

Year II Language A: IB Summer Reading 2015

Ms. McCrimmon & Mrs. Dancy

Every incoming Year II student at Paisley IB Magnet School will choose one of the books below and read it over the summer break. You will be responsible for completing three of the activities on the Tic Tac Toe board (attached). **Remember to complete three vertical, horizontal, or diagonal activities, and ask your parent or guardian to sign each square as it is done.**

The books listed below can be obtained in several ways:

- Check out your selection from Paisley's Media Center
- Check out your selection from a local library branch
- Purchase directly from a book retailer (i.e. Barnes & Noble, Edward McKay, etc...)
- Purchase online from Amazon, Barnes & Noble, Books A Million, etc... (hardcopy or download to Kindle or Nook)

***Ask Me No Questions by Marina Budhos**

Synopsis: Since emigrating from Bangladesh, fourteen-year-old Nadira and her family have been living in New York City on expired visas, hoping to realize their dream of becoming legal U.S. citizens. But after 9/11, everything changes. Suddenly being Muslim means you are dangerous -- a suspected terrorist.

When Nadira's father is arrested and detained at the U.S.-Canadian border, Nadira and her older sister, Aisha, are told to carry on as if everything is the same. The teachers at Flushing High don't ask any questions, but Aisha falls apart. Nothing matters to her anymore -- not even college.

It's up to Nadira to be the strong one and bring her family back together again.

***Bad Boy: A Memoir by Walter Dean Myers (*A pdf version can be found on each teacher's website.)**

Synopsis: In a memoir that is gripping, funny, and ultimately unforgettable, New York Times bestselling author Walter Dean Myers travels back to his roots in the magical world of Harlem during the 1940s and 1950s. Here is the story of one of the most distinguished writers of young people's literature today.

As a boy, Myers was quick-tempered and physically strong, always ready for a fight. He also read voraciously—he would check out books from the library and carry them home, hidden in brown paper bags in order to avoid other boys' teasing. He aspired to be a writer.

But while growing up in a poor family in Harlem, his hope for a successful future diminished as he came to realize fully the class and racial struggles that surrounded him. He began to doubt himself and the values that he had always relied on, attending high school less and less, turning to the streets and to his books for comfort.

***Chains by Laurie Halse Anderson**

Synopsis: As the Revolutionary War begins, thirteen-year-old Isabel wages her own fight...for freedom. Promised freedom upon the death of their owner, she and her sister, Ruth, in a cruel twist of fate become the property of a malicious New York City couple, the Locktons, who have no sympathy for the American Revolution and even less for Ruth and Isabel. When Isabel meets Curzon, a slave with ties to the Patriots, he encourages her to spy on her owners, who know details of British plans for invasion. She is reluctant at first, but when the unthinkable happens to Ruth, Isabel realizes her loyalty is available to the bidder who can provide her with freedom.

***The Killing Sea by Richard Lewis**

Synopsis: Aceh, Indonesia. December 2004. Ruslan, an Indonesian boy, and Sarah, an American girl, are brought together in the aftermath of the devastating tsunami. Ruslan is searching for his missing father, while Sarah is trying to get medical treatment for her sick brother. Together they travel through the destruction, barely believing all that they see.

The Killing Sea is a high-stakes survival story that puts a human face on a terrible tragedy. Richard Lewis, who lives in Indonesia, was there during the tsunami and worked as a relief worker in Aceh in the days and weeks following it. This novel is based on his firsthand experiences.

***Uglies by Scott Westerfeld**

Synopsis: The Uglies series has more than 3 million books in print, has been translated into twenty-seven languages, and spent more than fifty weeks on the New York Times bestseller list. Now all four books feature fresh new covers and will reach an even wider audience.

Tally's adventures begin in Uglies, where she learns the truth about what life as a Pretty really means. She rebels against the surgery that will make her a Pretty, but ultimately succumbs. In Pretties, Tally has forgotten all about her Ugly life, and when she's reminded, she has a hard time listening. And what little's left of the old Tally is further compromised in Specials, because Tally has been transformed into a fierce fighting machine. But when she's offered a chance to forever improve civilization, will she be able to overcome her brainwashing? The answer is evident years later in Extras, after the Pretty regime has ended. Boundless human creativity, new technologies, and old dangers have been unleashed upon the world. But fame and popularity can be just as dangerous as extreme beauty....

Year II Language A: IB Summer Reading TIC-TAC-TOE

Each Year II International Baccalaureate student will choose one of the following books to read: ***Ask Me No Questions, Bad Boy, Chains, The Killing Sea, or Uglies***. Upon completion of the novel, students will choose three activities below to complete for their final project. **Make sure you complete three vertical, horizontal, or diagonal activities. A parent or supervising adult will sign each square as it is completed.** Students who complete the whole board will receive **10 gold Panther Passes**, which can be used in the school store. Turn in your **completed tic-tac-toe chart** to your Language A teacher (Ms. McCrimmon or Mrs. Dancy) on **Tuesday, August 25, 2015**. You will **present** one of your activities in class on **Friday, August 28, 2015**. ***Note: Grading rubric is attached.**

<p>Create a collage of images that represents the main character's feelings, thoughts, ideas and relationships to others. (At least 15 images.)</p> <p>Signature: _____</p>	<p>Write a song or rap parody that "borrows" the tune from a well-known song. Write at least three verses and a chorus from the point of view of the main character. Be sure to reflect the feelings, thoughts, experiences and relationships of the main character.</p> <p>Signature: _____</p>	<p>Create an alternate timeline...change a major event/decision in the novel and explain how this change would have affected the characters and the plot. Would this have been a better direction for the novel to take? Why/Why not? (One page)</p> <p>Signature: _____</p>
<p>As an investigative reporter, you sneak into the home of the main character in your novel. Report at least 10 items that you find and include a picture (hand-drawn or digital) for each item. Also, include a written explanation identifying how each item connects to the main character. These items may or may not have been mentioned in the novel...feel free to use your imagination!</p> <p>Signature: _____</p>	<p>Make an information cube about your book with the following on the 6 different sides of the cube: title/author, characters, setting(s), favorite part, theme (what lesson or truth is revealed in this novel), and an illustration of the novel's resolution/ending. http://www.origami-make.com/origami-cube.php</p> <p>Signature: _____</p>	<p>Identify the theme of your novel. Plan, write and create a children's book based on your novel. Read it to a younger sibling or neighbor of elementary age (9 or younger).</p> <p>Signature: _____</p>
<p>Create a mobile that demonstrates your understanding of the plot, setting, conflict, resolution, theme and characters in the book. Each piece should have a description or label explaining its importance.</p> <p>Signature: _____</p>	<p>Create an online profile for the main character of your novel. Include details about his/her likes/dislikes. Include messages from his/her friends that demonstrate your understanding of the characters.</p> <p>Signature: _____</p>	<p>Identify the climax of your novel. With friends/family, rewrite the climax into a stage production and then present it for an audience (5-7 minutes). Audience members can be neighbors, family or friends. (Turn in the script.)</p> <p>Signature: _____</p>

I have read and understand the Honor Code. I pledge that I did all of the above activities to the best of my ability. My work represents my original and unique ideas. I did not copy, cheat, or plagiarize.

Student name (print)

Student name (signature)

Parent/Guardian Name (signature)