

High School Summer Reading Bingo

(for ALL English classes including AP and DE courses)

Choose three in a row (vertical, horizontal, or diagonal); be sure to read the center square. CP students will read two books and complete one project for one of the two books. Honors, AP, DE students will read three books and complete two projects for two of your books **(the projects for each book must be different)**. The book that has no project has a Google Form for you to complete and submit; the link is as follows: <https://forms.gle/uq1Q7cxRy5iQY1P16>. All projects and submission are DUE the first Friday of school in August.

<p>Non-Fiction Title (not biographies)</p>	<p>Cultural Literature Title</p>	<p>YA Fiction Title</p>
<p><i>Christian Fiction Title</i></p>	<p>YOUR CHOICE of book from your grade list for all Honors, AP, & DE Students</p> <hr/> <p><i>Free Space (no book) for CP Students</i></p>	<p>Christian Living Title</p>
<p>Classic Fiction Title</p>	<p>Autobiography/ Biography</p>	<p>Graphic Novel</p>

Summer Reading Book Options

(for ALL High School Students)

Please choose three in a row on the Tic-Tac-Toe board to determine

which books you'll be working on this summer. Students will complete a Google Form (<https://forms.gle/uq1Q7cxRy5iQY1P16>) for the extra book that is read but has not project.

After choosing a genre, pick your specific title from the list below for your grade below:

Classic Literature Titles:

- **9th grade** *The Outsiders* by S.E. Hinton
- **9th grade** *Our Town* by Thornton Wilder
- **9th grade** *The Odyssey* by Homer
- **10th grade** *My Antonia* by Willa Cather
- **10th grade** *Emma* by Jane Austen
- **11th grade** *The Great Gatsby* by F. Scott Fitzgerald
- **11th grade** *Oliver Twist* by Charles Dickens
- **12th grade** *Murder on the Orient Express* by Agatha Christie
- **12th grade** *Jane Eyre* by Charlotte Bronte

Christian Fiction Titles:

- **9th grade** *Watcher in the Woods* by Robert Liparulo
- **9th grade** *Sneak* by Evan Angler
- **9th grade** *Riven* by Jerry B. Jenkins
- **10th grade** *House* by Frank Peretti and Ted Dekker
- **10th grade** *The Last Jihad* by Joel C. Rosenberg
- **11th grade** *Black* by Ted Dekker
- **11th grade** *War Room* by Chris Fabry
- **12th grade** *The Cross Examination of Oliver Finney* by Randy Singer
- **12th grade** *This Present Darkness* by Frank Peretti

Cultural Literature Titles:

- **9th grade** *I am Malala* by Malala Yousafzai with Patricia McCormick
- **9th grade** *Ties That Bind, Ties That Break* by Lensey Namioka
- **10th grade** *The Chosen* by Chaim Potok
- **10th grade** *Nelson Mandela: No Easy Walk to Freedom* by Barry Denenberg
- **11th grade** *Night* by Elie Wiesel
- **11th grade** *Proud* by Ibtihaj Muhammad

- **12th grade** *Red Scarf Girl* by Ji-li Jiang
- **12th grade** *We Should All Be Feminists* by Chimamanda Ngozi Adichie

Non-Fiction Titles:

- **9th grade** *Hidden Figures* by Margot Lee Shetterly
- **9th grade** *Same Kind of Different as Me* by Ron Hall & Denver Moore
- **9th grade** *The Making of a Navy Seal* by Brandon Webb
- **10th grade** *Mistaken Identity* by Don & Susie Van Ryn and Newell, Colleen & Whitney Clark
- **10th grade** *Codegirls* by Liza Mundy
- **11th grade** *Connected* by James H. Fowler and Nicholas A. Christakis
- **11th grade** *Unbroken* by Laura Hillenbrand
- **12th grade** *Outliers* by Malcolm Gladwell
- **12th grade** *Into the Wild* by Jon Krakauer

Autobiography/ Biography

- **9th grade** *The Red Bandana* by Tom Rinaldi
- **9th grade** *Laura: The Life of Laura Ingalls Wilder* by Donald Zochert
- **9th grade** *I Still Believe* by Jeremy Camp with Phil Newman
- **10th grade** *The Immortal Life of Henrietta Lacks* by Rebecca Skloot
- **10th grade** *Kisses for Katie* by Katie Davis
- **11th grade** *Apollo 13* by Jim Lovell and Jeffrey Kluger
- **11th grade** *Headstrong* by Rachel Swaby
- **12th grade** *Born Again* by Charles Colson
- **12th grade** *Victoria - A Life* by A.N. Wilson

Christian Living Titles:

