

## **Statement on Book Selection and Objectionable Material**

The Runnels English faculty has as its first mission to teach novels that engage, inspire, inform, uplift, and above all educate our students. While our first consideration is always the merit of an assigned novel, sometimes those books could contain material that some may find objectionable. In fact, almost every classic novel has been challenged at some point, and modern books are even more frequently challenged because of objectionable content. As Runnels is a school that embraces those of many faiths, cultures, and value systems, content that is deemed to be offensive will vary from family to family. As educators, we have made every effort to give students choices in their summer reading assignments, as we understand that student engagement strongly correlates with the ability to have ownership over reading choices. Please be aware, however, that this list includes books with language, themes, or situations that some students or families may find offensive. Therefore, in the spirit of academic freedom, we leave it up to each student and his or her family to make the reading selections that best fit their unique value system and interests.

### **Summer Assignments**

Summer Reading is a long tradition in many schools including Runnels. Research has shown conclusively that continued reading over long breaks keeps students from falling behind in reading skills. Because students will be expected to retain key information from their summer reading, many teachers assign corresponding work to help students remember what they read and to provide guidance and scaffolding for how to read the book closely. These assignments are mandatory. All English teachers in Junior and Senior High will require summer assignments for the summer of 2018. Additional copies of the assignments will be available through a link the Runnels Web Page at [www.runnels.org](http://www.runnels.org). Teachers will be available (via email) over the summer to answer questions concerning their assignments. English teachers will also meet with currently enrolled students before the end of the 2018-2019 school year to discuss the requirements for these assignments. Students who are new to Runnels should contact the administration and/or Norma Marsh, Dept. Head, English and Social Studies, at [n.marsh@runnels.org](mailto:n.marsh@runnels.org) for more information. All students will be expected to have completed these assignments upon their return to school for the 2018-2019 school year.

### **AP Assignments**

Many AP classes require summer assignments. Please check the Advanced Placement Summer Assignment for each course for more information. For students who are new to Runnels in the 2018-2019 year, please contact the administration for more information concerning summer assignments. AP teachers will be available via email to answer any questions concerning summer assignments as well.

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## 8<sup>th</sup> Grade Summer Reading

Mrs. Harbin

8th Grade Honors English

(3 books total)

### Required:

\**The Outsiders* — S. E. Hinton (1965, realistic fiction)

\**Countdown* — Deborah Wiles (1960s, documentary novel)

Choose 1 book from *either* the Fiction list *or* the Non-Fiction/Historical Fiction list:

### Fiction

- *The Grimm Legacy* — Polly Shulman
- *Heir Apparent* — Vivian Vande Velde
- *Incarceron* — Catherine Fisher
- *Running Out of Time* — Margaret Haddix
- *City of Ember* — Jeanne DuPrau
- *The Gadget* — Paul Zindel
- *Watership Down* — Richard Adams
- *Cold Sassy Tree* — Olive Ann Burns
- *The Thing About Luck* — Cynthia Kadohata
- *The False Prince* — Jennifer A. Nielsen
- *The Last Dragonslayer: The Chronicles of Kazam #1* — Jasper Fforde
- *Jackaby* — William Ritter
- *Uglies* — Scott Westerfeld
- *5 to 1* — Holly Bodger
- *Leviathan* — Scott Westerfeld

### Non-Fiction/Historical Fiction

- *Fever 1793* — Laurie Anderson (1793, fever in America)
- *Across Five Aprils* — Irene Hunt (1861, Civil War)
- *Code Talker* — Joseph Bruchac (World War II)
- *Adam of the Road* — Elizabeth Gray (1294, England)
- *Roll of Thunder, Hear My Cry* — Mildred Taylor (1933, Mississippi)
- *True Confessions of Charlotte Doyle* — Avi (1832, England-Rhode Island)
- *Phineas Gage: A Gruesome but True Story About Brain Science* — John Fleischman
- *The Brothers Grimm: Two Lives, One Legacy* — Donald R. Hettinga
- *How Dare the Sun Rise: Memoirs of a War Child* — Sandra Uwiringiyimana (early 2000s, Democratic Republic of Congo, includes violence)
- *Chasing King's Killer: The Hunt for Martin Luther King, Jr.'s Assassin* — James L. Swanson
- *Death on the River of Doubt: Theodore Roosevelt's Amazon Adventure* — Samantha Seiple (1913, Brazil)

**\*Summer Assignments Required**

**\*\*You must choose books you have not previously read.**

8<sup>th</sup> Grade Honors English  
Summer Reading Worksheet/Study Guide

Your Name: \_\_\_\_\_

Book Title: \_\_\_\_\_

Complete the following graphic organizer as thoroughly as possible using your own words. I am familiar with all of the online and print study aids, but in this graphic organizer I want to see what **YOU THINK** about the book, in **YOUR OWN WORDS**, from **YOUR OWN READING** of the text. Please try to be to the point but thorough. This graphic organizer will help you study for any tests or quizzes but will also be graded for originality (i.e. it's your own thinking) as well as completion. ***I suggest using this as you read instead of waiting until you are finished with the novel;*** your answers will be much sharper. Answer each section to the best of your ability, but please don't stress. I will be readily available throughout the summer to answer any questions you have, so don't hesitate to contact me at ***k.harbin@runnels.org*** if you have a question or need more guidance.

**Characterization**

<b>Protagonist (Name)</b>	<b>2 adjectives to describe the protagonist's personality and character</b>	<b>2 important actions of the protagonist</b>

Major & Important Events	1 adjective for each major/important event	What are some feelings you experienced when reading about that event?	How do these events affect others in the book?
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**Setting**

**Describe the setting(s) of the book. (Place, climate, buildings, etc.)  
Include: When (Time period) and Where (Location)**

**Conflict, Symbolism, and Narration**

Characters & Conflict:

What obstacles must be overcome by the major characters in the book?

Symbolism: Recurrences of symbols seen throughout the story? (For instance the color black can be symbolic of death, the sun rising can be symbolic of a fresh start, etc.)

Narration: Who is the narrator of the story? How is the story narrated? How reliable is the narration?

**Important Plot Points/ Major Events (Take Notes as You Read)**

Exposition (Time and Place):

Rising action (Where conflict is introduced):

Climax (Turning Point):

Falling Action (Action winding down):

Resolution (Conflict is resolved):