



St. John of San Francisco Orthodox Academy
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Dear Parents and Students Entering Grades 6-12,

I hope that your summer is off to a great start. Please find below the summer reading assignments from your teachers. You must complete the assignment for the grade that you are going in to, not the grade you have completed. All assignments must be e-mailed to the teacher indicated below. If you are looking for more suggestions, please refer to the list of further recommendations at the end of this document. Happy reading!

With Love in Christ,
Mary Najjarian, Principal

Grade 6:

There will be two reading assignments this summer. Please read two of the following books:

- *A Journey to the Center of the Earth* by Jules Verne
- *Around the World in 80 Days* by Jules Verne
- *All Creatures Great and Small* by James Herriot
- *Swiss Family Robinson* by Johann Wyss
- *The White Company* by Sir Arthur Conan Doyle
- *The Time Machine* by H.G. Wells
- *Black Beauty* by Anna Sewell

For each book you read, you must write an essay. Using four paragraphs, 1) introduce the story you read, 2) summarize what happened in the story (between seven and nine sentences), 3) choose a character and explain why they played an important role in the story (eight sentences minimum), and 4) conclude your essay.

The first essay is due **Friday, July 21st**.

The second essay is due **Friday, August 25th**.

Please e-mail your essays to dflorakis@stjohnacademysf.org

Grade 7:

During the summer, there will be two formal reading assignments.

The first assignment is to read **White Fang** by Jack London. Once the reading has been completed, please prepare a four paragraph essay that compares and contrasts **White Fang** with **Buck**. The first paragraph should introduce the work, **White Fang** and the idea that he is similar yet different from **Buck**. The second paragraph should describe three similarities. The third paragraph should present several differences. The last paragraph should creatively conclude your essay. Please remember to use specific examples from the work within your body paragraphs. **This assignment will be due by Friday, July 21st.** Please e-mail it to mnajjarian@stjohnsacademysf.org.

The second assignment will be to read one of the works from the following list and then to prepare a five paragraph "characterization" essay, which presents three main characteristics of one of the key characters. Before composing the essay, you will need to collect your specific character traits. Brainstorm and write down/type different character traits as you read and after you have read. Then, create an outline for your essay. For each body paragraph in your outline, include three points with supporting details for each.

- **Anne of Green Gables** by L.M. Montgomery
- **Little Men** by Louisa May Alcott.
- **Lord of the Rings** or **The Fellowship of the Ring** by J.R. Tolkien
- **A Wind in the Door** or **A Swiftly Tilting Planet** by Madeleine L'Engle
- **The Absolutely True Diary of a Part-Time Indian** by Sherman Alexie
- **Lord of the Flies** by William Golding
- **The Outsiders** by S. E. Hinton

The second assignment will be due by **Friday, August 25th**. Please send all assignments via email to Mrs. Najjarian: mnajjarian@stjohnacademysf.org

You are welcome to read any other work on the supplementary reading list.

8th Grade:

There will be two reading assignments this summer. Please read two of the following books:

- *The Martian Chronicles* by Ray Bradbury
- *Fahrenheit 451* by Ray Bradbury
- *Adventures of Sherlock Holmes* by Sir Arthur Conan Doyle
- *The Count of Monte Cristo* by Alexandre Dumas
- *The Three Musketeers* by Alexandre Dumas
- *Extremely Loud and Incredibly Close* by Jonathan Safran Foer
- *The Diary of a Young Girl* by Anne Frank
- *Lord of the Flies* by William Golding
- *Animal Farm* by George Orwell
- *Romeo and Juliet* by William Shakespeare
- *Frankenstein* by Mary Shelley
- *The Time Machine* by H.G. Wells

For each book you read, you must write a well-organized and well-argued essay. Please choose a character that you found particularly interesting. Describe this character and analyze what techniques the author used to help you understand that character.