- **9th grade** *I am Second* by Doug Bender and Dave Sterrett
- **9th grade** *Authentic Power: How to Unleash it in your Life* by John Avant
- **9th grade** *Under the Overpass* by Mike Yankowski
- **10th grade** *Enemies of the Heart* by Andy Stanley
- **10th grade** *Crazy Love* by Francis Chan
- **10th grade** *Radical* by David Platt
- **11th grade** *Don't Waste Your Life* by John Piper
- **11th grade** *Follow Me* by David Platt
- **11th grade** *Erasing Hell: What God Said About Eternity and the Things We've Made Up* by Francis Chan

- **12th grade** *Multiply* by Francis Chan
- **12th grade** *Mere Christianity* by C.S. Lewis
- **12th grade** *7: An Experimental Mutiny Against Excess* by Jen Hatmaker

YA Fiction Titles:

- **9th grade** *Wolf Hollow* by Lauren Wolk
- **9th grade** *Cinder* by Marissa Meyer
- **9th grade** *The Maze Runner* by James Dashner
- **9th grade** *The Book Thief* by Markus Zusak
- **10th grade** *Inkheart* by Cornelia Funke
- **10th grade** *The Alchemist* by Paulo Coelho
- **10th grade** *Until We Meet Again* by Renee Collins
- **11th grade** *Black, White, Other* by Joan Steinau Lester
- **11th grade** *Matched* by Ally Condie
- **12th grade** *Beautiful Creatures* by Kami Garcia and Margaret Stohl
- **12th grade** *Vinegar Girl* by Anne Tyler

Graphic Novels:

- **9th/10th grade** *A Wrinkle in Time: The Graphic Novel* by Madeleine L'Engle (Adapted by Hope Larson)
- **9th/10th grade** *Perseus and Medusa* by Ovid and Hesiod & retold by Blake A. Hoena (Stone Arch Books)
- **11th/12th grade** *March, Book 1* by John Lewis and Andrew Aydin
- **11th/12th grade** *Henry V* by William Shakespeare (Classical Comics)

Summer Reading Activities:

- **CP class students will choose one project to create for one of the two books they read over the summer.**
- **Honors and AP class students will choose two different projects to create for two of the three books they read over the summer.**
- **For the extra book, you will complete a Google form and submit the completed form to your teacher (<https://forms.gle/uq1Q7cxRy5iQY1P16>).**
- **All projects are due the first Friday the week that school starts in August.**
- **Dual Enrollment students will turn in or submit their three assignments in to Miss Lightholder**

Creative Writing/Essay (500 words each)

- (Non-fiction/Christian living) Discuss the author's purpose for this book. What is the underlying message that the author is hoping to communicate to the reader? Is there a Biblical principle/scripture that can be applied? How would you apply this message to your own life?
- (Fiction or Nonfiction) Analyze the change that occurs within the protagonist during the course of this novel. What did he/she learn and how did he/she grow by the end of the story?
- (Fiction or Nonfiction) Discuss one of the major themes of this novel. How is this theme expressed through the characters' actions or the unfolding of the plot?
- (Fiction) Invent a backstory for the main character (or expand on it if some details from the past were already provided). What happened before the events of the story transpired? How did the character become the person who we see on page one of the novel?
- (Fiction or Nonfiction) Write an alternative ending to the story. What would it have looked like if things had finished differently?
- (Fiction) Write a newspaper for the fictional town in the setting of your novel. Include at least two short articles detailing events that occurred in the story. Include images and one major headline. Remember to give your newspaper a unique name (perhaps include the name of the town). You can find plenty of free newspaper templates online to give your work an authentic look.
- (Fiction, Non-Fiction, or Christian Living) Write a response to this book in the form of a poem. It could be a found poem (using a page or two from the novel), a lyrical poem, or an alphabet acrostic. Your poem should touch on the struggles of the characters or the major themes of the story, and it should contain at least 300 words.

Digital Project

- Create a blog for one of the main characters in your novel. Feel free to use whichever platform you like best (Blogger is a Google platform you may want to try). Make sure that your theme, font, colors, and avatar image all represent the personality of your character. Create at least three blog posts--one from the beginning of the story, one from the middle of the story when the conflict is becoming tangled, and one from the end of the story when everything has resolved. How would your character narrate what is happening (in internet language, and with the use of emojis and GIFs)? Write from that character's first-person perspective, and save the link to your blog to share with your teacher. (200-250 words)
- Social Media: Create an Instagram or Twitter for one of the fictional characters in your novel. Create a profile for that character, including a user image and brief bio. Come up with at least 15 tweets/pictures that your character would post to social media, and go ahead and upload them. Explain your choices. (Include the page #, caption with the picture from an historical archive or that you have taken yourself.)
- Use the Popplet website (there is also an iPad app) to create a map to accompany your novel. You may want to map out the major and minor characters, describing each of their traits and tying them to each other according to their relationships. You could also create an elaborate timeline of events, using five different colors to indicate exposition, rising action, climax, falling action, and resolution. Smaller bubbles could indicate minor events that triggered the main events on Freytag's Pyramid. You may

decide you would like to explore the life of your author, and what events in his life led him to include certain details in the novel. Use a minimum of twenty bubbles. Take a look at this website for ideas and examples: <http://blog.popplet.com/making-the-most-of-books-with-popplet/>

