



**PRINCE**  
AVENUE CHRISTIAN SCHOOL

**Middle School (Entering grades 6-8)**

**Summer Reading List**

Revised March, 2017

Dear Middle School Parents,

It is our sincere desire that the PACS summer reading program will develop in your child a love for reading while maintaining the current levels of skills that your child has worked to achieve during the school year. We hope that the summer assignment will be a “stress-free” time for you to discover and dialogue together about books. We hope that you will enthusiastically support this program and make reading a daily part of your child’s summer. Happy reading!

### **Why Read?**

Research proves students who read during the summer break period will increase fluency, vocabulary, and comprehension. According to one three-year study “children who do not read in the summer lose two to three months of reading development while kids who do read tend to gain a month of reading proficiency. This creates a three to four month gap every year. Every two or three years the kids who don’t read in the summer fall a year behind the kids who do” (“Summer” 1).

### **Philosophy:**

The PACS reading program is designed to promote the love of reading while maintaining or advancing the student’s current reading level and cognitive skills. Assignments are meant to be academic in nature, developmentally appropriate, and student-manageable.

### **Assignments:**

Assignments are based on the revised version of Bloom’s taxonomy called *A Taxonomy for Learning, Teaching, and Assessing*, a classification system used to define and distinguish different levels of human cognition; this revised version classifies cognitive skills as *Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating*, in that order. One way PACS addresses the development of increased cognitive skills is through written expression. Beginning in third grade, students are assigned a writing component through which they demonstrate understanding and analysis of the text.

### **Grade-Specific Objectives:**

#### **Grades 6-8 (analyzing, evaluating and creating)**

As students transition from elementary school to middle school, they read increasingly difficult texts and begin to analyze those texts through personal connections and relationships. Students recognize important textual passages and articulate connections as they quote texts then chose a response based on give prompts such as “This character reminds me of...” or “I agree with this character’s decision because...” Many middle school texts are listed to complement the history curriculum.

### **Book lists:**

Book lists are provided as a list of engaging and well-written stories that represent a variety of genres. Many of the lists complement the PACS history curriculum. While we endeavor to choose books that are representative of appropriate content, age level, and maturity, teachers recommend each family research the suggested selections.

### **Choosing a Book:**

One key to student success is ensuring the student’s reading level, comprehension ability, and the difficulty level of the text are aligned. One quick way to assess whether a book is at the appropriate level is to use the “five finger rule.” The student should choose a book that he or she wants to read. Open to any page and begin reading. As the child comes to words he can’t pronounce or doesn’t understand, put up a finger. If the reader puts up five fingers, put the book back. It’s too hard.

### **References:**

“How to Make Summer Reading Effective.” National Summer Learning Association. 14 Nov. 2014. Web 4 Feb. 2015.

[http://c.ymcdn.com/sites/www.summerlearning.org/resource/collection/CB94AEC5-9C97-496F-B230-1BECDFC2DF8B/Research\\_Brief\\_03\\_-\\_Kim.pdf](http://c.ymcdn.com/sites/www.summerlearning.org/resource/collection/CB94AEC5-9C97-496F-B230-1BECDFC2DF8B/Research_Brief_03_-_Kim.pdf)

## Overview: Prince Avenue Middle School Summer Reading Program

### Philosophy:

The PACS reading program is designed to promote the love of reading while maintaining or advancing the student's current reading level and cognitive skills. Assignments are meant to be academic in nature, developmentally appropriate, student-manageable and "stress free."

### Book lists:

Book lists are provided as a compilation of engaging and well-written stories that represent a variety of genres. Many of the selections complement the PACS history curriculum. While we endeavor to choose books that are representative of appropriate content, age level, and maturity, teachers recommend each family research the suggested selections. You may find sites such as [www.squeakycleanreviews.com](http://www.squeakycleanreviews.com), [www.commonsemmedia.org](http://www.commonsemmedia.org), or [www.thrivingfamily.com](http://www.thrivingfamily.com) helpful as you discern the best publication for your student.

