

# Summer Reading

## 10th Grade

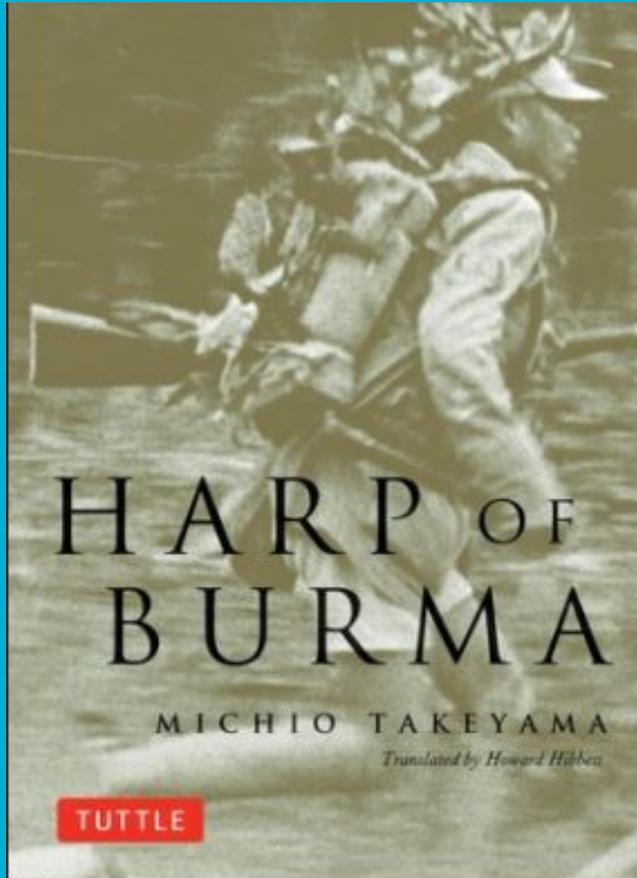
### June 2019

**CHERRY HILL PUBLIC SCHOOLS**

# Summer Reading Assignment

1. The following summer reading books were selected to allow you to explore the thematic topic of **Power and Responsibility**.
2. Read at least one of the books from the list and complete the assignment.
3. When you return to school in September, you will be asked to analyze, summarize, discuss, and write about the text(s) you read.

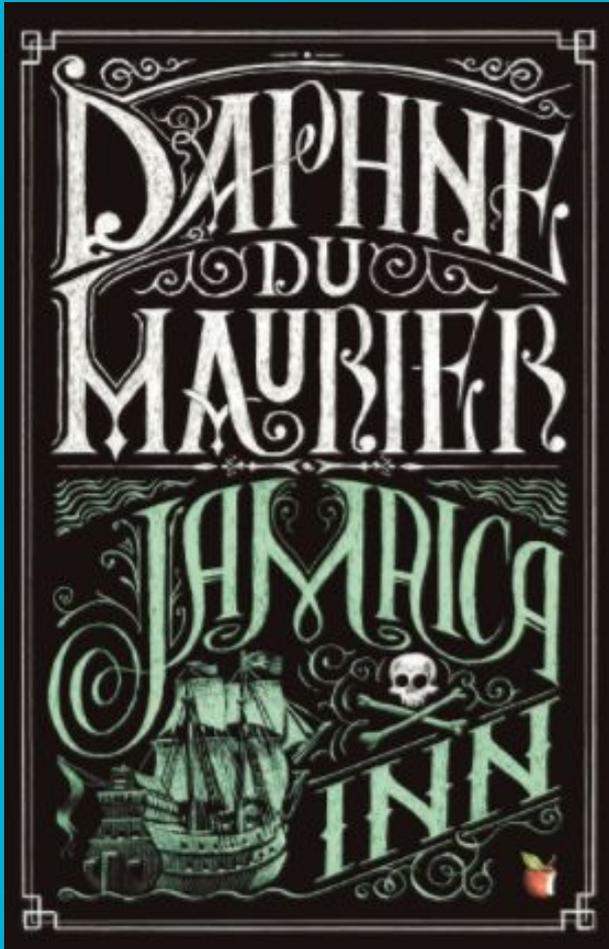
# *Harp of Burma* by Michio Takeyama Hibbett



A company of Japanese troops are losing a desperate campaign against British forces in the tropical jungles of Burma. The soldiers discover that the trials of war involve more than just opposing the enemy. The alien climate and terrain, the strange behavior of foreigners, the struggle to overcome homesickness and nostalgia, and the emotions stirred by the senselessness of war—all of these forces contribute to their disorientation and distress. In the midst of these challenges, they discover the power of music revives their will to live.

