

Nashville Christian School Summer Reading and Enrichment

Read the instructions in this packet carefully.

Grades 9, 10, 11, 12 General English: Select **one** book from the following list and complete the questions listed below. Then, select **one** enrichment activity from this handout and complete it. Do not submit work for the book you read last year or a photo/writing display for the location you visited last year.

Grades 9 and 10 Honors and 11 and 12 Dual Enrollment/Honors: Select **two** books from the following list and complete the questions listed below for each book. Then select one enrichment activity from this handout and complete it. Do not submit work for the books you read last year or a photo/writing display for the location you visited last year.

Students enrolled before July 15 are expected to meet all requirements.

Students enrolled in a general English course after July 15 must at least read the book.

Those enrolling in an Honors or Dual Enrollment course after July 15 must read one book and complete one activity.

Book Assignment/Questions

Complete the following for each book you are required to read, being careful to write in well-constructed paragraphs (topic sentences) and complete sentences.

1. Select three quotes or passages from the book, explaining who spoke it, when it occurs, and why it is important. Spend most of your effort explaining why the passage or quote is important.
2. Identify the theme (or the main point the author is trying to communicate) of the book. Explain it, being sure to back up what you say with reference to specific examples and details. Then, explain how this theme can be applied to or affect choices we make in life.

The Book List

This list is a large compilation of teen and adult books, some classic and some current best-sellers. **Parents, please be involved in the selection process with your child. If you determine that one title is inappropriate, simply choose another.** This list is for students who range in age from 14 to 18, and, consequently, the books vary in their content, theme, and maturity levels. The books are not listed in any particular order by grade level, and students may select any book that appeals to them and meets your approval. If you are uncomfortable with the books on the general list, the last section of the list includes Christy Award winning books, which are books that specifically address Christian themes and worldviews. You might prefer your child to read from those selections.

Almond, Steve. *Candyfreak: A Journey through the Chocolate Underbelly of America*. Algonquin, 2004. Former journalist Steve Almond, admitting that he has eaten a piece of candy every day of his life, writes a memoir/report/travelogue about the history of candy in America. It's a delicious and darkly funny read—without calories or carbs. Alex Awards 2005

Anderson, Laurie Halse. **OR ANY BY THIS AUTHOR.** *Speak*. Farrar, Straus & Giroux, 1999. A traumatic event near the end of the summer has a devastating effect on Melinda's freshman year in high school.

Armstrong, Jennifer. *What a Song Can Do : 12 Riffs on the Power of Music*. Knopf, 2004. A collection of twelve short stories explores the theme of music's power for teenagers.

Beschloss, Michael. *Presidential Courage: Brave Leaders and How They Changed America, 1789-1989*. Simon & Schuster, 2007. A presidential scholar provides historical examples of presidents, including Jackson, Lincoln, Roosevelt, FDR, Truman, Kennedy and Reagan, who faced adversity with courage and wisdom to change the future of the country.

Bissinger, H. G. *Friday Night Lights: A Town, a Team, and a Dream*. HarperCollins, 1991. In this book that inspired the TV series, the Pulitzer Prize-winning author penetrates the culture of high school football as it is lived in Odessa, Texas.

Blake, James. *Breaking Back: How I Lost Everything and Won Back My Life*. HarperCollins, 2007. A rising star in the world of pro tennis fights back after suffering a succession of serious setbacks: fractured neck vertebrae, the loss of his father, and a serious viral infection.

Brashares, Ann. *The Sisterhood of the Traveling Pants*. Delacorte, 2001. During summer break, longtime friends Lena, Tibby, Carmen, and Bridget each embark on adventures that they share with one another through a pair of jeans that they have decided will be worn by all and so will absorb all of their stories. *Series*

Bray, Libba. *A Great and Terrible Beauty*. Delacorte, 2003. After her mother dies mysteriously in 1895 India, Gemma is sent to a finishing school in England where she becomes aware of her magical powers.

Brooks, Geraldine. *March*. Viking, 2005. March, the fictional father from Louisa May Alcott's *Little Women*, leaves his family to serve the Union cause in the Civil War as an idealistic chaplain. His faith in himself and the Union cause are severely tested as he experiences the complex emotions and horrors of war. Pulitzer Prize for Fiction 2006

Cather, Willa. *Death Comes for the Archbishop*. First published 1927. In the mid-nineteenth century, two French missionaries make their way into the harsh, unexplored, mountainous region of New Mexico hoping to revive the religion brought by Spanish priests and then left to decay in the hands of an insubordinate and materialistic clergy.

Cavanagh, Thomas B. *Head Games*. St.Martin's, 2007. When the lead singer of a popular boys' band disappears and a lucrative reward is offered by the band's manager, a retired police detective with two ex-wives, a teenage daughter, and a brain tumor named Bob, tackles the case.