### Assignments:

Assignments are based on the revised version of Bloom's taxonomy called *A Taxonomy for Learning, Teaching, and Assessing*, a classification system used to define and distinguish different levels of human cognition; this revised version classifies cognitive skills as *Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating*, in that order. One way PACS addresses the development of increased cognitive skills is through written expression. Beginning in third grade, students are assigned a writing component through which they demonstrate understanding and analysis of the text.

### Grade- specific objectives:

#### Grades 1 & 2 (remembering and understanding)

In 1<sup>st</sup> and 2<sup>nd</sup> grades, students are required to read at least twenty books over the summer break. The goal for these students is to read frequently, thus increasing familiarity with words and increasing comprehension skills. The goal of the summer reading program for first and second graders is to maintain or increase the student's end-of-year reading level. Students and parents will complete a chart in which they record at least twenty books from the school list.

#### Grade 3 (applying)

By 3<sup>rd</sup> grade, students have mastered basic reading skills and can read independently. These students have also become more proficient in writing skills, and that proficiency is demonstrated in the summer reading assessment. Third grade students will read two books and produce a one-paragraph response to a book of their choice. Since students have become familiar with the Accelerated Reader program, students are required to take an AR quiz on the second book.

#### Grades 4-5 (applying and analyzing)

In 4<sup>th</sup> and 5<sup>th</sup> grades, students again choose two books to read. An AR quiz will be required of one book, and a writing response is required for the other book. As students mature as readers and writers, the paragraph requirement increases in complexity as students are asked to summarize and evaluate a book's content. The fifth grade summary and evaluation includes the incorporation of examples to provide evidence of the student's analysis.

#### Grades 6-8 (analyzing, evaluating and creating)

As students transition from elementary school to middle school, they read increasingly difficult texts and begin to analyze those texts through personal connections and relationships. Students recognize important textual passages and articulate connections as they quote texts then choose a response based on given prompts such as "This character reminds me of..." or "I agree with this character's decision because..." Many middle school texts are listed to complement the history curriculum.

## ENTERING 6<sup>TH</sup> GRADE READING LIST

**Parents:** Below you will find a list of engaging and well-written stories that represent a variety of genres. Your student should choose one novel from the list below. While we endeavor to choose books that are representative of appropriate content, age level, and maturity, we recommend each family research the suggested selections. You may find sites such as [www.squeakycleanreviews.com](http://www.squeakycleanreviews.com), [www.commonsemmedia.org](http://www.commonsemmedia.org), or [www.thrivingfamily.com](http://www.thrivingfamily.com) helpful as you discern the best publication for your student.

**Assignment:** Each student should read one required book and complete a reading journal, due Monday, August 7, 2017. Directions regarding the reading journal can be found below.

