

RMA SUMMER READING 2017

Contents:

English Department

8th grade Honors	Mr. Billy McBride
9th grade Honors	Mrs. Wendi Whitmire
10th grade Honors	Elijah Merrett
Honors American Literature	Dr. Brenda Barger
AP Language and Composition	Alan Tallman
Honors British Literature	Andrew Jobson
AP Literature and Composition	Dr. Brenda Barger

Social Studies Department

Honors World History	SSGT Robert Klemm
AP World History	Col. Robert Cagle
Honors US History	Jared Koldoff
AP US History	Dennis Bagwell
AP Psychology	Dennis Bagwell

Note: If an honors class does not appear on this list or in the following pages, there is no summer reading assignment. Cadets will have an assignment during the first week or two of school that will assess their preparedness and motivation for the course.

English Department

Rising 8th Grade Honors English

Billy McBride

wmcbride@riversidemilitary.com

Required Reading:

- 1) *Ender's Game* by Orson Scott Card, **OR**
- 2) *The Fault in Our Stars* by John Green

Required Writing:

After reading one of the books from the reading list, Honor student candidates will complete four journal entries as described below. Each entry must be typed (Times New Roman, 12 pt. font) and all entries must be stapled together. These journal entries should be thorough, thoughtful, and complete.

Journal Entry #1: Provide a detailed overview of the book. First, write out the book's title (remember to italicize), the author's name, the copyright date and the number of pages. Second, write a brief summary of the book's plot in at least 200 of your very own words. Be sure to address what happens in the beginning, the middle, and the end of the book.

Journal Entry #2: Explore the book's characters. Make a list of the main characters and list five adjectives to describe each one. Describe your first impressions of the protagonist. Describe your first impressions of the antagonist. Cite at least three text examples that support your response for the protagonist. Cite at least another three text examples that support your response for the antagonist. Your text response will be support/evidence that your impression is justified.

Journal Entry #3: Explore the book's significance. In 3-5 clear, complete sentences, discuss the life lessons you found significant in this book. What does the book offer to readers that makes it worthwhile? Will the book be more valuable to some people than others? Explain using details and examples from the book.

Journal Entry #4: Explore your response to the book. In 3-5 clear sentences, discuss your experience reading the book. What did you like the most? What did you dislike the most? Explain using details and examples from the book.

Important Considerations:

The journal assignments are due the first day of class. Demonstrate your readiness to be an Honors student by doing a great job with this assignment and by turning it in on time. View this assignment as your application to be an 8th Grade Honors student.

Required Reading:

- 1) *Lord of the Flies* by William Golding, **OR**
- 2) *The Book Thief* by Markus Zusak, **OR**
- 3) *A Separate Peace* by John Knowles

Required Writing:

After reading one of the books from the reading list, Honor student candidates will complete six journal entries as described below. Each entry must be typed (Times New Roman, 12 pt. font) and all entries must be stapled together. These journal entries should be thorough, thoughtful, and complete.

Journal Entry #1: Provide a detailed overview of the book. First, write out the book's title (remember to italicize), the author's name, the copyright date and the number of pages. Second, write a brief summary of the book's plot in at least 200 of your very own words. Be sure to address what happens in the beginning, the middle, and the end of the book.

Journal Entry #2: Explore the significance of the title. Authors rarely choose a title randomly. Dig for symbolic meaning. The title may be a metaphor or it may represent some specific incident in the book. In any case, consider carefully the significance of the title and explain your thinking.

Journal Entry #3: Explore the book's characters. Make a list of the main characters and list five adjectives to describe each one. Describe your first impressions of the protagonist. Describe your first impressions of the antagonist. Cite at least three text examples that support your response for the protagonist. Cite at least another three text examples that support your response for the antagonist. Your text response will be support/evidence that your impression is justified.