Collins, Suzanne. *The Hunger Games* **OR ANY FROM THIS SERIES.** A gripping story set in a postapocalyptic world where a replacement for the United States demands a tribute from each of its territories: two children to be used as gladiators in a televised fight to the death. Katniss, from what was once Appalachia, offers to take the place of her sister in the Hunger Games, but after this ultimate sacrifice, she is entirely focused on survival at any cost

Cooper, Brenda. **Silver Ship and the Sea**. Tor, 2007. Abandoned on an environmentally dangerous colony planet where the citizens are hostile toward genetic engineering, six genetically enhanced children must learn to use their special talents to either survive and make the planet their home, or find a way to escape in the abandoned silver space ship that lies in the Grass Plains.

Cox, Lynne. **Grayson**. Knopf, 2006. Seventeen-year-old long-distance swimmer Lynne Cox is training alone before dawn in the Pacific when she encounters a lost baby whale. Her true-life adventure as she tries to find the whale's mother is a testimony to athletic discipline and love of the environment.

Crutcher, Chris. **Deadline**. Greenwillow, 2007. Eighteen-year-old Ben Wood has been given less than a year to live, but chooses not to tell anyone so his senior year will be as normal as possible. This surprisingly humorous story tracks that final year as Ben goes out for football, finds romance, and realizes that his secret has a serious impact on others.

Dashner, James. **The Maze Runner** 2010. A group of 60 boys live in "The Glade" surviving on their own agriculture and trying to find a way to escape their confines through the maze that surrounds them. A new boy mysteriously appears in their midst every 30 days. One day, a comatose girl arrives with a strange note.

Ettlinger, Steve. **Twinkie Deconstructed: My Journey to Discover How the Ingredients Found in Processed Foods Are Grown, Mined (Yes, Mined), and Manipulated into What America Eats**. Penguin, 2007. Drawing on interviews with industry professionals, Ettlinger reveals that snack cakes and other popular food products are concocted from byproducts of chlorine bleaching, gypsum mining, petroleum processing, and other non-food chemicals.

Giles, Gail. **Shattering Glass**. Roaring Brook, 2002. A group of cool high school boys transform Simon Glass, the school nerd, into one of the most popular boys in school. Then they kill him.

Haddon, Mark. **The Curious Incident of the Dog in the Nighttime**. Random House, 2003. An autistic boy keeps a diary of his efforts to solve the mystery of who killed his neighbor's dog. This funny, touching novel is a revealing look into the mind of an autistic person. Alex Awards 2004

Haskins, Don. **Glory Road: My Story of the 1966 NCAA Basketball Championship and How One Team Triumphed Against the Odds and Changed America Forever**. Hyperion, 2006. Texas coach Don Haskins forever changed college sports in 1966 when he chose to field five black players in the formerly segregated NCAA basketball tournament.

Hautman, Peter. **Rash**. Simon & Schuster, 2006. Set in the future in the United Safer States of America, sixteen-year-old Bo's anger issues land him in a privatized jail where he makes pizzas for McDonald's until he is recruited to play the illegal sport of football.

Herbert, Frank. **Dune**. First published 1965. The Atreides family is banished to planet Dune where the ferocious Fremen live. *Series*

Hornby, Nick. **Slam**. Putnam, 2007. When fifteen-year old skateboarder Sam "Slam" Jones learns that his ex-girlfriend is pregnant, he turns to the only person he feels can help—his hero, skating legend Tony Hawk. Since Tony is only a poster, he doesn't offer answers, so it's up to Sam, thrust suddenly into maturity, to figure out the right thing to do.

Johnson, Steven. **The Ghost Map: The Story of London's Most Terrifying Epidemic—and How It Changed Science, Cities, and the Modern World**. Penguin, 2006. In 1854, when the existence of bacteria and the concept of waterborne disease are still unknown, two men, one a physician and the other a clergyman, successfully trace the source of a cholera epidemic to a contaminated well in an impoverished part of London.

Jordan, Robert. *Eye of the World* **OR ANY FROM THIS SERIES**. Tor, 1990. During the Third Age, the Age of Prophecy, the world and time itself hang in the balance in danger of falling under the Shadow.
Series

Kendall, Gillian. *Mr. Ding's Chicken Feet: On a Slow Boat from Shanghai to China*. Terrace, 2006. A young University of Houston graduate student finds she is the only woman aboard after accepting a job teaching English to the Chinese crew and officers of a seismic vessel sailing from Shanghai to Galveston.

Klein, Lisa M. *Ophelia*. Bloomsbury, 2006. In a rich retelling of Shakespeare's *Hamlet* with a feminist twist, Ophelia is a strong independent heroine whose will to survive trumps tragedy and danger.

