

# SINRA LIBRARY



## STUDENT MEDIA NEWS Vol. III – 3 Spring 2008

Dear Students,

Congratulations! You have made it through another year of schooling and now it is time to relax and enjoy the summer! I hope you will have a good time enjoying the outdoors, vacationing with your parents and loved ones and maybe even earning some money working a job.

Don't forget to spend some time each day reading and sharpening your educational skills, too. Below is the list of books that your 2008-2009 school year teachers have picked out for you to enjoy and study during the summer months. Borders and Otto's have been informed about this list and will be ready to supply them to you if you wish to purchase them. Of course, you can also borrow them from the public library.

This will be my last year at St. John Neumann Regional Academy, so I wanted to say good-bye and tell you that I will miss you. All of you will always be in my prayers. You are very special young people and it has been my blessing and privilege to serve you, your teachers and the staff these past ten years. Please remember to always work on improving your reading skills – you will need them for life – and use quality sources when completing your assignments. Be careful what you share on the Internet; protect yourself and your friends.

Okay, I guess I have said enough. Have a great summer and don't forget your prayers!

Love and God's blessings

Mrs. Buehrer

**Summer 2008 Reading List**  
St. John Neumann Regional Academy  
High School Campus

**Grade 7 (Advanced) – Mrs. Litchfield**

The Education of Little Tree by Forrest Carter  
Williwaw by Tom Bodett  
I am Regina by Sally M. Keehen

**Grade 7 (Academic) – Mrs. Litchfield**

Williwaw by Tom Bodett  
I am Regina by Sally M. Keehen

**Grade 8 (Academic) – Mrs. Litchfield**

The Pigman's Legacy by Paul Zindel  
The Pigman and Me by Paul Zindel

**Grade 8 (Honors) – Mrs. Litchfield**

Burning Up by Caroline B. Cooney  
All Quiet on the Western Front by Erich Maria Remarque  
The Pigman and Me by Paul Zindel

**Grade 9 (Academic) – Mrs. Engel**

**Pick Two (2)**

Slam by Walter Dean Myers  
Hiroshima by John Hersey  
Flowers for Algernon by Daniel Keyes

**Grade 9 (Honors) – Mrs. Litchfield**

**Pick Three (3)**

The Five People You Meet in Heaven – Mitch Albom  
Of Mice and Men by John Steinbeck  
Hiroshima by John Hersey  
Rosa Parks: My Story by Rosa Parks w/ Jim Haskins  
Sunrise over Fallujah by Walter Dean Myers

**Grade 10 (Academic) – Mrs. Engel**

**Pick Two (2)**

Of Mice and Man – by John Steinbeck  
The Old Man and the Sea – by Ernest Hemingway  
Fahrenheit 451 by Ray Bradbury

Summer 2008 Book List (Continued)

**Grade 10 (Honors) and Grade 11 (Academic) – Mr. Litchfield\***  
(See special instructions at the end of the graded lists)

**Choose any three (3) books from three (3) separate categories.**

**1. Remarkable Teens**

Death Be Not Proud by John Gunther

Chinese Cinderella: The True Story of an Unwanted Daughter  
by Adeline Yen Mah

The Radioactive Boy Scout: The True Story by Ken Silverstein

**2. The Natural World**

A Walk in the Woods: Rediscovering America on the Appalachian Trail by Bill Bryson

The Race to Save the Lord God Bird by Philip Hoose

Revenge of the Whale: The True Story of the Whaleship Essex by Nathaniel Philbrick

**3. Real People**

Lakota Woman by Mary Brave Bird

Hole in my Life by Jack Gantos

The Greatest: Muhammad Ali by Walter Dean Myers

**4. Other Worlds**

Ender's Game by Orson Scott Card

Mortal Engines by Philip Reeve

The Time Machine by H.G. Wells

**5. Stories of Survival**

It's Not About the Bike: My Journey Back to Life by Lance Armstrong

My Sister's Keeper by Jodi Picoult

Maus: A Survivor's Tale by Art Spiegelman

**6. I in the World**

Crackback by John Coy

Breathing Underwater by Alex Flinn

Pedro and Me by Judd Winick

**7. Understanding the Middle East**

Baghdad Burning Girl Blog from Iraq by Riverbend

Persepolis: The Story of a Childhood by Marjane Satrapi

Under the Persimmon Tree by Suzanne Fisher Staples

**8. The World Beyond High School**

Catalyst by Laurie Halse Anderson

Ten Things I Wish I'd Known Before I Went Out into the Real World by Maria Shriver