The first essay is due **Friday, July 21st**. The second essay is due **Friday, August 25th**. Please e-mail your essay to dflorakis@stjohnsacademysf.org

Grades 9, 10:

Your summer reading consists of two parts. For the first assignment, please read any combination of two of the following plays:

- Euripides "*Bacchae*"
- Euripides "*Medea*"
- Euripides "*Andromache*"
- Euripides "*Iphigenia in Tauris*"
- and Aeschylus' "*Agamemnon*"
- Shakespeare's "*Troilus and Cressida*"

Once you have finished your chosen two plays, please create a writing portfolio which contains the following:

1) a dramatic dialogue between two characters, one from each of the plays that you read, which demonstrates their underlying goals and motivations, which may be in agreement or entirely opposed. Some themes to consider examining are: Revenge, Sacrifice, Desire for Love or Recognition, The Strength and/or The Danger of Women, the Impact and Cost of War and finally, Homecoming/Desire to go Home (minimum 400 words).

2) a riddle and or poem about the two plays

3) a well-planned and well-conceived short essay (2 pages, typed, 2x spaced, Times New Roman 12-pt font) in which you create an argument either in defense of or opposition to these plays remaining on the summer reading list. The portfolio is due **Friday, July 28th** and must be emailed to mbodenchak@stjohnsacademysf.org .

For the second assignment, please read one of the following novels:

- *Hitchhiker's Guide to the Galaxy* by Douglas Adams
- *Catch-22* by Joseph Heller
- *Eaters of the Dead* by Michael Crichton
- *The Alchemist* by Paulo Coelho
- *The Fellowship of the Ring* by J.R.R. Tolkien
- *Grendel* by John Gardner
- *Lavinia* by Ursula K. Le Guin

After you have read the novel of your choice, create a visual aid which you will present to the class that attempts to convince them to take a trip to the world of your novel. During your presentation, you will also have to explain how the themes of Revenge, Sacrifice, Desire for Love or Recognition, The Strength and/or The Danger of Women, the Impact and Cost of War and finally, Homecoming/Desire to go Home manifested themselves in the narrative of your story. Finally, consider how you personally define a hero. Would you consider your main character 'heroic'? Explain your answer to the class using textual evidence from the book.

Grades 11 and 12:

Please complete the AP English Language and Composition assignment e-mailed to you earlier this summer.

Further Recommendations

6th Grade:

- *The Pit and the Pendulum and Other Stories*, by Edgar Allan Poe
- *Across Five Aprils*, Irene Hunt
- *Black Beauty*, Anna Sewell
- *Shane*, Jack Schaefer
- *A Swinger of Birches*, Robert Frost
- *Otto of the Silver Hand*, Howard Pyle
- *The Shakespeare Stealer*, Gary Blackwood
- *The Trojan War*, Olivia Coolidge

Biographies:

(Name of person about whom book is written is listed first, then author and title)

- Balboa, Vasco; Mirsky, J.; *Balboa, Discoverer of the Pacific*
- Blackwell, Elizabeth; Baker, R.; *First Woman Doctor*
- Braille, Louis; De Gering, E.; *Seeing Fingers*
- Carver, G. W.; Holt, R.; *George Washington Carver*
- Cody, William F.; Garst, S.; *Buffalo Bill*
- Crockett, Davy; Shapiro, I.; *Yankee Thunder*
- Custer, G. A.; Reynolds, Q.; *Custer's Last Stand*
- Earhart, Amelia; Davis, B.; *Amelia Earhart*
- Edison, Thomas; North, S.; *Young Thomas Edison*
- Einstein, Albert; Freeman, M.; *The Story of Albert Einstein*
- Ericson, Leif; Shippen, K.; *Leif Ericson, First Voyager to America*
- Faraday, Michael; Sootin, H.; *Michael Farady, From Errand Boy to Master Physicist*
- Franklin, Benjamin; Benjamin Franklin; *A Biography in His Own Words*
- Franklin, Benjamin; Daughtery, J.; *Poor Richard*
- Franklin, Benjamin; American Heritage; *The Many Worlds of Benjamin Franklin*
- Gibson, Althea; Gibson, A.; *I Always Wanted To Be Somebody*
- Goethals, G. W.; Fast, H.; *Goethals and the Panama Canal*
- Hamilton, A.; Crouse, A.; *Alexander Hamilton and Aaron Burr*
- Henson, Matthew; Henry, M.; *A Negro explorer at the North Pole*
- Jackson, Andrew; Coit, M.; *Andrew Jackson*
- Jefferson, Thomas; Wibberly, L.; *Man of Liberty*
- Joan of Arc, St.; Paine, A.; *The Girl in White Armor*
- LaSalle, Robert; Syme, R.; *LaSalle of the Mississippi*
- Leonardo da Vinci; Horizon Magazine; *Leonardo da Vinci*
- Lincoln, A.; American Heritage; *Abraham Lincoln in Peace and War*
- Longfellow, H. W.; Holberg, R.; *An American Bard*
- Nelson, Horatio; Horizon Magazine; *Nelson and the Age of Fighting Sail*
- Nightingale, Florence; Hume, R.; *Florence Nightingale.*
- Polo, Marco; Horizon Magazine; *Marco Polo's Adventures in China*
- Raleigh, S. Walter; Fecher, C.; *The Last Elizabethan*
- Roentgen, Wilhelm; Grey, V.; *Roentgen Revolution: The Discovery of the X-Ray*

