

Upper School of Logic and Rhetoric

Summer Reading Assignments 2024



Students in the Upper School of Logic and Rhetoric read one Common book and one English book assigned by grade. Scroll down for the assignments related to each book, including the Common Read. This year most of our Summer reading experiences involve two important elements that are worth highlighting:

READING ALOUD: Various studies abound showing a multitude of advantages to reading aloud. It is a given when children are young, but what about our Logic and Rhetoric students? According to recent articles cited in *The Atlantic*, the BBC, and *The New York Times*, the benefits continue into these years and throughout adulthood. We are asking USLR families to read our Common Read aloud as a family. The idea here is different from individuals listening to an audiobook, as one of the benefits we are after is connection and community. This is an experiment and we will have a call for feedback about the experience in the early fall. ***Please note the assignments below involve three family conversations around the dinner table so students (and families) will need to plan ahead.***

EXPERIENCES: Another new element to this year's summer reading is that each English assignment (for grades 8-12) involves an experience. Students in grade 8 have a choice of books and are asked to visit a local library for their book selection. Students in grades 9-12 are guided through an experience at a location relevant to the assigned text. Students should complete the grade level assignment fully and bring this assignment on the first day of class.

Common Read (grades 7-12): Read aloud *Treasure Island* by Robert Louis Stevenson and discuss at three family dinners. Fill out the worksheet after these conversations.

Grade 7 English: Read *The Witch of Blackbird Pond* and complete the assignment as outlined by Mrs. Russell.

Grade 8 English: Follow the prompts on the assignment sheet to select your text after a visit to the library. Then have a family member interview you (recorded!) about your text.

Grade 9 English: Read George MacDonald's *Fairy Tales*, visit a ruin, and write a myth.

Grade 10 English: Read *Sir Gawain and the Green Knight*, visit a wilderness, find a green chapel, and draw a picture.

Grade 11 English: Read *My Antonia* by Willa Cather and visit a farm or homestead, take photos, and write an accompanying poem.

Grade 12 English: Read Calvino's *Invisible Cities*, visit a city, and create your own invisible city.

**CCA students enrolled before August 1st should complete these assignments in full by the first day of classes and bring the assignments with them on the first day. New students enrolled after August 1st will be exempt from the written work but should read as much of the text as they are able.*

USLR Common Read:
Robert Louis Stevenson's *Treasure Island*

*READ ANY FULL VERSION OF THIS CLASSIC TALE OF ADVENTURE **ALOUD TOGETHER AS A FAMILY**. THEN DISCUSS
COMPASSION, ELOQUENCE, AND DISCERNMENT DURING THREE FAMILY DINNERS.*

Student's name: _____ Grade: _____
(A separate form must be completed for each USLR student)

When did you and your family finish the book? _____

On what dates did you have your dinner discussions?

Dinner Discussion 1: _____ Dinner Discussion 2: _____ Dinner Discussion 3: _____

Part 1: Read *Treasure Island* in its entirety **out loud as a family**. All aspects of this assignment are vital and required. We suggest you finish by late July.

Part 2: On three evenings after you've finished the novel, sit down as a family and discuss the following questions over dinner, jotting down your favorite quotes from those discussions in the blanks below.

Dinner Discussion 1: Compassion

Compassion is "Knowing the value of all people; cultivating a just and flourishing community."
Did Jim's adventures give him a greater sense of compassion? Which aspects? What about his adventures can teach us compassion?

What is your favorite example of compassion from the text:

What was your favorite quote from this discussion?

Who said it? _____

Dinner Discussion 2: Eloquence

Eloquence is “Speaking the truth beautifully and convincingly.” Were there characters in *Treasure Island* who could speak with both of these qualities? Were there characters who could speak with only one? Or none? Did eloquence make any of these characters good or bad?

Who is the most eloquent in the text and why?

What was your favorite quote from this discussion?

Who said it? _____

Dinner Discussion 3: Discernment

Discernment is “Distinguishing the bad from the good and the good from the best.” Were there any moments when Jim was unable to do this? Were there any when he was able to? What made the difference?

What is the best example of discernment from the text?

What was your favorite quote from this discussion?

Who said it? _____

Parent Signature: I certify that my family read *Treasure Island* out loud in its entirety and held these discussions according to instructions.

Signature: _____ Printed Name: _____

Date: _____

12th Grade Summer Reading: City Journey

Read Invisible Cities, Journey to a City Not Your Own, Create an Invisible City

Student Name: _____

What city did you walk through? _____

What was the date? _____

Part 1: Read **Italo Calvino's *Invisible Cities*** in its entirety. We suggest you finish the book by mid-July.

Part 2: Take an in-person trip to a town or city other than the one you're living in. It can be across the world or just the next town over. You choose. Take a walk through this city and quietly observe. Using the space below, record ten observations about the structures, people, and places you see there. **Do this in sentence form.** Take extra space on added paper if needed.

Observation 1: _____

Observation 2: _____

Observation 3: _____

Observation 4: _____

Observation 5: _____

Observation 6: _____

Observation 7: _____

Observation 8: _____

Observation 9: _____

Observation 10: _____

Part 2: Now that you've made your observations, label the city you visited according to one of Calvino's categories, and write a paragraph explaining why you chose that label.

Circle One:

Cities & Memory	Cities & Desire	Cities & Signs	Thin Cities
Trading Cities	Cities & Eyes	Cities & Names	Cities & the Dead
Cities & the Sky	Continuous Cities	Hidden Cities	

Now, write one paragraph explaining why you chose this category for your city, and how you might use it as inspiration for your own invisible city. **Write in the space below.**

Part 3: Take that inspiration and write your own Invisible City. Write your own installment in *Invisible Cities*, using the city you visited as inspiration. Label your city with the category you chose above, then let your imagination run wild. Attach this installment.

Parent Signature: I certify that my student read *Invisible Cities* in its entirety and completed this assignment according to instructions.

Signature: _____ Printed Name: _____
Date: _____