Nickel and Dime: Or (Not) Getting By in America by Barbara Ehrenreich

Fast Food Nation: The Dark Side of the All-American Meal by Eric Schlosser

**9. Wide World of Sports**

The Big Bam: The Life and Times of Babe Ruth by Leigh Montville

Offsides by Erick Esckilsen

Pistol: The Life of Pete Maravich by Mark Kriegel

**10. Mysterious Happenings**

The Hound of the Baskervilles by Arthur Conan Doyle

The Curious Incident of the Dog in the Nighttime by Mark Haddon

In Cold Blood by Truman Capote

**Annotated summaries of these titles appear in the Mr. Litchfield's special instructions for Sophomore Honors and Academic Juniors.**

**Grade 11 (Honors) – Mrs. Engel**

The Chosen – by Chiam Potok

The Great Gatsby – by Francis Scott Fitzgerald

**A.P. Language and Composition – Mr. Litchfield \* (See special instructions)**

The Heart of Darkness – by Joseph Conrad

Things Fall Apart – by Chinua Achebe

The Tragedy of Hamlet, Prince of Denmark – by Williams Shakespeare

On Writing – by Stephen King

**Grade 12 (Academic) – Mrs. Engel**

Lord of the Flies – by William Golding

Animal Farm – by George Orwell

A Man for All Seasons – by Robert Bolt

**A.P. Literature and Composition – Mr. Litchfield \* (See special instructions)**

Night – by Elie Wiesel

The Metamorphosis – by Franz Kafka

The Things They Carried – by Tim O'Brien

Poetry 180: A Turning Back to Poetry – by Billy Collins

Portrait of an Artist as a Young Man – by James Joyce

## **\*Honor Sophomores and Academic Juniors Summer Reading List**

### **Instructions**

Choose any three books from three separate categories. While you read each selection keep a reading journal by writing a reflection on what you read. Do not summarize the plot when you write, but keep track of new vocabulary, remarkable quotations, and any distinctive parts of the book's presentation. Try to write after each reading, so if it takes you ten separate readings to finish a book, you should have ten reflections. Each reflection should be the front and back of a piece of spiral bound notebook paper by writing on every other line. If you want to write more than that, go ahead and write. If you are having trouble writing that much, then you should use the attached sheet for topics to address. Have a great summer of reading. Try to read at least twenty minutes a day.

As you read your assignments, you are to make a reading journal entry. You may select from the following suggestions, all of which are designed to help you reflect on the ways you react to the reading. If you write your entries in cursive, each should be at least one page long (without skipping lines) but seldom longer than three pages long. If you word-process your entries, then skip lines and make each entry from one to three pages in length.

1. What do you find interesting in this reading assignment? Summarize the point of interest and then discuss why you find it interesting.
2. What do you find unclear in this reading assignment? Summarize the section you find muddy or foggy and explain what you think it means but why you're still uncertain.
3. What do you find "linkable" in this reading assignment? Something may link up with your previous reading in this class or in others. Perhaps it links up with an experience you've had or a theory you're developing. Explain the linkages you see.
4. What do you find stimulating or exciting in this reading assignment? Summarize the section and explain why you find it stimulating.
5. What do you find contradictory in this reading assignment? The passage in question may seem to contradict something else the writer(s) has said; it may contradict your reading in another class or in another text in this class; it may contradict common sense; it may contradict your experience or expectation. Explain the contradictions and try to work out what you are going to think about the ideas associated with it.
6. What do you find debatable in this reading assignment? Who would debate this passage and what arguments would he or she bring to the debate? What do you think about the possible positions one can take on the issue discussed in the reading?
7. What do you find practical or useful in this reading assignment? It might be useful in your daily life now, in your professional life now or in the future, in your academic research as you prepare to write a paper. What specifically is useful, and how can it be used?

A reading log or book journal is a great place to react to what you read. You can find out exactly how you feel about the characters; you may gain insight about the theme and plot; and you can expand your overall enjoyment of the literature. Here are a few idea starters. Feel free to build your own list of questions as you start your life-long habit of keeping a reading log or book journal. Read on.