# *Jamaica Inn*

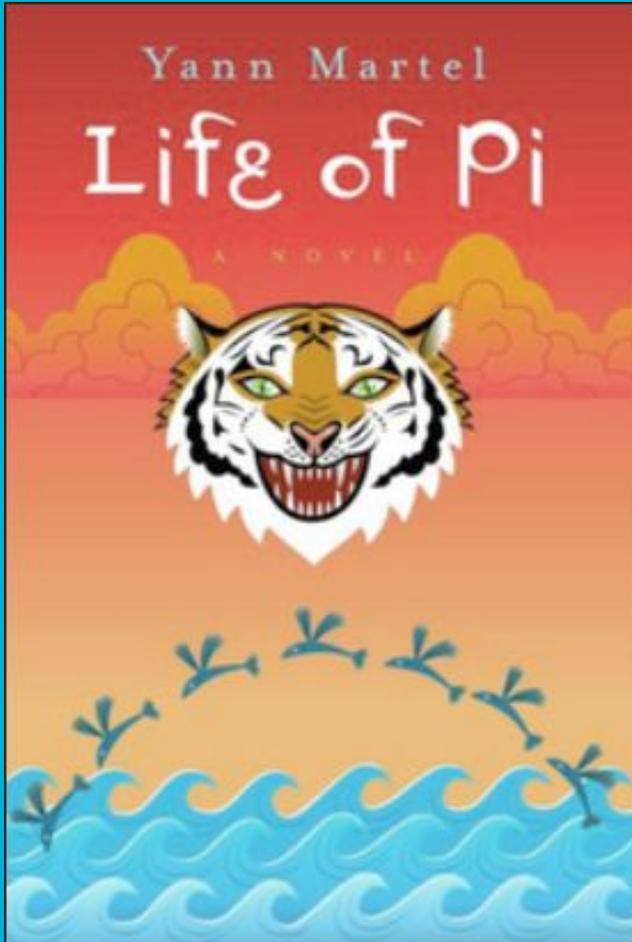
by Daphne du Maurier



The coachman tried to warn young Mary Yellan away from the ruined, forbidding place on the rainswept Cornish coast. But Mary chose instead to honor her mother's dying request that she join her frightened Aunt Patience and foreboding Uncle Joss Merlyn at Jamaica Inn. From her first glimpse on that raw November eve, she could sense the inn's dark power. Mary never imagined that she would become hopelessly ensnared in the vile, villainous schemes being hatched within its crumbling walls—or that she would fall in love with a handsome, enigmatic stranger. But what secrets is he hiding from her—and can she really trust him?

# *Life of Pi*

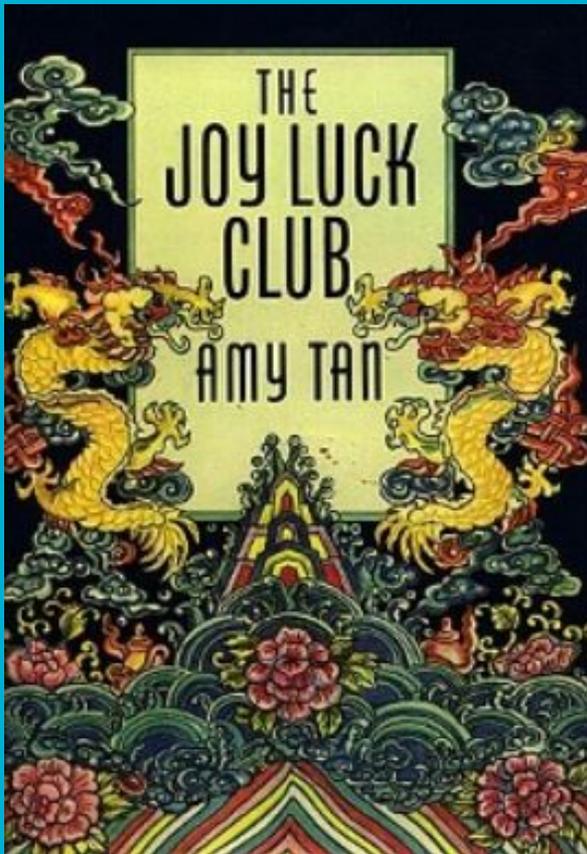
by Yann Martel



One boy. One boat. One tiger.

