

# Coventry High School

## Grades 9 & 10 Summer Reading 2015

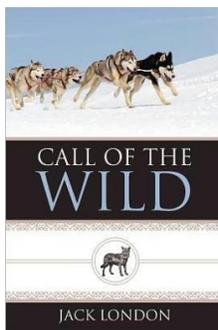
In conjunction with the commitment of the Coventry Public School System to foster reading skills, all students are HIGHLY ENCOURAGED to read at least ONE book during the summer break to earn up to two points on their quarter one English average.

If possible, purchasing the book is preferable so that students can annotate the text as they read. Local libraries are also good sources to find selected books. Exercise your right to read and enjoy your summer!

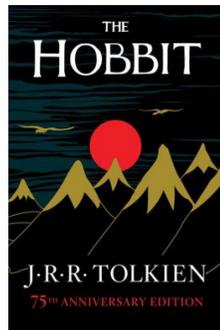
**Grades 9 and 10 have been assigned the same four optional selections.** This year the selections are meant to celebrate the freedom to read in that all of the titles were, in at least one time and place, banned or challenged books. The hope is that we can have some great discussions across grade levels in September about the readings and participate in a Banned Books Week celebration taking place nationally from September 27-October 3. Students should select a title appropriate for their reading level, interests, and level of maturity.

Students' knowledge of their selected book will be demonstrated by creating a "Read Out" (see back). Students will submit their work to their English teachers who will assess the project using the Read Out Rubric.

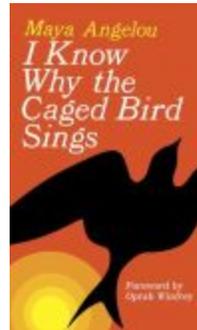
### Option ONE



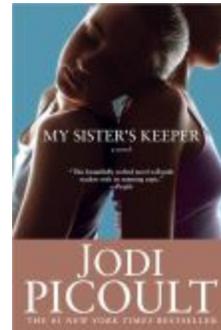
### Option TWO



### Option THREE



### Option FOUR



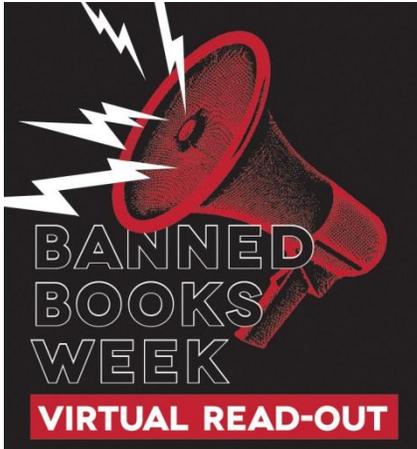
<p>Part St. Bernard, part Scotch shepherd, Buck is a sturdy crossbreed canine accustomed to a comfortable life as a family dog -- until he's seized from his pampered surroundings and shipped to Alaska to be a sled dog. There, the forbidding landscape is as harsh as life itself during the gold rush of the 1890s. Forced to function in a climate where every day is a savage struggle for survival, Buck adapts quickly. Traces of his earlier existence are obliterated and he reverts to his dormant primeval instincts, encountering danger and adventure as he becomes the leader of a wolf pack and undertakes a journey of nearly mythical proportions. <b>Published in 1903.</b> <b>Challenged for its dark tone and some violence</b> <b>"unsuitable for adolescents"</b></p>	<p>Bilbo Baggins is a hobbit who enjoys a comfortable, unambitious life, rarely traveling any farther than his pantry or cellar. But his contentment is disturbed when the wizard Gandalf and a company of dwarves arrive on his doorstep one day to whisk him away on an adventure. They have launched a plot to raid the treasure hoard guarded by Smaug the Magnificent, a large and very dangerous dragon. Bilbo reluctantly joins their quest, unaware that on his journey to the Lonely Mountain he will encounter both a magic ring and a frightening creature known as Gollum. <b>Published in 1937.</b> <b>Challenged upon publication for "science fiction themes" and fairy tale allusions</b> <b>"unsuitable for young people"</b></p>	<p>Sent by their mother to live with their devout, proud grandmother in a small Southern town, Maya and her brother, Bailey, endure the ache of abandonment and the prejudice of the local "powhitetrash." At eight years old and back at her mother's side in St. Louis, Maya is attacked by a man many times her age—and has to live with the consequences for a lifetime. Years later, Maya learns that love for herself, the kindness of others, her own strong spirit, and the ideas of great authors ("I met and fell in love with William Shakespeare") will allow her to be free instead of imprisoned. <b>Published in 1969.</b> <b>Challenged for examining issues of race and violence against African Americans</b></p>	<p>Anna is not sick, but she might as well be. By age thirteen, she has undergone countless surgeries, transfusions, and shots so that her older sister, Kate, can somehow fight the leukemia that has plagued her since childhood. Like most teenagers, Anna is beginning to question who she truly is. But unlike most teenagers, she has always been defined in terms of her sister — and so Anna makes a decision that for most would be unthinkable, a decision that will tear her family apart and have perhaps fatal consequences for the sister she loves. <b>Published in 2003.</b> <b>Challenged for examining the controversial debate around modern genetic medical interventions</b></p>
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### Completing the “Virtual Read-Out”

You have **FOUR** assessment options to demonstrate that you have done your summer reading:



1) Create a Youtube video, no more than 3 minutes long, for your banned or challenged book discussing what the book means to you and how you would feel if someone prevented you from reading the book.

2) Create a Youtube video, no more than 3 minutes long, of a reading from a banned or challenged book. The video must include information on where and why the book was banned or challenged. You may also add a comment about why you believe the book is important.

3) Create a promotional Youtube video for Banned Books Week. The video should be no longer than five minutes long. The video’s message should focus on celebrating the freedom to read during Banned Books Week.

4) Construct a 250-word narrative from the point-of-view of any major character in your banned or challenged book. Discuss why it is important that your story not be censored and should be read.

Check out this link for a sample: <https://www.youtube.com/watch?v=sxgcfWLx-Ns>

**Simply send your summer reading Virtual Read-Out link to your English teacher by September 7, 2015.** Students who complete their summer reading and post their Virtual Read-Out may earn up to two points on their quarter one English average.

#### Read Out Rubric

The summer reading assessment will be graded pass/fail. Those students who meet all of the requirements below will earn two points on their quarter one English grade.

<b>Content</b>	The material presented is informed, well-chosen, meaningful, and provides a clear message to the viewer about the chosen topic. It is evident that the student read and understands the material.
<b>Format</b>	The video presentation is recorded in a school appropriate space that limits distraction from the message being delivered and/or enhances the presentation’s effect. The student is dressed in school appropriate clothing and makes eye contact with the audience.
<b>Language Use</b>	The language used is school appropriate with well-chosen vocabulary, good description, and few to no grammatical errors. The pace and volume of the speaker is good.

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