**Difficulty:** Easy

**Time Required:** Varies

### **TRY THE FOLLOWING:**

1. Write down your thoughts--after reading the opening chapter(s) of the book. How do your impressions change (or do they) after reading half the book? Do you feel any differently after finishing the book? Would you read the book again?
2. What emotions did the book invoke: laughter, tears, smiles, anger? Or, was the book just boring and meaningless? Record some of your reactions.
3. Sometimes books touch you, reminding you of your own life, as part of the larger human experience. Are there connections between the book and your own life? Or, does the book remind you of an event (or events) that happened to someone you know? Does the book remind you of what happened in another book you've read?
4. Would you like to be one of the characters (acquire a personality trait)? Which of the characters would you become, if you could? Why? If there's something about the character that you'd want to change, what is it?
5. If you were the author, would you have changed the name of a character, or altered the location of a scene? What does the name mean to you? Do you have a negative connotation associated with the name (or the place)? What would you name the character instead? What would you use as a setting?
6. Does the book leave you with questions you would like to ask? What are they? Would you like to direct your questions at a particular character? What questions would you like to ask the author of the book? Are they questions that you may be able to answer by reading more about the author's life and/or works?
7. Are you confused about what happened (or didn't happen) in the book? What events or characters do you not understand? Does the use of language in the book confuse you? How did your confusion affect how you liked the book? Is there anything that the author could have done to make what happened (or didn't happen) more clear?
8. Is there an idea in the book that makes you stop and think, or prompts questions? Identify the idea and explain your responses.

9. What are your favorite lines/quotes? Copy them into your reading log/journal and explain why these passages caught your attention.
10. How have you changed after reading the book? What did you learn that you never knew before?
11. Who else should read this book? Should anyone not be encouraged to read this book? Why? Would you recommend the book to a friend or fellow classmate?
12. Would you like to read more books by this author? Have you already read other books by the author? Why or why not?
13. Write a brief summary or review of the book. What happened? What didn't happen? Capture what it is about the book that stands out (or doesn't stand out).
14. Write about the characters? Which one is your favorite? Is there a character you hate/detest/despise? Why? What traits could you change about the characters that would change how you think about them? Do you think that any of the characters represent *real* people? Does anything about a particular character seem to be related to the author's true personality--who the writer is?

### **What You Need:**

- Paper (8 ½" x 11" spiral bound notebook is recommended)
- Computer (you can keep an electronic book journal or reading log).
- Pen (black or blue-black ink)
- Book to read.

### **REMARKABLE TEENS**

**Death Be Not Proud** by John Gunther

This deeply moving book is a father's memoir of his brave, intelligent, and spirited son who was seventeen years old when he died of a brain tumor.

**Chinese Cinderella: The True Story of an Unwanted Daughter** by Adeline Yen Mah

After Mah's mother's death, Mah's father remarries and moves the family to Shanghai to evade the Japanese during World War II, but Mah and her siblings are relegated to second-class status by their stepmother.

**The Radioactive Boy Scout: The True Story** by Ken Silverstein

This Boy Scout was building a homemade nuclear reactor in his backyard until the Environmental Protection Agency buried his lab at a radioactive dump site.

## THE NATURAL WORLD

***A Walk in the Woods: Rediscovering America on the Appalachian Trail*** by Bill Bryson

As Bryson and Katz haul their out-of-shape, middle-aged butts over hill and dale, the reader is treated to a very personal memoir and a delightful chronicle of the trail, the people who created it, and the places it passes through.

***The Race to Save the Lord God Bird*** by Philip Hoose

Artists, collectors, ornithologists, scientists, and political activists all play a part in this compelling story of the Ivory-billed Woodpecker, the first modern endangered species.

***Revenge of the Whale: The True Story of the Whaleship Essex*** by Nathaniel Philbrick

When a Nantucket whale ship sinks after being rammed twice by an angry whale, will the young sailors survive the icy waters?

## REAL PEOPLE

***Lakota Woman*** by Mary Brave Bird

During the 1973 siege of Wounded Knee that ended with a bloody assault by U.S. marshals and police, seventeen-year-old Mary Brave Bird gave birth to a son; her own story continues with her marriage to Leonard Crow Dog, medicine man and spiritual leader of the American Indian Movement (AIM).

