SMOKY READS!
Smoky Hill High School
Summer Reading, 2015-2016:
9, 10, 11, 12 grade - all students

PROJECT #1
STUDENT TEACHING
Lesson Plan the Novel

Have you ever sat in class and thought, “I could teach this stuff”? Well, a teacher’s job may be exactly what you need.

When lesson planning for a novel, teachers focus on (among other things) universal themes, guiding questions, vocabulary, and non-fiction supplemental text. Think it’s easy? Give it a try.

For your summer reading project:
After reading your book, create materials to teach the novel to a class of your peers. At minimum, you need the following:
- A comprehensive vocabulary list and a plan for those words
- Identify three universal themes and write a paragraph for each explaining the theme
- Create five guiding questions for each theme
- Find a non-fiction piece to accompany your novel and plan how you would use it in class

Share with the class: You will turn your lesson plans in to your teacher and share your overall plan with your classmates in a 3-5 minute presentation. Using notecards or a visual presentation tool, you will explain why you feel like it is important to teach this novel at Smoky Hill. Additionally, you will outline the overall lesson plan and reflect on the process of creating it.

PROJECT #2
SOCIAL PROBLEMS
Research Project

Novels are often built around societal issues like hunger, disease, sexual abuse, racial tensions, poverty, war, suicide etc. These topics make for vivid frameworks around which characters can interact and grow. That being said, the introduction to a topic that a novel can give its readers can only go so far.

This project will allow you to explore the issue around which your novel was written on a deeper level.

For your summer reading project:
In a formal paper of 500 - 750 words, research the unifying topic of your summer reading. First, explain to your readers how the topic/societal issue is important to the story you read and why you think it is worthy of additional exploration. Then, using at least three outside sources, explain the actions of your characters in the novel as they relate to the social issue. For example: if a character shut down in school after a friend committed suicide, find research that supports why the writer made that decision for the character.

Share with the class: You will turn your research paper in to your teacher. Then, in a 3-5 minute presentation, share the highlights of your characters’ actions and the research that supports the writer making those choices. Remember to reflect on the process and how it helped your understanding of the novel.

PROJECT #3
FAN FICTION
Narrative Writing Task

Fan fiction is the widely-popular, modern phenomenon that has millions of writers using contemporary fiction as the basis of their own original stories.

For your summer reading project:
After reading your book, choose one character from whose point of view you will write EITHER an explanation of an important moment OR a rewrite of the ending OR write a continuation of the novel.

Your fiction will be in multi-paragraph form with proper capitalization, punctuation and grammar. It should include dialogue, description and action where appropriate. The final product should be 750-1,000 words.

Share with the class: You will turn your fiction in to your teacher and share your process with your classmates in a 3-5 minute presentation. Using notecards or a visual presentation tool, you will explain why you chose the scene you did, what from the original canon motivated your characters to do what you have written, and reflect on the process.

Smoky Hill High School believes in the importance of summer reading to ensure the success of all its students.

Studies have shown that students who participate in summer reading programs enter the school year 52 Lexile points ahead of their peers with significantly lower “learning loss” from the summer gap. Additionally, high ACT scores are directly proportionate to the number of words a child reads in his lifetime.

Therefore, every incoming student at Smoky Hill High School will read one book from the attached lists, based on his incoming grade level. There are five different titles for each grade from which most students can choose.

It is each student’s responsibility to choose one of the books to have completed the reading by the time school starts.

During the first few weeks of school, each student will work on a project-based assessment for the book which he will then turn in to his teacher and present to his class.

You will have three projects from which to choose. The summaries of those choices are listed here, but your English teacher will provide more instruction.
AP Lang MUST read:

“Black Like Me” by John Howard Griffin

On October 28, 1959, John Howard Griffin underwent a transformation that changed many lives beyond his own—he made his skin black and traveled through the segregated Deep South. His odyssey of discovery was captured in journal entries, arguably the single most important documentation of 20th-century American racism ever written.

IB 11 MUST read ONE of these:

“Mrs. Dalloway” by Virginia Woolf

One of Virginia Woolf’s most famous novels, Mrs. Dalloway tells of one day in the life of Clarissa Dalloway, a fictional high-society woman in post-World War I England. Even though written about such a short period, there are many large issues raised in the book, including mental illness, feminism, and homosexuality.

