Dear Parent/Guardian:

Welcome to Summer Reading 2014. Please review this summer reading assignment with your son or daughter. This information is also posted on the Huntington UFSD website (www.hufsd.edu). Please note that both required written assignments are due Monday, September 29th. Each assignment will be counted as 10% of the first quarter grade for your child's English and Social Studies classes.

In a recent New York Times editorial Dan Hurley is quoted "...reading and intelligence have a relationship so close as to be symbiotic" (as cited by Frank Bruni). We agree! Our students need to read during the summer to sustain this important link. Bruni also suggests that "people who read are more adept at reading people, too: at sizing up the social whirl around them." Reading over the summer will help your child hone these strongly desirable skills.

Finally, we point to the idea that reading is an excellent counter balance to the technology being used by our students. Young learners can be digitally overloaded. This assignment invites them to become immersed in reading this summer, promoting their intellectual growth and well being. We know they will return to school in September with a renewed appreciation for reading and lifelong learning.

The books listed on the attached pages can be borrowed from the Huntington Public Library (Main or Station Branch) or purchased from the Book Revue in Huntington Village. E-book versions may also be available by logging onto:


User Name: huntingtonhslib    Password: library

For the non-fiction assignment, if you encounter difficulty finding any of the biographies listed, feel free to select a different book on one of the same individuals.

Note: Students were given a letter with instructions for completing the summer reading assignment. Please review with your child.

Sincerely,

Dr. Kenneth Card
Assistant Superintendent

Joseph Leavy
Chair Humanities
Seventh-Grade

Seventh grade English and Social Studies cover fiction and non-fiction literature that includes the theme of *Transitions*. The following essential questions will be explored:

- What is a transition?
- What causes transitions?
- What are the main types of transitions (growing up, changing opinions or relationships, etc.)?

You must choose one fiction and one non-fiction text that connect to the theme.

**Fiction**

*Wonder* by R.J. Palacio

*Crash* by Jerry Spinelli

*Say Yes* by Audrey Couloumbis

*Anything But Typical* by Nora Raleigh Baskin

*Jack's Run* by Roland Smith

**One Page Written Assignment Prompt:** What transitions (changes) did the fictional character experience?

**Non-Fiction**

*Daniel Webster: Liberty and Union, Now and Forever* by Bonnie Carman Harvey

*Harriet Tubman: Imagining a Life* by Beverly Lowry

*The Real Benedict Arnold* by Jim Murphy

*Incidents in the Life of a Slave Girl* by Harriet Jacobs

**One Page Written Assignment Prompt:** What transitions did the main real-life character experience?

As you read each book, keep a reader’s journal. A minimum of ten entries per book is encouraged to guide you in *writing the final one page summary* to receive credit for the reading and journaling.
Eighth-Grade

Eighth grade English and Social Studies classes cover fiction and non-fiction literature that includes the theme of *Inner Motivation*. The following essential questions will be explored:

- What inspires people to discover their inner motivation (Dreams? Conflicts?)
- What prevents people from finding inner motivation?
- What shapes a person’s inner motivation (upbringing, religion, injustice, etc.)?
- Are there forces that work against a person’s self-motivation? What are they?

You must choose one fiction and one non-fiction text that thematically connect to the theme:

**Fiction**

*The Watkins Go to Birmingham* by Christopher Curtis
*A Scary Scene in A Scary Story* by Matt Blackstone
*Monster* by Walter Dean Myers
*Walk Two Moons* by Sharon Creech
*Northern Light* by Jennifer Donnelly

**Non-Fiction**

*Jackie Robinson: An American Hero* by Anne Schraff
*Woodrow Wilson and the Progressive Era* by Bonnie L. Lukes
*The Life and Death of Crazy Horse* by Russell Freedman

**One Page Written Assignment Prompt:** How does a central character in the book(s) you have read find motivation in response to conflict?

As you read each book, keep a reader’s journal. A minimum of ten entries per book is encouraged to guide you in *writing the final one page summary* to receive credit for the reading and journaling.
Ninth-Grade English and Social Studies:

Ninth grade English covers literature based on the theme of *The Individual Hero & Crucial Decisions*. You will choose one fiction text from among these three options:

*Twisted* by Laurie Halse Anderson  
*The Fault in Our Stars* by John Green  
*Perks of Being a Wallflower* by Stephen Chbosky

The following essential question/prompt should be used to guide your reading and responses:

• *How does the protagonist reveal him/her self as a hero?*

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Ninth grade Social Studies explores Ancient Global History and this summer’s required genre for reading is biography. Please choose a second book, in addition to the English fiction selection, from the following list of non-fiction:

*Confucius: In Life and Legend* by Betty Kelen  
*Ibn Battuta* by Said Hamdun and Noël King  
*A Short Account of the Devastation of the Indies* by Bartolomé de las Casas  
*Cleopatra: A Life* by Stacy Schiff  
*Leonardo Da Vinci* by Kathleen Krull

The following prompt should be used to guide your reading and responses, for the biography text you select. A one page summary, answering this question will be required in September:

• *How did this individual’s actions and experiences exemplify the times she or he lived in?*

As you read each book, keep a reader’s journal. A minimum of ten entries per book is encouraged to guide you in **writing the final one page summary** to receive credit for the reading and journaling.
Tenth-Grade English and Social Studies:

Tenth grade English covers literature based on the theme of Individual Identity. You will choose one fiction text from among these three options:

*Extremely Loud and Incredibly Close* by Jonathan Safran Foer

*Ender's Game* by Orson Scott Card

*Looking for Alaska* by John Green

The following essential question/prompt should be used to guide your reading and responses:

- What forms the identity of the protagonist?

Tenth grade Social Studies explores Modern Global History and this summer’s required genre for reading is biography. Please choose a second book, in addition to the English fiction selection, from the following list of non-fiction:

*No Tears for Mao: Growing up in the Cultural Revolution* by Niu-niu


*Benazir Bhutto* by Katherine M. Doherty and Craig A. Doherty

*Fidel Castro: Leader of Communist Cuba* by Fran Rees

The following prompt should be used to guide your reading and responses for the biography text you select. A one page summary, answering this question, will be required in September:

- How did this individual’s actions and experiences exemplify the times she or he lived in?

As you read each book, keep a reader’s journal. A minimum of ten entries per book is encouraged to guide you in writing the final one page summary to receive credit for the reading and journaling.
Eleventh-Grade English and Social Studies:

Eleventh grade English covers fiction and non-fiction literature that includes the theme of *Humanity in Conflict*. You will choose one fiction text from among these three options:

* Bodega Dreams: A Novel by Ernesto Quinones
* Angela’s Ashes by Frank McCourt
* Uncle Tom’s Cabin by Harriet Beecher Stowe

The following essential question/prompt should be used to guide your reading and responses:

- How does the protagonist’s desire for a better world or life create conflict?

Eleventh grade Social Studies explores American History and the theme of the “American Dream” and this summer’s required genre for reading is biography. Please choose a second book, in addition to the English fiction selection, from the following list of non-fiction:

* Founding Brothers by Joseph J. Ellis
* Mornings on Horseback (Early life of Theodore Roosevelt) by David McCullough
* Enrique’s Journey by Sonia Nazario
* Profiles in Courage by John F. Kennedy
* Unbroken: A World War II Story of Survival, Resilience and Redemption by Laura Hillenbrand
* The Immortal Life of Henrietta Lacks by Rebecca Skloot

The following prompt should be used to guide your reading and responses for the biography text you select. A one page summary, answering the question will be required in September:

- How did this individual’s actions and experiences exemplify the times she or he lived in?

As you read each book, keep a reader’s journal. A minimum of ten entries per book is encouraged to guide you in writing the final one page summary to receive credit for the reading and journaling.
Twelfth-Grade English and Social Studies:

Twelfth grade English covers fiction literature that includes the theme of \textit{Maturity and Sensitivity}. You will choose one fiction text from among these three options.

\textit{Cutting for Stone} by Abraham Verghese

\textit{Life of Pi} by Yann Martel

\textit{Frankenstein} by Mary Wollstonecraft Shelly

When you finish reading your selected book answer the following essential questions/prompts in a one-page reader's response:

- \textit{What is the difference between being a selfless or selfish individual?}
- \textit{How does selflessness manifest itself in one's actions?}

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Twelfth grade Social Studies covers Government and Economics. Please choose a second book, in addition to your English fiction selection, from among these four options:

\textit{Nickled and Dimed: On (Not) Getting By in America} by Barbara Ehrenreich

\textit{Freakonomics: A Rogue Economist Explores the Hidden Side of Everything} by Steven D. Levitt and Stephen J. Dubner

\textit{The World is Flat: A Brief History of the Twenty-First Century} by Thomas L. Friedman

\textit{Sugar Changed the World: A Story of Magic, Spice, Slavery, Freedom and Science} by Marc Aronson and Marina Budhos

When you finish reading your book answer the following essential question/prompt in a one-page reader response:

- \textit{To what extent do economic issues help to bring about political change?}

As you read each book, keep a reader's journal. A minimum of ten entries per book is encouraged to guide you in \textit{writing the final one page summary} to receive credit for the reading and journaling.