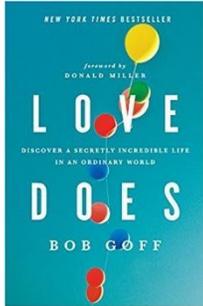


LHS 2022 SUMMER READING

All students will read the selected grade level book as well as the assigned number of books from the AP reading list or teacher recommendation list according to their grade and course (regular English, honors, pre-AP, or AP). Parents and students, please choose a title that is appropriate for your grade level and family. If you have questions about the content of any of the novels, please contact Mr. Eickstead (andrew.eickstead@lhssa.org) for more information.

Freshmen

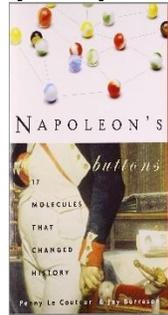


Love Does by Bob Goff

“Love Does shares powerful stories coupled with eye-opening truths and empowers anyone who longs for a better world and a richer faith.”

Sophomores

Napoleon's Buttons - How 17 Molecules Changed History by Penny Le Couteur



Napoleon's Buttons is the fascinating account of 17 groups of molecules that have greatly influenced the course of history.

For this book students must read the introduction and then choose five chapters to complete reading.

Juniors

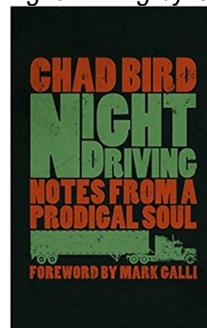
Hidden Figures by Margot Lee Shetterly



“...a group of dedicated female mathematicians known as “human computers” used pencils, slide rules and adding machines to calculate the numbers that would launch rockets, and astronauts, into space.”

Seniors

Night Driving by Chad Bird



“Forced to fight the demons of his past in the cab of the semi-truck he drove at night through the Texas oil fields, Chad Bird slowly began to limp toward grace and healing.”

All students will also choose one or two books off of the Advanced Placement reading list based on the criteria below.

Students will complete **10 pages of writer's notebook for each book they read**. If a writer's notebook doesn't sound appealing to you, **we have added Flipgrid discussion boards as an alternative assessment this year**. [Flipgrid links are available here for students](#) to begin responding to prompts. Please see the next page for writer's notebook prompts.

Freshmen

One book

Sophomores

One book

Juniors

One book

Seniors

One book

Freshmen Honors

One book

Sophomore Pre-AP

One book

20 total pages of entries

Junior AP English

Two books (one can be a selection from the APUS list)

Senior AP English

Two books

30 total pages of entries

30 total pages of entries

Students should complete 10 pages of read and response writing in their writer's notebook

Writer's Notebook

The list below can be used as a jumping off point for students to get started, but they may also generate their own creative response ideas. Any item on the list may be used more than once, but no more than three times, please. We'd love to see the diversity of each student's writing talent. Please feel free to combine prompts and add illustrations, word clouds or other creative genius to any page. Using artistic abilities is great, but please use drawings to enhance your writing, not replace it.

1. Share quotations from the novel that you feel are thought provoking or evocative.
2. Share creative musings based on a passage from the novel that spoke to you.
3. Write a response emulating a particular passage of literary genius you discovered in the novel.
4. Write a poetic response to a section of the novel.
5. Craft an emotional timeline for a character in the novel.
6. Draw a plot map for a series of events in the novel.
7. Draw illustrations of a character or scene.
8. Create thought clouds to give insight to a character's feelings.
9. Draw a cartoon representation of a passage.
10. Make political, historical, or literary connections between the novel and other sources.

Project Ideas

Students may choose any of the following projects and fill as many pages as they would like in their composition notebook to complete the project, or plan the script, tour, movie preview or other option. Each page you fill completing the project counts as one writer's notebook page.

1. Children's Story

Turn the novel you read into a children's story by retelling the plot in a simple way with vocabulary appropriate for youngsters. Make sure your creation looks like a children's book, complete with an appealing cover including a picture, the title, and the author, and colorful illustrations above and below your writing on each page. DO NOT use lined paper, and make sure all writing is either typed or written neatly with a black marker. Your children's book should capture the key elements of the novel (beginning, middle, and end).

