

A child who reads will be an adult who thinks.

“Once you learn to read, you will be forever free.” ~ Frederick Douglass

ACE 1010/1080 (2022-2023)

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“The man who does not read good books has no advantage over the man who can't read them.” ~ (attributed to) Mark Twain

Summer Reading Checklist	Due Dates
<p>You will read two books this summer. <i>The goal of ourreading this summer is to prepare you to confront issues in our culture and to inspire you to use your research skills this year to explore topics that will help change the world for the better. As Christians, “we need to promote what’s good, we need to fight what’s evil, we need to contribute what’s missing, and we need to restore what’s broken” (John Stonestreet podcast May 25, 2022).</i></p> <p>Worldview Review & Preparation: This book deals with the prevalent ideas within our culture.</p> <ol style="list-style-type: none"> 1. <i>A Student’s Guide to Culture</i> by John Stonestreet & Brett Kunkle (160 pgs.) <ol style="list-style-type: none"> a. Read & annotate. Be sure to use the attached checklist to remember how/what to annotate. b. Be prepared to participate in discussions over this book. We will use this book, and questions that I give you at the beginning of the school year, for student-led discussions. <p>Inspirational People Who Changed Their World: This year, you will have the opportunity to explore topics that interest you. These topics will be about areas in our world, country, state that are problems in need of solutions, brokenness in need of healing, and/or something bad that needs to be eliminated. Notice how the people in these books changed their world for the better. Let their actions inspire you.</p> <ol style="list-style-type: none"> 2. Male Students: <i>7 Men & the Secret of Their Greatness</i> by Eric Metaxas (192 pgs.) <ol style="list-style-type: none"> a. Read & annotate. See attached checklists. b. Be prepared to participate in discussions, speeches, and/or writing assignments over this book. 3. Female Students: <i>7 Women & the Secret of Their Greatness</i> by Eric Metaxas (192 pgs.) <ol style="list-style-type: none"> a. Read & annotate. See attached checklists. b. Be prepared to participate in discussions, speeches, and/or writing assignments over this book. <p>(Optional) College-Level Research & Writing Preparation: We will be using this book this year. If you want to get a head start, read this book and take notes over each chapter. This is optional. You are free to wait until the school year starts. However, please bring this book with you on the first day.</p> <ol style="list-style-type: none"> 4. <i>Essential Writing Skills for College & Beyond</i> by C.M. Gill (250 pgs.) <ol style="list-style-type: none"> a. Read & annotate or take notes over each chapter. You will use the information in this book to help you prepare for college-level research and writing. Be sure to note where you have questions so that we can discuss them when you come back. If you are annotating, see attached checklists. b. Be prepared to participate in discussions, speeches, and/or writing assignments over this book. 	<p>★ Books fully read and annotated by the first day of school. Bring and leave the books at school the first day (due 9/7).</p>

“The more that you read, the more things you will know. The more that you learn, the more places you’ll go.” ~ Dr. Seuss

Annotation Checklist

I hope you enjoyed the story “The Most Dangerous Game.” It’s usually one of my students’ favorites. Did you annotate? Did you record your thinking on the page? Every page? Use the following checklist to evaluate your annotations.

Each page should contain highlights, underlines, and responsive notes for the items such as the following:

- Evidence of thinking—about the story and its message
- Your reactions to characters and events
- Definitions of unfamiliar words
- Notations of literary devices (such as foreshadowing, similes, personification)
- Connections between the story and your own experience
- Questions
- Answers to your questions (or at least attempts)
- Arguments with the author or characters
- Personal responses
- Predictions about what will happen next
- Inferences and guesses about the author’s beliefs
- Favorite passages
- Interesting or unusual words
- Patterns or repetition—of words, phrases, or events
- Drawings—especially for details that are hard to picture

Annotation Checklist

If you need help, the following checklist might help you decide what to annotate for your research:

- Evidence of your personal thinking—about the article and its perspective
- Outline of the article—major and minor points
- Applicable quotations you might use as evidence in your essay
- Evaluation of the author’s evidence—is it appropriate? Unique? Does it contain logical fallacies? Does it contradict or agree with something else you have read?
- Your reactions to the article and the author’s position
- Definitions of unfamiliar words
- Connections between the article’s argument and your own experience
- Questions
- Answers to your questions from other sources
- Arguments with the author’s ideas
- Personal responses
- Inferences and guesses about the author’s core beliefs
- Drawings or diagrams—especially for details that are hard to picture
- Anything else you find interesting or useful