<i>Fever, 1793</i>	Anderson, Laurie
<i>Crispin: The Cross of Lead</i>	Avi
<i>Twenty and Ten</i>	Bishop, Claire Huchet
<i>The Martian Chronicles</i>	Bradbury, Ray
<i>The Secret Garden</i>	Burnett, Francis
<i>Door in the Wall</i>	De Angeli, Marguerite
<i>The Wheel on the School</i>	De Jong, Meindert
<i>Candy Bombers</i>	Elmer, Robert
<i>Hitty: Her First Hundred Years</i>	Field, Rachel
<i>Calico Bush</i>	Field, Rachel
<i>Understood Betsy</i>	Fisher, Dorothy Canfield
<i>Johnny Tremain</i>	Forbes, Esther
<i>Dragon Slippers</i>	George, J.D.
<i>Adam of the Road</i>	Gray, Elizabeth
<i>A Father's Promise</i>	Hess, Donna Lynn
<i>A Murder for Her Majesty</i>	Hilgartner, Beth
<i>Alex Rider series</i>	Horowitz, Anthony
<i>Marlfox or Redwall series</i>	Jacques, Brian
<i>The Phantom Tollbooth</i>	Juster, Norton
<i>The Second Mrs. Giaconda</i>	Konigsburg, E. L.
<i>The Tales of Uncle Remus</i>	Lester, Julius
<i>A Snicker of Magic</i>	Lloyd, Natalie
<i>The Princess and Curdie</i>	MacDonald, George
<i>Rascal</i>	North, Sterling
<i>The Black Pearl</i>	O'Dell, Scott
<i>Streams to the Rivers, Rivers to the Sea</i>	O'Dell, Scott
<i>Island of the Blue Dolphins</i>	O'Dell, Scott
<i>My Friend Flicka</i>	O'Hara, Mary
<i>Bridge to Terabithia</i>	Paterson, Katherine
<i>The Light in the Forest</i>	Richter, Conrad
<i>The Bark of Bog Owl</i>	Rogers, Jonathan
<i>Esperanza Rising</i>	Ryan, Pam Munoz
<i>Holes</i>	Sachar, Louis
<i>Invention of Hugo Cabret</i>	Selznick, Brian
<i>Miracles on Maple Hill</i>	Sorensen, Virginia
<i>The Bronze Bow</i>	Speare, Elizabeth
<i>Calico Captive</i>	Speare, Elizabeth
<i>Maniac Magee</i>	Spinelli, Jerry
<i>Freedom Train</i>	Sterling, Dorothy
<i>The Mysterious Benedict Society series</i>	Stewart, Trenton Lee
<i>Wings of Fire series</i>	Sutherland, Tui T
<i>Joni: An Unforgettable Story</i>	Tada, Joni Eareckson
<i>Amos Fortune, Free Man</i>	Yates, Elizabeth
<i>Loot: How to Steal a Fortune</i>	Watson, Jude

## ENTERING 6<sup>TH</sup> GRADE SUMMER READING ASSIGNMENT

During the seventy-two days of summer break, rising sixth grade students will read one (1) book of their choice from the 6th grade reading list. This should be a book not previously read. Students will take an AR quiz the first full week of school; additionally, students will produce a written response as described below. The AR component will count toward their first quarter point requirements; the written component of the assessment will count as a quiz grade. Please submit the written portion of the assessment to your language arts teacher Monday, August 7, 2017.

### **This assignment may be typed or handwritten**

#### **Instructions:**

1. Read the book of your choosing from the 6<sup>TH</sup> grade book list.
2. Divide your novel into four (4) equal sections. Choose one meaningful passage from each of the 4 sections of your novel; quote it and write the page number of the passage.  
(E.g.: Your book has 240 pages ...  $240/4= 60$ . This example shows you should write a response every 60 pages.)
3. Next, use one response below to give your personal insight (NOT a summary) for each of the four passages. Provide a word count at the end. (Use the following examples only once so that you have a variety of four responses.)
  - a. This passage is important because...
  - b. This passage reveals the character's...
  - c. This passage fits with the book as a whole since...
  - d. Christians can relate to this quote because...
  - e. This excerpt makes me feel (angry/sympathetic/confused etc.) because...
  - f. This character reminds me of...
  - g. This character exhibits the quality of courage (honesty, etc.) ...
  - h. The point the author wants to make here is...
  - i. I have felt the same emotions as this character when...
  - j. The author uses the literary device of (imagery/symbolism/theme etc.)...
  - k. This setting is significant because...
  - l. I agree/disagree with this character's decision because...
  - m. This is exciting /boring because...
  - n. The author does a good/bad job of...

Each commentary should be no less than 50 words in length. You should have a total of four entries.

4. Include a cover page with your name, the book's title, the book's author, and the book's total page count.

#### **Example:**

##### Passage 1

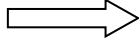
"Fire swamps are, of course, entirely misnamed...Simply, there are swamps which contain a large percentage of sulfur and other gas bubbles that burst continually into flame. They are covered with lush giant trees that shadow the ground, making the flame bursts seem particularly dramatic. Because they are dark, they are almost always quite moist, thereby attracting the standard insect and alligator community that prefers a moist climate" (page 199).