***Hole in my Life*** by Jack Gantos

In this autobiographical sketch of his restless final year of high school, popular young adult novelist Gantos reveals his short-lived career as a drug smuggler and his harrowing time in prison.

***The Greatest: Muhammad Ali*** by Walter Dean Myers

Myers interweaves fight sequences and revelations from the troubled business of boxing with the famous boxer's life story, set amid the political events and issues of the day.

## OTHER WORLDS

***Ender's Game*** by Orson Scott Card

An expert at war games, young Andrew "Ender" Wiggin is recruited for Battle School, not realizing that his simulated encounters with invading aliens have turned real.

***Mortal Engines*** by Philip Reeve

In the distant future when cities move about and devour smaller towns, Tom is almost killed by the man he most admires.

***\*The Time Machine*** by H. G. Wells

Two short novels (with **The Island of Dr. Moreau**) portray a nightmare future world where humanity's worst instincts have evolved into something truly grotesque.

## STORIES OF SURVIVAL

***It's Not About the Bike: My Journey Back to Life*** by Lance Armstrong

This autobiography of the famed multiple winner of the Tour de France bicycle race explores Armstrong's grueling trip back to championship riding after nearly dying of cancer.

**My Sister's Keeper** by Jodi Picoult

All her life, thirteen-year-old Anna has donated platelets, blood, and bone marrow to lengthen her sister Kate's life—until she hires a lawyer for a medical emancipation lawsuit to give her control over her own body.

**Maus: A Survivor's Tale** by Art Spiegelman

A noted cartoonist deftly translates his father's Holocaust survival story into this exceptional graphic novel in which Jews are mice and Germans are cats.

## **ME IN THE WORLD**

**Crackback** by John Coy

Always a starter on his high school football team, Miles changes his life's direction after a new coach takes over.

**Breathing Underwater** by Alex Flinn

After hitting his girlfriend, Caitlin, sixteen-year-old Nick is sent to counseling and ordered to keep a journal where he examines his controlling behavior and anger.

**Pedro and Me** by Judd Winick

An AIDS educator when the author met him on the Real World television show, Pedro taught Judd about friendship, dying, surviving a friend's death, and the importance of telling Pedro's story in this graphic novel.

## **UNDERSTANDING THE MIDDLE EAST**

**Baghdad Burning: Girl Blog From Iraq** by Riverbend

Actual postings from a blog by Riverbend, the pseudonym of a young woman in Baghdad, reveal her attempts to live a normal life in a war zone after the U.S. invasion of Iraq, from April 2003 to September 2004.

**Persepolis: The Story of a Childhood** by Marjane Satrapi

Satrapi's memoir of growing up in Iran during the Islamic Revolution appears in graphic novel format.

**Under the Persimmon Tree** by Suzanne Fisher Staples

During the war in Afghanistan after September 11, 2001, a twelve-year-old girl who has lost her family finds courage and comfort when her life intersects with an American-Muslim teacher, the wife of an Afghan doctor.

## **THE WORLD BEYOND HIGH SCHOOL**

**Catalyst** by Laurie Halse Anderson

Super-achiever Kate is sure that her life depends on getting into her top college, MIT, until a neighbor's tragedy forces her to look outside herself.

**Ten Things I Wish I'd Known Before I Went Out into the Real World** by Maria Shriver

Expanded from a college commencement speech, this little book by television anchorwoman Shriver (also wife of California's famous bodybuilding governor) offers entertaining lessons about life and the importance of laughter.

**Nickel and Dimed: On (Not) Getting By in America** by Barbara Ehrenreich

Journalist Ehrenreich learns firsthand what it's like to earn minimum wage as one of America's working poor, by moving from Maine to Minnesota to Florida and cleaning hotel rooms, waitressing, providing home health care, and working in Wal-Mart.

**Fast Food Nation: The Dark Side of the All-American Meal** by Eric Schlosser  
Investigative journalist Schlosser tells a story that examines the local and global influence of the United States fast food industry. First serialized by *Rolling Stone* in 1999, the book has drawn comparisons to Upton Sinclair's classic "muckraking" novel *The Jungle*.