Journal Entry #4: Explore a significant passage from the book. Pick a passage that you think is special, either because it addresses something important in the story or because it addresses something important to you as a person. Write the passage down word for word. Remember to use quotation marks and to cite the passage by accurately providing the page number the passage can be found on. Next, explain why you chose the passage. Dig deep and make connections here as if you were writing to someone unfamiliar with the book.

Journal Entry #5: Explore the book's significance. In 5-8 clear, complete sentences, discuss the life lessons you found significant in this book. What does the book offer to readers that makes it worthwhile? Will the book be more valuable to some people than others? Explain using details and examples from the book.

Journal Entry #6: Explore your response to the book. In 5-8 clear sentences, discuss your experience reading the book. What did you like the most? What did you dislike the most? Explain using details and examples from the book.

Important Considerations:

The journal assignments are due the first day class without exception. Demonstrate your readiness to be an Honors student by doing a great job with this assignment and by turning it in on time. View this assignment as your application to be an 9th Grade Honors student.

Required Reading:

How to Read Literature Like a Professor by Thomas C. Foster

Life of Pi by Yann Martel

It will be helpful to read these in this order.

Required Writing:

After reading the books from the list, Honor student candidates will complete a total of seven journal entries as described below. Each entry must be typed (Times New Roman, 12 pt. font) and all entries must be stapled together. These journal entries should be thorough, thoughtful, and complete. **Being in honors is not a right. Consider this your honors audition.**

For Life of Pi:

Journal Entry #1: Explore a significant passage from the text. Pick a passage that you think is important or striking, either because it addresses something important in the story or because it addresses something important to you as a person. Write the passage down word for word. Remember to use quotation marks and to cite the passage by accurately providing the page number the passage can be found on. Next, explain why you chose the passage, all in at least 150 words. Dig deep and make connections here as if you were writing to someone unfamiliar with the book.

Journal Entry #2: Explore the book's significance. Discuss the life lessons or themes you found significant in this book. What does the book offer to readers that makes it worthwhile? Will the book be more valuable to some people than others? Explain in at least 150 words, using details and examples from the book, cited by page number.

Journal Entry #3: Interpret the final chapters. Read chapters 95-100 carefully, as they help explain the rest of the book. What was "really" happening in Pi's version of events before chapter 95? Why did he choose to tell his story as he did? Do you agree with Pi that, if it makes no practical difference, we should choose the version we prefer? Explain in at least 200 words.

Journal Entry #4: Explore the idea of illusion. In at least 250 words, explore what the novel says about illusion and reality. How does Pi create or destroy illusions as he learn to cope with his situation? You should include at least one sentence-long quotation, cited by page number, from each book.

Journal Entry #5: Explain the purpose of the beginning chapters. After you've finished the book, scan back through the first section, chapters 1-36. What is the point of discussing Pi's various religious experiences? How do these first chapters help us understand the overall theme of the book, including the shipwreck and lifeboat story? Explain in at least 150 words.

For How to Read Literature Like a Professor:

Journal Entry #6: Apply the interpretive tools presented in any one of the chapters to Life of Pi. How do the tools in How to Read Literature... help in interpreting a particular image, symbol, or passage in Life of Pi? Explain in at least 150 words, including at least one quotation from **each** book.

Journal Entry #7: Apply the interpretive tools to any other text. Did you watch a great movie this summer? Read another book? Do the same thing you did in Entry #6, but this time, apply the tools to any other text (movie, short story, poem, novel, etc.). Explain in at least 150 words, but no quotations are required.

Important Considerations:

- Journal assignments must be turned in the first day of class. Late summer assignments will not be accepted. Also, summer reading assignments will be your first grade of the quarter. Make them count.
- Vague answers or summaries that come straight from SparkNotes are not acceptable.

Honors American Literature

Dr. Brenda Barger bbarger@riversidemilitary.com

Welcome to Honors American Literature! By signing up for this course you have indicated your desire to challenge yourself and to prepare yourself for an AP course in English Literature and Composition or English Language and Composition. So that you may hit the ground running (and writing), you have a little reading and thinking to do this summer. I have chosen an American novel of literary merit that my former students have found entertaining enough to read over the summer. Get some exercise and have some fun—and remember that reading is not antithetical to these pursuits.