##### Response:

The author uses imagery in this passage as he describes the fire swamps. The writing is so powerful that I could see in my mind a huge, dark swamp like something out of a fairy tale, only with jets of flames popping up. The author does a great job of describing the swamps and why they were such a terror to Florin and Guilder. (64 words)

# 6<sup>TH</sup> Grade Summer Reading Journal Rubric

Student \_\_\_\_\_

Category	Exemplary 25	Accomplished 22	Developing 18	Beginning 15	Your Score
QUOTES/TEXT  CITATION OF QUOTE (including page number)	Meaningful passage selections.  Quote marks and page numbers are provided for ALL 4 citations	Less detailed, but significant quotes OR missing no more than 1-3 of 8 quotation marks and page numbers	Few significant details from the text OR missing no more than 4-5 of 8 quotation marks and page numbers	Hardly any significant details from the text OR missing no more than 6-8 quotation marks and page numbers	
RESPONSE VARIETY	Includes a variety of unique comments about passages (4 from list)	Includes some variety of comments (3 from list)	Little variety of comments (2 from list)	Comments are limited to the same response	
RESPONSES (#)	4 responses No paraphrasing or summary	4 responses, but 1 is a summary response	2-3 responses; summary in nature	1 response	
WORD COUNT  COVER PAGE	Word count (50+) included for each response  AND Student name, book title, author, page count	Word count (50+) on 3 responses  OR Missing one cover item	Word count (50+) on 2 responses  OR Missing 2 cover items	Word count on 1 or less response  OR No cover	
TEACHER COMMENTARY				Rubric Score 	

Rubric Score \_\_\_\_\_ (-1 pt for each grammar/spelling mistake)= Final Grade: \_\_\_\_\_

## ENTERING 7<sup>TH</sup> GRADE READING LIST

**Parents:** Below you will find a list of engaging and well-written stories that represent a variety of genres. Your student should choose one novel from the list below. While we endeavor to choose books that are representative of appropriate content, age level, and maturity, we recommend each family research the suggested selections. You may find sites such as [www.squeakycleanreviews.com](http://www.squeakycleanreviews.com), [www.commonsemmedia.org](http://www.commonsemmedia.org), or [www.thrivingfamily.com](http://www.thrivingfamily.com) helpful as you discern the best publication for your student.

**Assignment:** Each student should read one required book and complete a reading journal, due Monday, August 7, 2017. Directions regarding the reading journal can be found below.

<i>Watership Down</i>	Adams, Richard
<i>Wolves of Willoughby Chase</i>	Aiken, Joan
<i>Before We Were Free</i>	Alvarez, Julia
<i>A Gathering of Days: A New England Girl's Journal</i>	Blos, Joan
<i>The Incredible Journey</i>	Burnford, Sheila
<i>My Brother Sam is Dead</i>	Collier, James
<i>Bud, Not Buddy</i>	Curtis, Christopher
<i>Catherine, Called Birdy</i>	Cushman, Karen
<i>The Chosen</i>	Dekker, Ted
<i>The Three Musketeers</i>	Dumas, Alexandre
<i>Out of Darkness: The Story of Louis Braille</i>	Freedman, Russell
<i>The Double Life of Pocahontas</i>	Fritz, Jean
<i>Dragon Rider</i>	Funke, Cornelia
<i>The Miracle Worker</i>	Gibson, William
<i>Found/ Caught/ Sent</i>	Haddix, Mararet
<i>Olive's Ocean</i>	Henkes, Kevin
<i>Beardance</i>	Hobbs, Will
<i>The Goose Girl</i>	Hale, Shannon
<i>Redwall series</i>	Jacques, Brian
<i>Mark of the Dragonfly</i>	Johnson, Jaleigh
<i>The Phantom Tollbooth</i>	Juster, Norton
<i>Cracker! Best Dog in Vietnam</i>	Kadohata, Cynthia
<i>The Jungle Book</i>	Kipling, Rudyard
<i>The View from Saturday</i>	Konigsburg, E. L.
<i>Onion John</i>	Krumgold, Joseph
<i>A Wrinkle in Time</i>	L'Engle, Madeline
<i>Hana's Suitcase: A True Story</i>	Levine, Karen
<i>Gathering Blue</i>	Lowry, Lois
<i>Homer Price</i>	McCloskey, Robert
<i>The Golden Goblet</i>	McGraw, Eloise
<i>Mara, Daughter of the Nile</i>	McGraw, Eloise
<i>The Spy Who Came in From The Sea</i>	Nolan, Peggy
<i>The Hawk That Dare Not Hint by Day</i>	O'Dell, Scott
<i>Hatchet</i>	Paulsen, Gary
<i>The River</i>	Paulsen, Gary
<i>Eragon series</i>	Paolini, Christopher
<i>Wingfeather series</i>	Peterson, Andrew
<i>Revenge of the Whale</i>	Philbrick, Nathaniel
<i>The Westing Game</i>	Raskin, Ellen
<i>Under the Blood Sun</i>	Sailsbury, Graham
<i>Five Ancestors series</i>	Stone, Jeff
<i>The Time Machine</i>	Wells, H.G.
<i>Dragonwings</i>	Yep, Laurence

