

Name \_\_\_\_\_  
 Name of the teacher \_\_\_\_\_  
 English - \_\_\_\_\_ Period \_\_\_\_\_  
 Tuesday, September 4, 2007 (Due)

**Cleveland Heights High School 2007 Summer Reading List and Assignments for  
 In-coming Freshmen Enrolled in English 1 Ungrouped Classes**

**A. Read two of the following books:**

Title	Author
<i>Bad Boy: A Memoir</i>	Walter Dean Myers
<i>Chicken Soup for the Teenage Soul on Tough Stuff</i>	Jack Canfield, Mark Victor Hansen and Kimberly Kirberger
<i>Copper Sun</i>	Sharon Draper
<i>The Pact: Three Young Men Make a Promise</i>	Sampson Davis, George Jenkins, and Rameck Hunt

**NINTH GRADE  
 UNGROUPED**



**B. Prepare to demonstrate your understanding of the two books when you return to school. Both books must be read by Tuesday, September 4, 2007.**

**Cleveland Heights High School 2007 Summer Reading List and Assignments  
 For In-coming Freshmen Enrolled in Reading 180 Classes**

**A. Read ONE of the following books:**

Title	Author
<i>A Hand to Guide Me</i>	Denzel Washington
<i>Bad Boy: A Memoir</i>	Walter Dean Myers
<i>Names Will Never Hurt Me</i>	Jamie Adoff
<i>Persepolis: The Story of a Childhood (Part I)</i> This is a graphic novel.	Marjane Satrapi

**Read 180**



**B. Prepare to demonstrate your understanding of the two books when you return to school. The book must be read by Tuesday, September 4, 2007.**

*Helpful Websites for the 2007-2008 School Year*

**Heights High School Library Resources:**

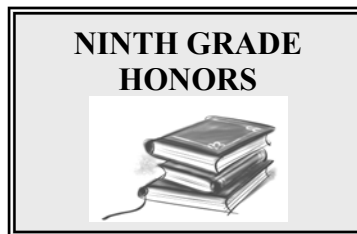
<http://resources.chuh.org/CHHS/Library/Resourcehome.htm>

**On-line Dictionary -** <http://merriam-webster.com/>

**M.L.A. Style Guide -** <http://owl.english.purdue.edu/>

**Preliminary Scholarship Aptitude Test -** <http://www.collegeboard.com/student/testing/psat/about.html>

Name \_\_\_\_\_  
 Name of the teacher \_\_\_\_\_  
 English Honors - \_\_\_\_\_ Period \_\_\_\_\_  
 Thursday, August 30, 2007 (Due)



**Cleveland Heights High School 2007 Summer Reading List and Assignments for  
 In-coming Freshmen Enrolled in English 1 Honors Classes**

**I. Purchase and read *Night* by Elie Wiesel.**

**A. Develop a personal vocabulary list of twenty-five words for the memoir. (This assignment will be collected Thursday, August 30, 2007.)**

1. Write the pronunciation of each word.
2. Write the part of speech and the definition of each word.
3. Write the page on which each word is found in the book.

**B. Write four reader's response journals for *Night*. (This assignment will be collected Thursday, August 30, 2007.)**

**1. Select four of the journal topics. Write a response of at least two pages for each topic that you have selected.**

**Topic A** – Consider Eliezer's feelings for his family, especially his father. What about his father's place in the Jewish community of Sighet commands Eliezer's respect or admiration?

**Topic B** – Two of the people Eliezer encounters more than once in the narrative are Akiba Drumer and Juliek. Where and when does Eliezer cross paths with these individuals? Describe their personalities. What are their outstanding traits? Describe the relationships that Eliezer has with each of them. What does each person mean to him?

**Topic C** – Cassandra was a figure in Greek mythology who received the gift of prophecy with the simultaneous curse that no one would ever believe her. Compare Cassandra to Mrs. Schachter. Is there another Cassandra in *Night*? Explain.

**Topic D** – Consider the inscription that appears above the entrance to Auschwitz. What is it supposed to mean? What meaning, if any, does this slogan come to have for Eliezer?

**Topic E** – As the story progresses, we witness scenes in which the Jews have been reduced to acting – and even treating their fellow prisoners – like rabid animals. Discuss two examples of human beings committing "insane" acts. What leads the people to commit the acts? Is it fair to say that such beastliness in the death camps is inevitable? Do Eliezer and his father fall prey to such tragedies?

**Topic F** – Compare and contrast the father-son relationship that is seen at the end of this memoir with the one that is seen at the beginning of the memoir.