Assignment

Read *Their Eyes Were Watching God* by Zora Neale Hurston

Complete the Reading Experience Review Sheet that follows. It is due the first day of school.

Be prepared to take a test and write an in-class essay on the work during the first week of school.

Failure to complete the summer reading will result in removal from Honors.

AP Language and Composition

Mr. Alan Tallman atallman@riversidemilitary.com

Welcome to AP Language and Composition. These texts have been chosen for their ability to engage and captivate an audience through narrative and/or memoir. Moreover, they will allow you to begin to examine voice, bias, and purpose, while wrestling with critical issues such as justice and spirituality (to name a few). It's imperative that you begin to look at language critically and analyze how others use their voice in telling their story, as you find, create, or recreate your own voice throughout the course. AP Language and Composition is primarily a non-fiction course; therefore the summer reading texts are, in fact, works of non-fiction.

As you read and prepare yourself for the AP course, you must complete the following assignment to ensure that your reading experience is enriching and edifying. **Please bring the assignment to class on the first day of school.** It should be typed in MLA format. It will be worth 10% of your first quarter grade. Timeliness is important; I will deduct 10% for each day that your assignment is late. Each question should be answered in no more than one page, no less than one paragraph. Admittance into this course is also predicated on the completion of this assignment.

See assignment on the following page!

Texts:

1. *Same Kind of Different As Me* by Ron Hall & Denver Moore
2. *The Immortal Life of Henrietta Lacks* by Rebecca Skloot

For each of the texts, please succinctly and clearly answer the following questions:

1. Choose one significant passage from each text. In at least three, thoughtful, well-balanced sentences contextualize and analyze the passage.
2. What is the conflict presented in the text? How does the author develop the differing sides of that conflict? Where do you find bias? Explain.
3. Select one sentence from each text that you feel is the strongest, in terms of writing. Do not concern yourself with the content of the sentence as much as with the diction, sentence structure, and literary devices used. In your paragraph, analyze the merits of the sentence you selected, arguing that it is, indeed, a great example of English prose.
4. Consider the structure that the author develops in each text. Analyze the author's choices: How is the text organized? Why is it organized this way?
5. In what way does the author portray a sense of 'otherness' or an outsider in each story? How is this 'otherness' articulated; how is the outsider described? What is the author saying about otherness?

Honors British Literature

Mr. Andrew Jobson ajobson@riversidemilitary.com

My purpose for summer reading is not only to keep your brain fresh, but also to experience some literature we don't have time for during the regular year. I wanted to give you some choices so that you could use this extra literature to enhance our class discussions. If you are not interested in reading, enjoying, and discussing literature, then perhaps this class is not for you. Select ONE of the following texts. *I will ask you for a review early in the semester*; if you have not read the text (or one of similar value), you may not be permitted to stay in the class.

Frankenstein (Mary Shelley) This classic horror story examines the perils of progress without a moral center. Who's the real monster? Shelley's writing is somewhat challenging, even if it's impressive for an 18-year old girl, but the themes are timely.

Brave New World (Aldous Huxley) A dystopian novel where the World Controllers keep order by giving people everything they want. What could possibly be wrong with that?

That Hideous Strength (C. S. Lewis) This third novel in Lewis's Space Trilogy looks at England in the grip of a sinister organization, NICE, that threatens to undermine mankind. It mixes science fiction and Arthurian legend.

Pilgrim's Progress (John Bunyan) One of the best-selling books of all time, this allegory of the Christian walk is famous for its symbols (like Vanity Fair). Especially useful if faith is important to you.