“The Sun Also Rises” by Ernest Hemingway

A look at the disillusionment and angst of the post-World War I generation, the novel introduces two of Hemingway’s most unforgettable characters: Jake Barnes and Lady Brett Ashley. The story follows the flamboyant Brett and the hapless Jake as they journey from the wild nightlife of 1920s Paris to the brutal bullfighting rings of Spain. It is an age of moral bankruptcy, spiritual dissolution, unrealized love, and vanishing illusions.

All other 11th grade students MUST CHOOSE one of the following:

“Without You, There Is No Us” by Suki Kim

Every day, three times a day, the students march in two straight lines, singing praises to Kim Jong-il and North Korea: Without you, there is no motherland. Without you, there is no us. It is a chilling scene, but gradually Suki Kim, too, learns the tune and, without noticing, begins to hum it. It is 2011, and all universities in North Korea have been shut down for an entire year, the students sent to construction fields—except for the 270 students at the all-male Pyongyang University of Science and Technology (PUST), a walled compound where portraits of Kim Il-sung and Kim Jong-il look on impassively from the walls of every room, and where Suki has accepted a job teaching English.

Life at PUST is lonely and claustrophobic, especially for Suki, whose letters are read by censors and who must hide her notes and photographs not only from her minders but from her colleagues—evangelical Christian missionaries who don’t know or choose to ignore that Suki doesn’t share their faith. As the weeks pass, she is mystified by how easily her students lie, unnerved by their obedience to the regime. At the same time, they offer Suki tantalizing glimpses of their private selves—their boyish enthusiasm, their eagerness to please, the flashes of curiosity that have not yet been extinguished. She in turn begins to hint at the existence of a world beyond their own—at such exotic activities as surfing the Internet or traveling freely and, more dangerously, at electoral democracy and other ideas forbidden in a country where defectors risk torture and execution. But when Kim Jong-il dies, and the boys she has come to love appear devastated, she wonders whether the gulf between her world and theirs can ever be bridged.

“The Pregnancy Project” by Gabby Rodriguez

Growing up, Gaby Rodriguez was often told she would end up a teen mom. After all, her mother and her older sisters had gotten pregnant as teenagers; from an outsider’s perspective, it was practically a family tradition. Gaby had ambitions that didn’t include teen motherhood. But she wondered: how would she be treated if she “lived down” to others’ expectations? Would everyone ignore the years she put into being a good student and see her as just another pregnant teen statistic with no future? These questions sparked Gaby’s high school senior project: faking her own pregnancy to see how her family, friends, and community would react. What she learned changed her life forever—and made international headlines in the process.

In “The Pregnancy Project,” Gaby details how she was able to fake her own pregnancy—hiding the truth from even her siblings and boyfriend’s parents—and reveals all that she learned from the experience.

“100 Sideways Miles” by Andrew Smith

Finn Easton sees the world through miles instead of minutes. It’s how he makes sense of the world, and how he tries to convince himself that he’s a real boy and not just a character in his father’s bestselling cult-classic book. Finn has two things going for him: his best friend, the possibly-insane-but-definitely-excellent Cade Hernandez, and Julia Bishop, the first girl he’s ever loved.

Then Julia moves away, and Finn is heartbroken. Feeling restless and trapped in the book, Finn embarks on a road trip with Cade to visit their college of choice in Oklahoma. When an unexpected accident happens and the boys become unlikely heroes, they take an eye-opening detour away from everything they thought they had planned—and learn how to write their own destiny.

“The Impossible Knife of Memory” by Laurie Halse Anderson

For the past five years, Hayley Kincaid and her father, Andy, have been on the road, never staying long in one place as he struggles to escape the demons that have tortured him since his return from Iraq. Now they are back in the town where he grew up so Hayley can attend school. Perhaps, for the first time, Hayley can have a normal life, put aside her own painful memories, even have a relationship with Finn, the hot guy who obviously likes her but is hiding secrets of his own.

Will being back home help Andy’s PTSD, or will his terrible memories drag him to the edge of hell, and drugs push him over?

“I’ll Give You the Sun” by Jandy Nelson

Jude and her twin brother, Noah, are incredibly close. At thirteen, isolated Noah draws constantly and is falling in love with the charismatic boy next door, while daredevil Jude cliff-dives and wears red-red lipstick and does the talking for both of them. But three years later, Jude and Noah are barely speaking. Something has happened to wreck the twins in different and dramatic ways... until Jude meets a cocky, broken, beautiful boy, as well as someone else—an even more unpredictable new force in her life. The early years are Noah’s story to tell. The later years are Jude’s. What the twins don’t realize is that they each have only half the story, and if they could just find their way back to one another, they’d have a chance to remake their world.