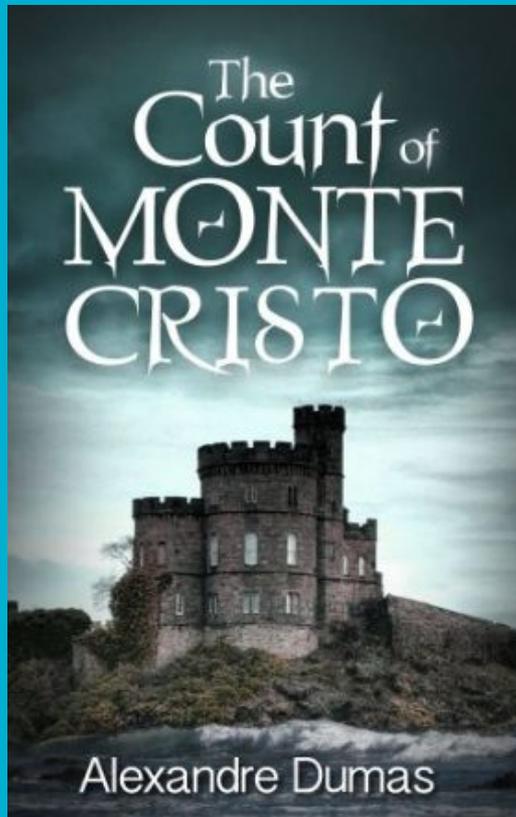
After the tragic sinking of a cargo ship, a solitary lifeboat remains bobbing on the wild, blue Pacific. The only survivors from the wreck are a sixteen-year-old boy named Pi, a hyena, a zebra (with a broken leg), a female orangutan--and a 450-pound Royal Bengal tiger. The scene is set for one of the most extraordinary and beloved works of fiction in recent years.

# *The Joy Luck Club* by Amy Tan



Intensely poetic, this book explores the tensions and powerful bonds between generations and cultures. The mothers, all born in China, tell about grueling hardship, the tyranny of family pride and the fear of losing face. The daughters try to reconcile their personalities, shaped by American standards, with seemingly irrational maternal expectations. Each chapter stands alone; yet personalities unfold and details build to deepen the meaning of the whole.

# *The Count of Monte Cristo* by Alexandre Dumas



Thrown in prison for a crime he has not committed, Edmond Dantes is confined to the grim fortress of the Château d'If. There he learns of a great hoard of treasure hidden on the Isle of Monte Cristo and becomes determined not only to escape but to unearth the treasure and use it to plot the destruction of the three men responsible for his incarceration.

***Required for Honors Level***

# Summer Reading Assignment

## Power and Responsibility

### Guiding Questions

- How does power affect people?
- How do people use language to manipulate others?
- What are the qualities of an effective leader?
- What is the relationship between freedom and responsibility?

# Summer Reading Assignment

You may choose *how* you format your notes, but your notes must fulfill the following requirements:

- There is no minimum page requirement. However, notes must cover the entire length of the text. Be sure to include notes from the beginning, middle and end of the text.
- Notes must include textual evidence (include page number) and your thoughts, analysis, interpretation, and/or questions.
- Notes may be typed or handwritten. If you choose to type the notes, you must have a printed copy to use in class by the second day of school.

# Summer Reading Assignment

## Scoring Rubric

Score Points	4	2	0
Description	Notes are thorough and reflective, and appear to cover the full length of the text.	Notes are somewhat thorough and reflective, and appear to cover some of the text.	Student did not complete or submit notes.

# Option 1: Dialectical Journal (Two Column Notes)

Using a two-column format, engage in a written dialogue with the text as you read. In the left-hand column, write the important text. In the right-hand column, respond to the text. This is where you can include reflections, analysis and explanations of how the text connects to the thematic questions.

TEXT	My Response
<small>(Author's Last Name Page #)</small>	
"This is where you will write the lines from the text that caught your eye, made you stop to think or you felt was the best example of the theme you were working with."	This is where you will write your response, ask your questions, and discuss your thoughts on the theme you have chosen.  Be sure to have enough to say about the topic to fill this side of the page.

Quote:	Response:
"Now, as it turned out, the Rebellion was achieved much earlier and more easily than everyone had expected" (11)	The animals were determined to overthrow Mr. Jones and take over the farm. They all worked together and reached their goal by not giving up on even the impossible. This successful rebellion gives hope and motivation to other farm animals that they too will one day be free.
"Then they sang <i>Beasts of England</i> from end to end seven times running."(15)	<i>Beasts of England</i> is a reoccurring symbol and there or it a motif. The song symbolizes change and freedom. The animals sang this song before and during the rebellion as a way to focus their mind on achieving freedom. It's also sung during a time of change from Mr. Jones controlling the farm, to Snowball's philosophy of Animalism.
"The building of the windmill, with various other improvement was expected to take two years."(38)	The windmill symbolizes Soviet Union's industry, which expands during the industrial revolution. The working class on Animal builds the windmill, which is similar to the working class of industrial workers from the Soviet Union.