Advanced Placement Literature and Composition

Brenda Barger, J.D.

bbarger@riversidemilitary.com

Welcome to AP Lit! By signing up for this course you have indicated your desire to challenge yourself and to attempt to earn college credit by taking the AP Exam in May. (If this does not describe you, perhaps you have enrolled in the wrong course.) So that you may hit the ground running (and writing), you have a little reading and thinking to do this summer. I have chosen one book of literary merit that my former students have found entertaining enough to read over the summer. Get some exercise and have some fun—and remember that reading is not antithetical to these pursuits.

Assignment

Read *Catch-22* by Joseph Heller.

Answer the following questions about the work.

1. Explain what each of the following might symbolize or represent in the novel:
 - a. The soldier in white
 - b. Deja Vu
 - c. The Syndicate (M&M Enterprises)
 - d. Catch-22
2. Identify three examples of twisted dialogue and dry humor, and describe how these contribute to the author's style.
3. Identify and explain the ways that alliteration and oxymoron are combined to heighten the sense of paradox. (Look up these literary terms if you don't remember them.)

Be prepared to write an in-class essay on the work at the end of the first week. The essay will be based on a released question I will select from a former AP exam. You may find examples of such questions by "googling" *AP open ended questions*.

This assignment can also be found on the Riverside Military website.

Social Studies Department

Honors World History

SSGT Robert Klemm rklemm@riversidemilitary.com

For the 2016-2017 academic year, a book-length summer reading assignment for World History Honors placement will no longer be used. Students will instead be issued a topic-focused writing assignment on the first day of scheduled classes, to be due prior to the end of the add/drop period. This assignment is designed to assess the candidate's current level of writing ability and analytical/argumentative skill, and serves as an 'audition' to warrant permanent placement in the course.

AP World History

Col. Bob Cagle rcagle@riversidemilitary.com

Read *Defenders of the Faith*, by James Reston, JR.

Defenders of the Faith: Christianity and Islam Battle for the Soul of Europe 1520-1536. Penguin Books Publishing Group, New York, 2009. ISBN 9780143117599

1. Write a reaction journal. This is a one-page reaction to each chapter, called *Acts* in this book. (200 words for each paper). The journal is to be typed double-spaced, 12 point font, Times New Roman, left page alignment, & one inch margins. There are ten chapters (*Acts*) in the book. My expectation is that you will have a **completed ten page journal**. Your journal IS TO BE SUBMITTED NO LATER THAN AUGUST 22nd (the first day of class).

2. What is a Reaction Paper?

“Reactions” are NOT SUMMARIES, but instead include the following:

Connections to current events or other literature you have read.

How this chapter contributes to your understanding of the place, belief systems, politics, trade, conflict, personalities, and time period in question.

Excellent and relevant quotes from the book, citing page number and context, with commentary from you about why the quote sums up important ideas to the study of the time period.

Inferences you have made that contribute to your understanding of the time period.

Questions – anything you did not understand in the chapter. We'll address these questions later in the course.

Directions: Acquire a copy of the book: *The Disuniting of America: Reflections on a Multicultural Society*, by Arthur Schlesinger, Jr. As you read the book highlight or underline statements that you believe are important. Choose one of the questions below, and type a well-thought response. The assignment must be submitted by Friday, August 26th. **Any cadet who does not complete this assignment will not be permitted to remain in the Honors section.**

1) Throughout history nations have been united by a common value or set of values. This was often most recognizable in a person's ethnicity, culture, religion, language, or traditions. Over the past two and a half centuries have the people of the United States of America become more or less unified? Use evidence from the reading to support your ideas.

2) Many Americans have some understanding of their own ethnic history. Many would argue that their culture is inherently connected to their personal identity. Should schools continue to teach subjects that support the ethnic identity of minority groups, or should they present a curriculum to better unify a new generation of Americans? Defend your ideas with examples from the book.

Essay Requirements:

Typed 3-page response

12-point font

Double-spaced

Grading Rubric:

Thesis/Claim – 10 points

Clear analysis of ideas provided throughout response – 20 points

Use of at least 3 examples from the reading – 10 points

Proper Grammar & Spelling – 10 points

Total: 50 points

AP US HISTORY

Instructor: MSgt. Dennis H. Bagwell, Jr.

