

10th Grade Summer Reading 2018

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Note to Parents

One of our district's primary goals is to develop lifelong readers and learners. Summer reading is an opportunity for students to practice the comprehension, analytical, and note-taking skills learned throughout the year while reading a thought-provoking and enjoyable book. This year, each high school student is required to read at least one book, choosing from these three options. Furthermore, all 10th Grade Honors students will read an additional title and complete the note-taking assignment.

While reading and taking notes, students should keep the 10th grade theme of Power and Responsibility and the guiding questions in mind. These texts were selected to provide a common foundation and reference for all rising sophomores. Students will be expected to write and speak about the text in September. Thank you for encouraging your child's reading. We look forward to building on the foundation you have helped establish during the summer.

***Harp of Burma* by Michio Takeyama translated by Howard**

Hibbett: A company of Japanese troops are losing a desperate campaign against British forces in the tropical jungles of Burma. The young 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 constant struggle to overcome homesickness and nostalgia, and the emotions stirred by the senselessness of war—all of these forces, new and baffling to the soldiers, contribute to their distress and disorientation. In the midst of these overwhelming challenges, they discover the power of music to make even the most severe situations tolerable—through their commander's ability to lead them in song. Even though they face the inevitability of defeat, singing the songs of their homeland 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.

Required for Honors Level

In addition to selecting a text from the above list, all 10th Grade Honors students are required to read Book 1 of *The Once and Future King* and take notes on the thematic questions. Students should be prepared to speak and write about this text as it will be the first in-depth text study of the course.

***The Once and Future King* by T. H. White (Book 1 Only):** The whole world knows and loves this book. It is the magical epic of King Arthur and his shining Camelot; of Merlin and Owl and Guinevere; of beasts who talk and men who fly, of wizardry and war. It is the book of all things lost and wonderful and sad. It is the fantasy masterpiece by which all others are judged.

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10th Grade Theme: 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?

Directions: The book you have chosen to read this summer will help you to learn about Power and Responsibility. As you read, consider the theme and guiding questions above and record your thoughts. You are responsible for identifying and recording textual evidence, as well as reflecting upon and analyzing how the evidence relates to the theme. In September, you will use these notes to write and speak about the text in class and submit them to your teacher for a grade. You may choose from any of the note-taking options listed below, 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.

Note-Taking Options and Rubric

- 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, analyses and explanations of how the text connects to the thematic questions.
- 2. In-Text Annotations:** For in-text annotations, you will need to have a physical copy of the book. Record your notes *directly* in the book or on post-it notes, reflecting how the text connects to the guiding questions. You will need to bring the book and your notes in September.
- 3. Outline:** Create a structured outline focused on the theme and supported with textual evidence. It may be helpful to organize it based on the plot or by guiding questions.
- 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 to the theme.

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.

You can find the books at these locations:
Cherry Hill Public Library • www.chplnj.org
856-667-0300

Barnes & Noble • www.barnesandnoble.com
Cherry Hill – 856-486-1492
Marlton – 856-596-7058
Moorestown – 856-608-1622

For more resources, visit the following sites:
www.chclc.org (under the Academics tab)

TeachingBooks.net <https://www.teachingbooks.net/qlrwyrcr>

Username: chclc
Password: books