## ENTERING 7<sup>TH</sup> GRADE SUMMER READING ASSIGNMENT

During the seventy-two days of summer break, rising seventh grade students will read one (1) book of their choice from the 7th grade reading list. This should be a book not previously read. Students will take an AR quiz the first full week of school; additionally, students will produce a written response as described below. The AR component will count toward their first quarter point requirements; the written component of the assessment will count as a quiz grade. Please submit the written portion of the assessment Monday, August 7, 2017.

### **This assignment may be typed or handwritten**

#### **Instructions:**

1. Read the book of your choosing from the 7<sup>TH</sup> grade book list.
  
2. Divide your novel into five (5) equal sections. Choose one meaningful passage from each of the 5 sections of your novel; quote it and write the page number of the passage.  
(E.g.: Your book has 250 pages ...  $250/5 = 50$ . This example shows you should write a response every 50 pages.)
  
3. Next, use one response below to give your personal insight (NOT a summary) for each of the five passages. Provide a word count at the end. (Use the following examples only once so that you have a variety of responses.)
  - a. This passage is important because...
  - b. This passage reveals the character's...
  - c. This passage fits with the book as a whole since...
  - d. Christians can relate to this quote because...
  - e. This excerpt makes me feel (angry/sympathetic/confused etc.) because...
  - f. This character reminds me of...
  - g. This character exhibits the quality of courage (honesty, etc.) ...
  - h. The point the author wants to make here is...
  - i. I have felt the same emotions as this character when...
  - j. The author uses the literary device of (imagery/symbolism/theme etc.)...
  - k. This setting is significant because...
  - l. I agree/disagree with this character's decision because...
  - m. This is exciting /boring because...
  - n. The author does a good/bad job of...

Each commentary should be no less than 50 words in length. You should have a total of five entries.

4. Include a cover page with your name, the book's title, the book's author, and the book's page count.

#### **Example:**

##### Passage 1

"Fire swamps are, of course, entirely misnamed...Simply, there are swamps which contain a large percentage of sulfur and other gas bubbles that burst continually into flame. They are covered with lush giant trees that shadow the ground, making the flame bursts seem particularly dramatic. Because they are dark, they are almost always quite moist, thereby attracting the standard insect and alligator community that prefers a moist climate" (page 199).

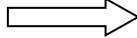
##### Response:

The author uses imagery in this passage as he describes the fire swamps. The writing is so powerful that I could see in my mind a huge, dark swamp like something out of a fairy tale, only with jets of flames popping up. The author does a great job of describing the swamps and why they were such a terror to Florin and Guilder. (64 words)