Introduction: Welcome to AP US History! I am Mr. Bagwell, and I will be your instructor. You have foolishly elected to risk your academic record and possibly your sanity by enrolling in this class. As this is a voluntary decision, you forfeit all right to complain as of this moment.

Reading Assignment: This summer I want you to read and enjoy the book *The Words We Live By* written by Linda R. Monk. This will not only thoroughly ground you in the US Constitution but it will also keep you out of trouble during the long boring summer. Before you start worrying, no, it is not a big book. I want this book to be read by the time you walk into my class for the first time. Don't try to fool me; I will know better. Don't leave it till the last weekend because you can't do it in a pizza filled all-nighter.

Writing Assignment: Having read the book, I want you to prepare for me a demonstration of your laser-like legal mind. This will be my first impression of you, so don't hold back. This assignment is to be two pages long, typed, single space with a font size of either 12 or 14. Yes, spelling and grammar count and yes, you should rigorously proof-read your paper before handing it in.

The topic of the writing assignment is a proposed amendment to the US Constitution of your own design. Start with the amendment written exactly as it would appear if it were adopted into the Constitution. The ensuing two pages (minimum) will be divided into two topics. PROS: Why you feel this amendment is needed, what problem it addresses, and how its adoption would solve this problem. CONS: Who (special interest groups etc.) would oppose the adoption of this amendment, what they would argue against it, and what they would say its negative effects would be. Be fair and balanced in your arguing of both sides of the issue.

Do not attempt to get off easy by amending the Constitution in a silly or frivolous manner. Pick a worthy topic and do it justice. If you need further help or instruction with this assignment you may contact me at: Dbagwell@Riversidemilitary.com. Good luck and have a great summer!

PS: Yes, there will also be a test over the book during the first 2 weeks of school.

AP Psychology

Instructor: Dennis H. Bagwell, Jr.

Introduction: Welcome to AP Psychology! I am MSgt. Bagwell and I will be your instructor. You have foolishly elected to risk your academic record and possibly your sanity by enrolling in this class. As this is a voluntary decision, you forfeit all right to complain as of this moment.

Reading Assignment: This summer I want you to read and enjoy the book *A History of Psychiatry from the Era of the Asylum to the Age of Prozac* written by Edward Shorter. This will not only thoroughly ground you in the field of psychology but it will also keep you out of trouble during the long boring summer. Before you start complaining, yes this is a big book but if you are not a reader, you probably do not belong in an AP class. I want this book to be read by the time you walk into my class for the first time. Don't try to fool me, I will know better. Don't leave it till the last weekend because you can't do it in a pizza filled all-nighter.

Writing Assignment: Write a critical review of the book as a whole. This review should be in the form of a brief essay (one or two pages). A critical review should briefly introduce the book, summarizing the author's main argument and key points. It should evaluate how well the book makes its argument: the quality of writing, reasoning, evidence, etc. And it should express your thoughts as a reader on the value of the book, to you and/or to other readers. Ultimately you are trying to decide whether to recommend the book and, if so, to what kind of reader, for what purpose, and with what reservations. It is thus helpful if you go beyond broad generalizations and empty praise or criticism. Elaborate; explain; give specific examples. If someone reading your review can make a well-informed judgment about the book, you've done your job well. Credit will relate to the quality of your writing (not the views you express). As a student new to psychology, it is understood that your background knowledge is limited, so you should base the review on your perspective as a layperson (not an expert). Be sure to give specific information to illustrate your thinking. Be sure to edit your writing carefully so that your thoughts are well organized and clearly expressed (in grammatically correct sentences, of course). Have some fun with this. Try to make the book come alive.

Due date: Your written assignment is due the first day of class in August, so plan accordingly. Your first semester grade will be heavily affected by this assignment. If you need further help or instruction with this assignment you may contact me at DBagwell@Riversidemilitary.com. Good luck and have a great summer!