Video Response

- You may choose to dress as your character and create a “vlog” in which you discuss your thoughts on things that happened to “you” throughout the story. Video(s) need to be seven minutes long total, and should be uploaded to YouTube. Save the link to share with your teacher, and be prepared to answer questions about your performance choices when school begins.
- You may choose to create a game show in which different characters from the book are contestants. How would they dress/act/respond? You may need a few friends to help you with this option. Video needs to be seven minutes long total, and should be uploaded to YouTube. Save the link to share with your teacher, and be prepared to answer questions about your performance choices when school begins.
- You may also choose to do an exclusive one-on-one interview with a character in your story. Your character will not only need to respond according to their personality, but also dress and act the part. You may need a friend to help you with this option. Video needs to be seven minutes long total, and should be uploaded to YouTube. Save the link to share with your teacher, and be prepared to answer questions about your performance choices when school begins.
- Create a 3-5 minute character monologue video retelling the story or part of the story from the character’s perspective (in 1st person). You must write a script and create a video that should be placed on Youtube or on a flashdrive and presented to the class. You must wear a costume for the video that fits the time period and your character. The setting for your video must be appropriate or a blank wall.

Artistic Activity (Meant for those who love to draw - not meant for us stick figure artists.)

- Create a scrapbook/collage response for your novel. Clip images and words from magazines that reflect major themes, characters, and events in the story. Some of the images you choose may be concrete, while others may be more symbolic. You need to fill a page with **at least 25 images** (you will need a large sheet of paper or perhaps poster board). Write a 150-word paragraph explaining your choices. Use page numbers where possible.
- Design a comic strip featuring “full-bodied” characters (no stick figures). Be sure to cite what scenes you are referring to using chapter titles and page numbers. You will need **one frame per chapter**. The comic strip may be computer generated or hand drawn in color. Be sure to include speech bubbles that are neatly written or typed with quotes from the text.
- Sketch or paint a scene from the beginning, middle, and end of the novel. Provide a paragraph explaining your depiction (for each scene) and why the scene was important to the novel (150 words each). Be sure to use page numbers from the novel as a reference point.
- Create a full-color map with a key describing key setting details from the novel (add page numbers and a quote where the evidence is found).

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(revised 3/2019)*

- Design a crossword puzzle using at **least 30 words** from the text that point to all of the following: characters, setting, plot, and vocabulary of the novel (have page numbers with your clues).

Checklist:

- Is your name on your work?
- Did you work match assignment guidelines?
- Did you show your knowledge and understanding of the text by referring to the text and using page numbers (or percentages in e-books)?
- Is the assignment presentable and neat and ready to be delivered on time?

HS Score Rubric for Summer Reading Projects

Rubric Categories	Poor, 2	Fair, 3	Good, 4	Excellent, 5	SCORE
Matches Assignment Guidelines	Does not meet the requirements of the guidelines	Adequate demonstration of the requirements of the guidelines	Good demonstration of the requirements of the guidelines	Excellent demonstration of the requirements of the guidelines	
Knowledge and Understanding	Demonstrates a very general or vague understanding of the text and subject	Demonstrates a general understanding of the text and subject	Demonstrated a strong understanding of the text and subject including relevant references to the text where appropriate	Demonstrates an excellent, original understanding of the text and subject including specific reference to the text where appropriate	
Grammar and Technical Writing	Minimal errors (more than 15 of the following): spelling, capitalization, punctuation errors (i.e. comma usage);	Minimal errors (10-15 of the following): spelling, capitalization, punctuation errors (i.e. comma usage); sentence structure;	Minimal errors (5-10 of the following): spelling, capitalization, punctuation errors (i.e. comma usage); sentence structure;	Minimal errors (5 or less of the following): spelling, capitalization, punctuation errors (i.e. comma usage); sentence structure;	

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	sentence structure; awkward sentences; and or word choice mistakes	awkward sentences; and or word choice mistake	awkward sentences; and or word choice mistake	awkward sentences; and or word choice mistake	
Presentation and Promptness	Does not seem to be prepared to submit their work on time	Somewhat prepared Handed in work but incomplete	Somewhat prepared but might have needed a couple more days Handed in completed work	Completely prepared Turned in all work	

Grade	Extra credit for going above and beyond what was expected (+5 pts.)
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20 pts. -- 100	16 pts. -- 92	12 pts. -- 84	8 pts. -- 74	Below 4 -- 69
19 pts. -- 98	15 pts. -- 90	11 pts. -- 81	7 pts. -- 73	
18 pts. -- 96	14 pts. -- 87	10 pts. -- 78	5 pts. -- 72	
17 pts. -- 94	13 pts. -- 85	9 pts. -- 75	4 pts -- 70	