# 7<sup>TH</sup> Grade Summer Reading Journal Rubric

Student \_\_\_\_\_

Category	Exemplary 25	Accomplished 22	Developing 18	Beginning 15	Your Score
QUOTES/TEXT  CITATION OF QUOTE (including page number)	Meaningful passage selections.  Quote marks and page numbers are provided for ALL 5 citations	Less detailed, but significant quotes OR missing no more than 1-3 of 10 quotation marks and page numbers	Few significant details from the text OR missing no more than 4-6 of 10 quotation marks and page numbers	Hardly any significant details from the text OR missing no more than 7-9 quotation marks and page numbers	
RESPONSE VARIETY	Includes a variety of unique comments about passages (5 from list)	Includes some variety of comments (4 from list)	Little variety of comments (3 from list)	Comments are limited to the same response	
RESPONSES (#)	5 responses No paraphrasing or summary	5 responses, but 1 is a summary response	3 responses are summary in nature	2 responses are summary in nature	
WORD COUNT  COVER PAGE	Word count (50+) included for each response  AND Student name, book title, author, page count	Word count (50+) on 4 responses  OR Missing one cover item	Word count (50+) on 3 responses  OR Missing 2 cover items	Word count on 2 or less response  OR No cover	
TEACHER COMMENTARY				Rubric Score 	

Rubric Score \_\_\_\_\_ (-1 pt for each grammar/spelling mistake)= Final Grade: \_\_\_\_\_

## ENTERING 8<sup>TH</sup> GRADE READING LIST (CP and Honors)

**Parents:** Below you will find a list of engaging and well-written stories that represent a variety of genres. Your student should choose one novel from the list below. While we endeavor to choose books that are representative of appropriate content, age level, and maturity, we recommend each family research the suggested selections. You may find sites such as [www.squeakycleanreviews.com](http://www.squeakycleanreviews.com), [www.commonsemmedia.org](http://www.commonsemmedia.org), or [www.thrivingfamily.com](http://www.thrivingfamily.com) helpful as you discern the best publication for your student.

**Assignment:** Each student should read one required book and complete a written assignment due Monday, August 7, 2017. Directions regarding the written assignment can be found below.

<i>The Boy in the Striped Pajamas</i>	Boyne, John
<i>A Little Princess</i>	Burnett, Frances Hodgson
<i>The Perilous Journey of the Donner Party</i>	Calabro, Marian
<i>Ender's Game</i>	Card, Orson Scott
<i>The Red Badge of Courage</i>	Crane, Stephen
<i>Gregor the Overlander</i>	Collins, Suzanne
<i>The Dark is Rising</i>	Cooper, Susan
<i>Mark Twain</i>	Cox, Clinton
<i>Walk Two Moons</i>	Creech, Sharon
<i>Sherlock Holmes Mysteries</i>	Doyle, Arthur
<i>Johnny Tremain</i>	Forbes, Esther
<i>Summer of My German Soldier</i>	Greene, Bette
<i>Hoot</i>	Haasen, Carl
<i>Clara Barton</i>	Hamilton, Leni
<i>The Dark Frigate</i>	Hawes, Charles
<i>Stormbreaker (Alex Rider series)</i>	Horowitz, Anthony
<i>Across Five Aprils</i>	Hunt, Irene
<i>No Promises in the Wind</i>	Hunt, Irene
<i>The Witchcraft of Salem Village</i>	Jackson, Shirley
<i>Trumpeter of Krakow</i>	Kelly, Eric
<i>The Story of My Life</i>	Keller, Helen
<i>When Hitler Stole Pink Rabbit</i>	Kerr, Judith
<i>To Be A Slave</i>	Lester, Julius
<i>White Fang</i>	London, Jack
<i>A Night to Remember</i>	Lord, Walter
<i>A Young Patriot</i>	Murphy, Jim
<i>Sarah Bishop</i>	O'Dell, Scott
<i>Hangman's Curse, Nightmare Academy</i>	Peretti, Frank
<i>Harriet Tubman: Conductor...</i>	Petry, Ann
<i>Mostly True Adventures of Homer P. Figg</i>	Philbrick, Rodman
<i>The Yearling</i>	Rawlings, Marjorie
<i>The Lightening Thief</i>	Riordan, Rick
<i>Stargirl</i>	Spinelli, Jerry
<i>Treasure Island</i>	Stevenson, Robert Louis
<i>Chasing Lincoln's Killer</i>	Swanson, James
<i>Let the Circle be Unbroken</i>	Taylor, Mildred
<i>Air Raid-Pearl Harbor</i>	Taylor, Theodore
<i>The Fellowship of the Ring</i>	Tolkien, J.R.R.
<i>Dacey's Song</i>	Voigt, Cynthia
<i>Homecoming</i>	Voigt, Cynthia
<i>The Sword in the Stone</i>	White, T.H.
<i>Swiss Family Robinson</i>	Wyss, Johann

