytoday.com/blog/unique-everybody-else/201404/are-heroes-and-villains-really-just-victims-circumstance>
- "Before Marvel and DC: Superheroes of the Ancient World"—Natalie Haynes
<http://www.bbc.com/culture/story/20150819-before-marvel-and-dc-superheroes-of-the-ancient-world>
- "Theme of Responsibility and Power Found in Spider-Man"—Jeffery Weiss
<http://community.seattletimes.nwsourc.com/archive/?date=20040710&slug=spiderman10m>

These books are available not only in school libraries, but also in your public libraries and local book stores. Have a great summer and enjoy the magic of books!

Grading Rubric:

100-90 (A) – All five questions have been answered for each book/article with effective explanation and detail. Answers show students have read the books and understand them. Students include details from the books as evidence for responses using direct and/or indirect quotations.

89-80 (B) – All five questions have been answered for each book/article with adequate explanation and detail. Answers show students have read the books and understand them. Students include some details from the books as evidence for responses using direct and/or indirect quotations.

79-70 (C) – All five questions have been answered for each book/article with minimal explanation and detail. Answers show students have read the books and some understand of them. Students include skimpy details from the books as evidence for responses using direct and/or indirect quotations.

69-60 (D) – All five questions have been answered for each book/article with little to no explanation and detail. Answers do not show clearly that students have read the books and understand them. Students include little to no details from the books as evidence for responses using direct and/or indirect quotations.

Not completing the work is unacceptable and is not an option for an English IV Honors student.

Grades may be adjusted from the above scores at the teacher's discretion based on students' work and completion.