# Option 3: Outline

Create a structured outline focused on the theme and supported with textual evidence. You can choose how to organize your outline. It may be helpful to organize it based on the plot or by guiding questions.

1) Main topic 1  
- Sub topic 1  
- Sub topic 2  
    a) Supporting facts 1  
    b) Supporting facts 2  
    c) Supporting facts 3  
        i. Details 1  
        ii. Details 2  
            -Examples

2) Main topic 2  
- Sub topic 1  
    a) Supporting facts 1  
        i. Details 1  
    b) Supporting facts 2  
- Sub topic 2  
    c) Supporting facts 1  
        i. Details 1  
        ii. Details 2  
            -Examples

## how i write outlines//take notes

**ROMAN NUMERAL METHOD: (outline)** required format by my bio teacher

I usually jot notes down in the margins

Highlight key points/divisions/track the teacher spots over

**EXAMPLE**

I. Energy and the Cell  
A. Cells transform energy as they perform work (pg. 90)  
1. Energy is the capability to cause change or to perform work. The 2 types of energy are kinetic and potential.  
a. Kinetic energy is the energy of motion. Moving objects transfer motion to other matter. Heat is a type of kinetic energy associated with the random movement of atoms/molecules.  
b. Potential energy is energy that is a result of its location or structure. Chemical energy is the potential energy available for release in a chemical reaction.

measured in temp  
potential to be kinetic energy

**MY USUAL OUTLINE METHOD:**

[Section #] Section Name  
→ summary from textbook

**Heading**  
{MAIN IDEA}  
- info (important dates/events/people/concepts/etc.)

**SUBHEADING**  
- info  
- event  
    ↳ effect  
- info (Ex) examples

I usually write the headings and subheadings in a different color

**EXAMPLE**

[Section 1] The Road to World War I  
→ RH, summer: crisis in the Balkans led to conflict when a Serbian terrorist assassinated Archduke Francis Ferdinand...

**Cause of the War**  
{MAIN IDEA} Nationalism, militarism, and a system of alliances contributed to the start of World War I.  
- system of nation-states that were formed led to competition

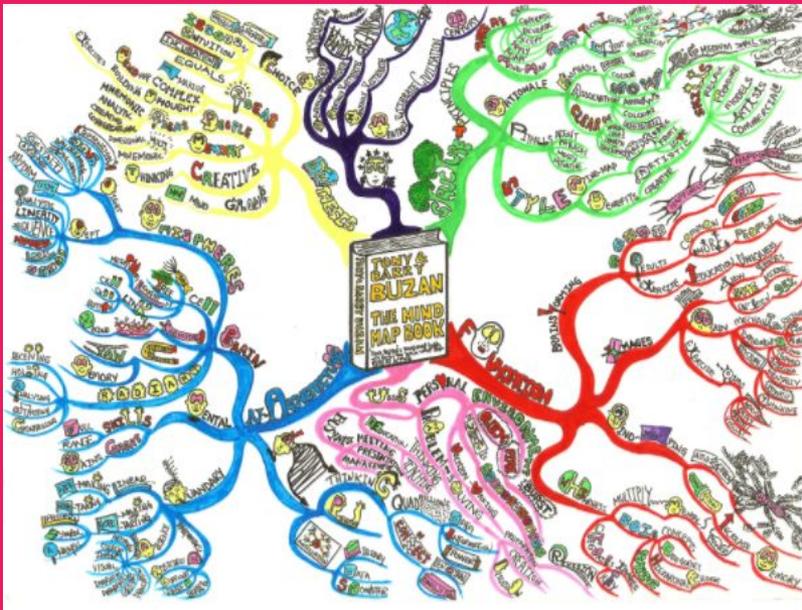
**NATIONALISM AND ALLIANCES**  
- Europe's greatest powers were divided into 2 alliance systems:  
    the Triples (1882) AND the Triple Entente (1907)

- Germany
- Austria-Hungary
- Italy

- France
- Great Britain
- Russia

# Option 4: Mind Mapping

Create a visual representation of text, important characters or plot episodes that connect to the guiding questions. Use lines, arrows, bubbles and/or sketches to link notes back to the questions.



# Additional Resources



## [Teachingbooks.net](http://Teachingbooks.net)

Username: chclc

Password: books



## [Resources for Note Taking](http://Resources for Note Taking)

*www.chclc.org*

*select the Academics tab*