2. Write Your Own Scene

Write a scene that could have happened in the book you read, but didn't. Be sure to write in the same style as the author. Your re-written scene should include an explanation of what has occurred up until this point in the novel and give a general description of the characters. In a second paragraph, explain why you made the changes you did and how they would have affected the outcome.

3. Rewrite the Ending

If you did not care for the way your book ended, here is your opportunity to change it. Rewrite a new ending to the book you read. Be sure to write in the style of the author, but do not include any of the original language. Do not explain how the ending should be changed. Write as if you were writing the story. On a separate page describe the original ending and the changes you made and then explain why you made these changes.

4. Map

If the book you read involves a number of locations within a town, country, or geographical area, create a map. First, make a list of all the locations - houses, stores, streets, parks, lakes, etc. mentioned in your book's setting. Then, draw the map showing a bird's eye view of the area. Label each location. Below the map, create a legend with a list of all the locations and a detailed description to be seen clearly. All writing should be done in black ink or magic marker. *Your map should include at least 10 different locations; otherwise, perhaps the map is not an appropriate project for your novel. It should be evident that the book was read and analyzed appropriately based on the appearance of the map. The map should consist of original drawings and symbols and illustrations.

5. Test

Create a test for the book. Include a variety of kinds of questions such as true/false, multiple choice, matching, short answer, essay, or any other kind of question (include at least three different types of questions). Be creative, but you must have a total of 25 questions, one of which must be an essay. Your one essay question must be a thoughtful and appropriate prompt. Be sure to write clear directions for each section. Attach a completed answer key which must also include a sample essay (at least three paragraphs in length). All questions should be original, not copied from a test you found on the internet.

6. Comic Book

Create a comic book based on the novel you read. It should have an illustrated cover with the title and author, and be comic book size. Inside, retell the story using dialogue and descriptions of the setting and characters. Put your writing in bubbles. Create colorful illustrations that help tell the story. The comic book should be at least 4-6 pages in length.

7. Diary

Choose one main character from the novel you read and create a diary from his/her point of view that reveals all the major events in his/her life as well as this character's feelings about these events including his/her hopes, dreams, problems, concerns and frustrations. Fill the diary with entries spread out over the entire period of time from the beginning of the novel to the end. Begin with "Dear Diary," and write from the first person point of view (ex: Dear Diary, today I went to see my best friend and we. . .). For each entry, if possible, write a date. Remember many dates of holidays can be checked on a calendar. If no dates are given, but seasons or other clues are given, then guess an approximate date. Place your entries into a cover that you create, organizing them in the proper order. On the first page, include an information sheet identifying the full name of the character, his/her age (guess if you don't know), birthdate (if known), where he/she lives, and any other important information. The diary project should be at least 5 pages in length.

8. Scrapbook

Create a scrapbook for one of the main characters that reflects the many events that occur to him or her in the novel you read. You can include photographs, letters, post cards, telegrams, a family tree, newspaper article clippings, memorable items, or anything else you can think of that you might find in a scrapbook. If you include objects or photographs, be sure to write captions below describing what they are or what's going on and their significance to the character. Create a nice cover for your scrapbook. On the inside, paste an information sheet identifying the full name of the character, his/her age (guess if you don't know), birthdate (if known), where he/she lives, and any other important information. The scrapbook should be 10-12 pages in length and should contain enough written information on each page to demonstrate your understanding of the novel.

9. Tour

Imagine that you have been given the task of conducting a tour of the town in which the book you read is set. Make either a video or podcast describing the homes of the characters and places where important events in the book took place. Plan to include brief interviews with the novel's characters along the way. Fill your audience in with any local rumors, town gossip, or any other interesting tidbits about the people that live there. Prepare by creating a script.

10. Movie Preview

The book you have read has just been made into a movie and you have been hired to create an interesting, attention-getting, preview that will make movie-goers all across the country want to come see this new release. Prepare a script, of short scenes to be used for a preview. Remember previews should not reveal whole scenes, but instead, give us quick glimpses of what the movie is about. Use an attention-getter at the beginning of your preview by having a narrator ask a question, describe a situation, etc. (just like when you write an attention-getter for the introduction of an essay).