## **WIDE WORLD OF SPORTS**

**The Big Bam: The Life and Times of Babe Ruth** by Leigh Montville  
He was the Sultan of Swat. The Caliph of Clout. The Wizard of Whack. The Bambino. And simply, to his teammates, the Big Bam. This is thoroughly original, definitively ambitious, and exhilaratingly colorful biography of the largest legend ever to loom in baseball—and in the history of organized sports.

**Offsides** by Erik Esckilsen

When Tom Gray, a Mohawk Indian and star soccer player, moves to a new high school, he refuses to play for its soccer team because of their offensive Warrior mascot.

**Pistol: The Life of Pete Maravich** by Mark Kriegel

Pistol is more than the biography of a ballplayer. It's the stuff of classic novels: the story of a boy transformed by his father's dream -- and the cost of that dream.

## **MYSTERIOUS HAPPENINGS**

**The Hound of the Baskervilles** by Sir Arthur Conan Doyle  
Famous detective Sherlock Holmes investigates the tale of a hound that haunts the lonely moors around the Baskervilles' ancestral home.

**The Curious Incident of the Dog in the Nighttime** by Mark Haddon

At fifteen, autistic math genius Christopher Boone discovers the dead body of his neighbor's dog and determines to find the killer in this funny, sad, and totally convincing tale.

**In Cold Blood** by Truman Capote

Until one morning in mid-November of 1959, few Americans--in fact, few Kansans--had ever heard of Holcomb and the brutal slaying of the Clutter family by two would-be robbers.

## **\* Summer Reading Instructions for AP Language and Literature – Mr. Litchfield**

Students in both classes must keep a reading journal on white, lined, 8 ½ x 11" composition paper. Students must date each entry in the upper left-hand corner, which students will follow with a reflection on the reading completed that day. There should be a reflection for each chapter of 1. Night 2. The Metamorphosis 3. The Things They Carried and 4. Portrait of an Artist as a Young Man. Number 5. Poetry 180: A Turning Back to Poetry requires a one page reflection of each of the poems you do over the summer. Do one poem a day for each day of summer vacation, so you will have **75 REFLECTIONS ON 75 POEMS**.

IT IS **NOT A SUMMARY** OF THE READING; INSTEAD, **IT IS A REFLECTION** ON AN IDEA IN THE READING. The reflection should extend at least a full page (front and back and every other line).

Poetry 180: A Turning Back to Poetry by Billy Collins requires a one page reflection of each of the poems you do over the summer. Read one poem a day for each day of summer vacation so you will have 75 reflections. Make sure to place the title of each poem in the reflection. Also, include any figurative language, but most of all, what is the poem saying to you. One page or more, doubled spaced, is required for each poem.

**For JUNIORS AND SENIORS:**

As you read your assignments, you are to make a reading journal entry. You may select from the following suggestions, all of which are designed to help you reflect on the ways you react to the reading. If you write your entries in cursive, each should be at least one page long (without skipping lines) but seldom longer than three pages long. If you word-process your entries, then skip lines and make each entry from one to three pages in length.

1. What do you find interesting in this reading assignment? Summarize the point of interest and then discuss why you find it interesting.
2. What do you find unclear in this reading assignment? Summarize the section you find muddy or foggy and explain what you think it means but why you're still uncertain.
3. What do you find "linkable" in this reading assignment? Something may link up with your previous reading in this class or in others. Perhaps it links up with an experience you've had or a theory you're developing. Explain the linkages you see.
4. What do you find stimulating or exciting in this reading assignment? Summarize the section and explain why you find it stimulating.
5. What do you find contradictory in this reading assignment? The passage in question may seem to contradict something else the writer(s) has said; it may contradict your reading in another class or in another text in this class; it may contradict common sense; it may contradict your experience or expectation. Explain the contradictions and try to work out what you are going to think about the ideas associated with it.
6. What do you find debatable in this reading assignment? Who would debate this passage and what arguments would he or she bring to the debate? What do you think about the possible positions one can take on the issue discussed in the reading?
7. What do you find practical or useful in this reading assignment? It might be useful in your daily life now, in your professional life now or in the future, in our academic research as you prepare to write a paper. What specifically is useful, and how can it be used? **MORE TIPS CAN BE FOUND ABOVE ON PAGES 6 & 7**

**What you will Need:**

- Paper (or book journal)
- Computer (you can keep an electronic book journal or reading log).
- Black or Blue-black Ink Pen
- Books to read.