- Roosevelt, Theodore; American Heritage; *Theodore Roosevelt*
- Sequoia; Cambell, C. W.; *Sequoia* (devised Indian alphabet)
- Seton, Elizabeth Ann; Power-Waters, A.; *Mother Seton, First American-born Saint*
- Sitting Bull; Garst, S.; *Sitting Bull, Champion of His People*
- Thorpe, James; Schoor, G.; *The Jim Thorpe Story*
- von Trapp, Maria; von Trapp, M.; *The Story of the Trapp Family Singers*
- Washington, George; *American Heritage and the Making of a Nation*
- Whitney, Eli; Latham, J. L.; *The Story of Eli Whitney*

7th Grade:

- National Velvet – E. Bagnold
- Hound of the Baskervilles – A.C. Doyle
- Florence Nightingale – R. Hume
- Dr. Doolittle – H. Lofting
- King Arthur and the Round Table – Sir Thomas Malory
- The Girl in White Armor – A. Paine
- Journey to the Center of the Earth – J. Verne

Biographies, see sixth grade

Poetry:

- Benet, Rosemary; *A Book of Americans*
- Brontë, Emily; *Poems for Young Readers*
- Burns, Robert; *Hand in Hand We'll Go*
- Carroll, Lewis; *Poems of Lewis Carroll*
- Longfellow, H. W.; *The Hanging of the Crane*
- Longfellow, H. W.; *Tales of a Wayside Inn*
- Stevenson, Robert L.; *Poems of Robert Louis Stevenson*
- Tennyson, Alfred Lord; *Poems of Alfred Lord Tennyson*
- Tolkien, J. R. R.; *The Adventures of Tom Bombadil*

8th Grade:

- Forbes, K.; *Mama's Bank Account* - humorous story of Norwegian-American family
- Hilton, J.; *Good-bye Mr. Chips* - English school boys having fun and learning
- Hunt, I.; *Across Five Aprils* - family farm life during the Civil War
- Keith, H.; *Rifles for Watie* - boy growing up during the Civil War
- Lane, R. W.; *Let the Hurricane Roar* or *Young Pioneers* - frontier life in the Dakotas
- Latnam, J. L.; *This Dear-Bought Land* - boy in Jamestown colony struggling to survive
- Levitin, S.; *Roanoke* - young boy struggles for survival in the lost colony
- O'Hara, M.; *Green Grass of Wyoming* - adventure with horses on a ranch
- O'Hara, M.; *Thunderhead*
- O'Hara, M.; *My Friend Flicka*
- Poe, Edgar Allan; *The Tell-Tale Heart*
- Richter, C.; *Light in the Forest* - boy raised by Indians is reunited with his family
- Twain, M.; *The Prince and the Pauper* - boy-king exchanges life with a poor boy

- White, T. H.; *The Sword in the Stone* - boy must be made worthy to become king
- Wibberley, L.; *John Treegate's Musket* - boy involved in the American Revolution

High School:

- *To Kill a Mockingbird* by Harper Lee
- *Why the Caged Bird Sings* by Maya Angelou
- *Wuthering Heights* by Charlotte Bronte
- *Antigone* by Sophocles
- *Beloved* by Toni Morrison
- *The Color Purple* by Alice Walker
- *The Crucible* by Arthur Miller