## Entering 8<sup>th</sup> Grade Summer Reading Assignment (2017)

During the seventy-two days of summer break, rising eighth grade students will read one (1) book of their choice from the 8th grade reading list. Students will take an AR quiz the first full week of school; additionally, students will produce a written response as described below. The AR component will count toward their first quarter point requirements; the written component of the assessment will count as a quiz grade. Please submit the written portion of the assessment Monday, August 7, 2017.

*Protagonist:* In a story, the protagonist is the central character or hero in a narrative or a drama, usually the one with whom the audience tends to identify. Cassie Logan is the protagonist in *Roll of Thunder, Hear My Cry*.

*Antagonist:* In a story, an antagonist is a force working against the protagonist, or main character; an antagonist can be another character, society, a force of nature, or even a force within the main character. In *Roll of Thunder, Hear My Cry*, an example of an antagonist is Mr. Granger. The Wallace family is also an antagonist. Lastly, racism is an antagonist.

*Motivation:* A character's motivation is the reason why he or she acts, feels, or thinks in a certain way. In *Roll of Thunder, Hear My Cry*, Cassie's motivation for refusing to use the textbook provided for her by the school is to make a statement of her belief that racial slurs are morally wrong. Also, Stacy chases T.J. out of the classroom **because** T.J. allowed Stacy to take the blame and punishment for T.J.'s cheating.

**Think about the protagonist and antagonist(s) in your summer reading book. What actions/words/thoughts allow you to draw that conclusion? Write two examples about the actions/words/thoughts of the protagonist and two examples of the antagonist(s) in your book. Each example should be 3-5 sentences in length and include the character's motivation for acting the way he/she does (if your antagonist is a character rather than a force of nature). If the antagonist in your book is a force of nature, choose another character and identify two actions, whether positive or negative, and explain his/her motivation for each action.**

### Grading Rubric (Each Example 25 pts. Each)

#### **Protagonist:**

\_\_\_\_\_ **Example 1**  
\_\_\_\_\_ 3-5 sentences in length  
\_\_\_\_\_ Thoughts/words/actions thoroughly explained  
\_\_\_\_\_ Motivation thoroughly explained  
\_\_\_\_\_ Total Pts. Earned

\_\_\_\_\_ **Example 2**  
\_\_\_\_\_ 3-5 sentences in length  
\_\_\_\_\_ Thoughts/words/action thoroughly explained  
\_\_\_\_\_ Motivation thoroughly explained  
\_\_\_\_\_ Total Pts. Earned

#### **Antagonist(s):**

\_\_\_\_\_ **Example 1**  
\_\_\_\_\_ 3-5 sentences in length  
\_\_\_\_\_ Thoughts/words/action thoroughly explained  
\_\_\_\_\_ Motivation thoroughly explained  
\_\_\_\_\_ Total Pts. Earned

\_\_\_\_\_ **Example 2**  
\_\_\_\_\_ 3-5 sentences in length  
\_\_\_\_\_ Thoughts/words/action thoroughly explained  
\_\_\_\_\_ Motivation thoroughly explained  
\_\_\_\_\_ Total Pts. Earned

Example paragraph:

In *Roll of Thunder, Hear My Cry*, racism is an antagonist. One event that supports racism as an antagonist is when the school bus driver of the white students' school bus sprays mud all over Cassie and her brothers on the road the first day of school. Cassie and her brothers' clothes are ruined. As the bus driver pulls away, the white students laugh and yell racial slurs. The reader understands the motivation of the driver is purely for entertainment at the expense of the Logan children. The act is unnecessary and hateful. Racism is definitely an antagonist in the story.