

Dear Incoming Freshman,

Welcome to West Campus! We are looking forward to meeting you and working with you. In order to start our school year off strongly, make sure you complete your summer reading. We have chosen *Bless the Beasts and the Children*, by Glendon Swarthout for the summer reading assignment. This reading supports the themes explored in ninth grade English, *Coming of Age* and *Tolerance and Acceptance*. The novel will serve as the foundation for many lessons throughout the year. The following outlines the summer reading program for your English course:

- Closely read the novel (keeping a reading journal is suggested)
- Prepare an Art Log as instructed below
- Be prepared for a check for reading test during the first weeks of school

### Art log

Choose six passages (usually a sentence or two) that are thought provoking or important to the story in some way. Make sure they span the entire novel. Divide a large sheet of paper or poster board into six sections and copy one quotation at the bottom of each section, include the page number for each passage. Then illustrate or provide a graphic for each quotation; these may be symbolical or literal. In your accompanying paragraph explain why you chose these quotations and the method of presentation.

Picture	Picture	Picture
Passage, page #	Passage, page #	Passage, page #
Picture	Picture	Picture
Passage, page #	Passage, page #	Passage, page #

If you would like to approach the art log in a more creative manner, you may. For example the background might be symbolic (map of setting, a symbol from the story, etc.); however, make sure you meet all of the requirements indicated in the scoring guide on the following page.

### Art Log Rubric Evaluation Scale: 1 = Limited 2 = Average 3 = Exemplary

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|--|---|---|---|
| 1. The student creates attractive illustrations or graphics that literally or symbolically represent six different passages from his/her book of choice. | 1 | 2 | 3 |
| 2. The illustrations clearly reflect the passages and are thoughtful and/or relevant.  | 1 | 2 | 3 |
| 3. The passages are neat, easy to read, and include the page number(s). They span the entire novel.  | 1 | 2 | 3 |
| 4. The art log demonstrates the student put forth effort, thought and time to develop it.  | 1 | 2 | 3 |
| 5. The student writes a brief, well written explanation of why he/she chose the various elements of the art log.   | 1 | 2 | 3 |

Additionally, we are including optional assignments, some of which will be assigned during the first weeks of class. Completing these will aid your understanding of the novel.

**Optional Assignments:**

1. Create a timeline demonstrating a minimum of ten relevant events from the plot.
2. Complete the Story Notes graphic organizer provided (see 9A).
  - a. Vocabulary for this assignment:
    - i. Conflict -main problem that drives the story
    - ii. Climax - the turning point of the story where the conflict ends
    - iii. Resolution - events that tie up any loose ends (note: not all writings contain a resolution)
3. Complete the Character Conflicts graphic organizer provided (see 9B).
  - a. Vocabulary for this assignment:
    - i. External conflict - problem facing a character and some outside force (other character, creature, natural phenomenon, etc.)
    - ii. Internal conflict - problem a character faces within himself or herself (fears, worries, dilemma, etc.)

So that you may mark up the text and have it with you during in class lessons, we encourage you to purchase this book from a local bookstore or from an online store like Amazon. If you are unable to purchase it, you may check out the book from your local library.

We hope that you enjoy these books and that you take the opportunity to get a head start on your high school career.

Sincerely,

Kathleen Travers  
Shawna Placido Bell