**2. Cite details and quotations to support your observations.**

**C. Prepare to complete additional assignments on the novel.**

## II. Choose, purchase and read one of the following books.

	<i>Copper Sun</i>	<i>Sharon Draper</i>
	<i>Nickel and Dime, or Not Getting By in America</i>	<i>Barbara Ehrenreich</i>
	<i>The Pact: Three Young Men Make a Promise</i>	<i>Sampson Davis, George Jenkins and Rameck Hunt</i>

### A. Develop a personal vocabulary list of twenty-five words for the book. (This assignment will be collected Thursday, August 30, 2007.)

1. Write the pronunciation of each word.
2. Write the part of speech and the definition of each word.
3. Write the page on which each word is found in the book.

### B. Write four reader's response journals for the book that you have selected. (This assignment will be collected Thursday, August 30, 2007.)

1. Each journal is a separate entry that develops a new topic. Write at least two pages on each journal topic.
2. Cite details and quotations to support your observations.
3. Use the Modern Language Association format to document your sources.

### C. Prepare to complete additional assignments on the book.



**READER'S RESPONSE JOURNAL (General Guidelines)**  
**The guidelines can be applied to whatever you are reading.**  
**These are suggested methods of approaching your assignments.**



1. Take some time to write down anything that comes to you in relation to the text - your initial reactions or responses. Just free write. If certain statements intrigue you or if you are attracted to characters or issues or problems, write them. Try to spend at least five minutes writing as soon as you are finished reading. Keep your journal with you when you read. You may want to write something as it strikes you, rather than waiting until you have finished.
2. Make connections with your own experience. *Of what does the reading make you think? Does it remind you of anyone or anything?*
3. Make connections with other texts or concepts or events. *Do you see any similarities between this material and other books that you have read? Does it bring to mind other issues or incidents or people or descriptions that are somehow related?*
4. Ask yourself questions about the text. *What perplexes you about some passage or point the author is making? Try beginning with: "I wonder why..." or "I'm having trouble understanding..."*
5. Try arguing with the author. *Where do you disagree? What arguments do you have to support your points?*
6. Try agreeing with the author. Think of all the things you can say to support his or her ideas.
7. Jot down ideas, images, details that strike you. Speculate about them: *Why are they there? What do they add? Why are they memorable? Do they have anything in common? Can you make an*

*assertion about them?*

8. Identify the author's tone, his or her attitude toward what he or she is saying.
9. Copy passages that you find which strike you as very good or very bad writing. *Why is the passage so good or so bad?*
10. Do not merely respond emotionally. Do not reduce the response to "I like it." Or "This is boring." ***Do NOT summarize the plot. Respond to the plot, setting, theme, characters, conflicts, or style!***

### General Directions for English 1 Honors

#### VOCABULARY AND READER'S RESPONSE JOURNAL ASSIGNMENTS

1. *If you handwrite your assignment, skip lines. Use blue or black ink only. Use loose-leaf paper. If you word process your assignment, use 12-point type and Arial or Times New Roman font type only. Double space.*
2. *Leave margins of one inch at the top and bottom and on both sides of the text.*
3. *Write or type your assignments on side of the paper only.*
4. *Write your last name one inch from the top and one inch from the right margin. The page number appears one space after your last name.*
5. *Title each section of the assignment. Center the title near the top of the page where each section begins.*
6. *Proofread and edit for grammar, spelling, capitalization and punctuation.*
7. *Number each word on the personal vocabulary list.*
8. *Write the page on which each selected word of the personal vocabulary list is found.*
9. *Use staples to fasten the pages.*
10. *Write the page on which each detail and each quotation is found. (Use the MLA format.)*
11. *Use the literary present to discuss the events of the novel.*

#### ***Helpful Websites for the 2007-2008 School Year***

<a href="http://resources.chuh.org/CHHS/Library/Resourcehome.htm">http://resources.chuh.org/CHHS/Library/Resourcehome.htm</a>	<b><i>Heights High School Library resources</i></b>
<a href="http://merriam-webster.com/">http://merriam-webster.com/</a>	<b><i>An on-line Dictionary</i></b>
<a href="http://owl.english.purdue.edu/">http://owl.english.purdue.edu/</a>	<b><i>M.L.A. Style Guide</i></b>
<a href="http://www.collegeboard.com/student/testing/psat/about.html">http://www.collegeboard.com/student/testing/psat/about.html</a>	<b><i>P.S.A.T.</i></b>