Students can choose their book from the AP Reading list, or from these choices recommended by LHS faculty:

Mr. Entzenberger recommends:

To Kill a Mockingbird by Harper Lee
I Know Why the Caged Bird Sings by Maya Angelou
Their Eyes Were Watching God by Zora Neale Hurston
Bless Me Ultima by Rudolfo Anaya

Mrs. Rikard recommends:

The Immortal Life of Henrietta Lacks by Rebecca Skloot
My Family and Other Animals by Gerald Durrell

Mr. Eickstead recommends

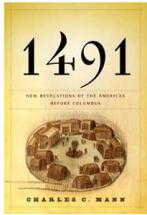
Brit Marie Was Here by Fredrik Backman
The Field Guide to the North American Teenager by Ben Philippe
Pride by Ibi Zoboi

Mr. Schuetze recommends:

Python Crash Course, 2nd Edition by Eric Matthes
20 Easy Raspberry Pi Projects...by Rui Santos and Sara

Santos (Innovation Hour Ideas, Jumping off points)

AP US History Summer Reading - Only for those taking AP US History



AP US History - 1491: New Revelations of the Americas Before Columbus by Charles C. Mann

For these books answer the attached questions.

***1491* by Charles C. Mann**

1491 is a groundbreaking study that radically alters our understanding of the Americas before the arrival of the Europeans in 1492, and a necessary book for understanding the long, remarkable story of the indigenous peoples of the Western Hemisphere.

I hope you will want to read the whole book, however you are required to read the Preface, Chapters 1-6, 8, 10, and the Coda. Enjoy and welcome to the adventure that is History. As you read *1491* answer the following questions on a separate sheet of paper. Be sure to read over the questions before you begin reading so you know what to look for as you read the book.

You are to have this book read and answers completed for the first full week of school. The answers should be typed out in complete sentences. This will count as a grade. Take time to think through the question and express your thoughts completely.

1. Charles Mann begins the book with a question about our moral responsibility to the earth's environment. What does the story of the Beni tell us about what "before human intervention" might mean?
2. What have scientists learned about the early Americas to challenge the traditional belief that Indians came to the Americas across the Bering Strait?
3. There are many scholarly disagreements about the research described in *1491*. If our knowledge of the past is based on the findings of scholars, what happens to the past when scholars don't agree? Are certain scholars introduced here more believable than others? Why or why not?
4. Probably the most devastating impact from the contact between Europeans and Americans came from the spread of biological agents like smallpox. Of Mann's various descriptions of the effects of foreign diseases on the Americas' native population, which are the most shocking, and why?
5. When Spanish explorer Hernando De Soto brought pigs along on his expedition in order to feed himself and his men, the pigs carried microbes that apparently wiped out the Indian populations in the southeast part of the current United States. In our present global environment, are we as vulnerable as the Indian tribes discussed by Mann? Are there, as he suggests, moral reverberations to be felt as a result of the European entrance into the Americas five centuries ago?
6. Much of America's founding mythology is based on the idea of the land as an untouched wilderness, yet most scholars now agree that this pristine myth was a convenient story that the early settlers told themselves. What kind of actions did the myth support, and how did it serve the purposes of the settlers?
7. Because of the lack of documentary and statistical evidence for the mass death caused by disease in the New World, experts have argued about the size of the pre-Columbian population. Some have projected larger Indian populations while others have projected significantly smaller pre-Columbian populations. Which side does it seem Charles Mann leans toward? Which side do you find more believable?
8. Mann writes, "Native Americans were living in balance with Nature – but they had their thumbs on the scale..." Why did the Indians burn acres of land? Does Mann suggest that there are the ecological lessons for our time in the Native Americans' active manipulation of their environment?

9. Why does Mann end *1491* with a coda on the Haudenosaunee “Great Law of Peace,” and what resonance does it have for the book as a whole?

10. Finish by writing a reflective essay on this book. You need to cover the following topics in the essay: what were several facts and/or historical interpretations of early Native American history that you never known before; how does Mann’s interpretation of pre-Columbian (Columbus’ 1492 discovery of America) history alter your perception or understanding of post-Columbian history; and do you feel that his analysis and interpretation of the facts was appropriate? Be sure to support your answers to each question.