Llewellyn, Sam. *The Return of Death Eric*. Walker, 2006. Death Eric was your parents' favorite rock band, but the band's leader, Eric Thrashmettle, retired because he thought he was cursed. When his bank account runs dry, Eric's children convince him and the other former band members to reunite for a blazing comeback.

Mah, Adeline Yen. *Chinese Cinderella*. Delacorte, 1999. The author recounts the cruelty she suffered from her stepmother and the callous indifference of her well-to-do father while growing up in China at the end of World War II.

Marillier, Juliet. *Wildwood Dancing*. Knopf, 2007. Every full moon, five sisters who live with their father in Transylvania use a hidden portal to cross over into a magical world, the Wildwood, where they dance until morning with the creatures who live there.

Martel, Yann. *The Life of Pi: A Novel*. Harcourt, 2002. Sixteen-year-old Pi Patel, his family, and their zoo animals emigrate from India to North America aboard a cargo ship. The ship sinks, and Pi finds himself sharing a lifeboat with a 450-pound Bengal tiger. Man Booker Prize 2002

McCall Smith, Alexander. *The No. 1 Ladies' Detective Agency*. Anchor, 2002. Upon setting up shop in a small storefront in Botswana, Precious Ramotswe is hired to track down a missing husband, uncover a con man, follow a wayward daughter, and locate a missing boy who may have been snatched by witch doctors.
Series

McCloud, Scott. *Making Comics: Storytelling Secrets of Comics, Manga and Graphic Novels*. HarperCollins, 2006. Focusing on the storytelling aspects of drawing comics, the author's cartoon stand-in narrator uses a skillful mix of dry humor and instruction to offer insights into designing and drawing a comic strip.

Morris, Mary McGarry. *The Lost Mother*. Viking, 2005. Homeless and abandoned by their mother, twelve-year-old Thomas and his eight-year-old sister Margaret are forced to grow up too quickly, surviving hand-to-mouth while living in a tent with their father in the woods of Vermont during the Great Depression.

Myers, Walter Dean. *Fallen Angels* **OR ANY OTHER FROM THIS AUTHOR** Scholastic, 1988. Young American soldiers are disillusioned and challenged by the realities of the war in Vietnam. Coretta Scott King Award

Novik, Naomi. *His Majesty's Dragon*. Ballantine, 2006. Aerial combat brings a thrilling new dimension to the Napoleonic Wars as valiant warriors rise to Britain's defense by taking to the skies, not aboard aircraft, but atop the mighty backs of fighting dragons.

Pollan, Michael. *The Omnivore's Dilemma: A Natural History of Four Meals*. Penguin, 2006. Pollan explains how a framework of environmental, biological, and cultural factors determines what and how we eat. He considers current means of food production (industrialized, organic, hunted-and-gathered), pointing out that in the twenty-first century we must still consider the omnivore's dilemma: what we eat could kill us.

Pratchett, Terry. *Going Postal*. HarperCollins, 2004. Arch-swindler Moist Van Lipwig has an awful choice to make: he can hang or he can try to re-establish the long defunct Ank Morpork Post Office where tons of undelivered letters have been accumulating for decades.

Roach, Mary. *Stiff: The Curious Lives of Human Cadavers*. Norton, 2003. Both funny and gruesome, this book is about the many things that happen to human bodies after death, from providing practice for plastic surgeons to enabling research on decomposition. Alex Awards 2004

Runyon, Brent. *The Burn Journals*. Knopf, 2004. In this fast-moving and excruciatingly true story of a fourteen-year-old burn victim, Brent struggles to recover from his self-inflicted burns and psychological depression.

Satrapı, Marjane. *Persepolis: The Story of a Childhood*. Pantheon, 2003. In graphic novel format, Satrapı tells of her childhood growing up in Iran during the Islamic Revolution. Alex Awards 2004

Saylor, Steven. *The Judgment of Caesar: A Novel of Ancient Rome*. St. Martin's, 2004. In 48 B.C., Roman generals Caesar and Pompey engage in a battle to rule the world. Pompey plots a reckless stand on the banks of the Nile as Gordianus the Finder brings his wife Bethesda to the river seeking a cure for her in its sacred waters. Suddenly he finds himself at the heart of a series of treacherous and history-altering events. *Series*

Shaw, George Bernard. *Pygmalion*. First published 1913. Shaw's satire on British class divisions is based on the classical myth of Pygmalion, in which the sculptor falls in love with his own creation. The witty transformation of Eliza Doolittle from guttersnipe to sophisticate leaves Professor Henry Higgins, our Pygmalion, without his educated Cinderella.

Smith, Betty. *A Tree Grows in Brooklyn*. First published 1943. Francie Nolan, a sensitive, resourceful young girl, grows up in the Williamsburg slums of Brooklyn with her brother Neelie, her lovable drunkard father, and her tender, determined mother.

Vaughn, Brian. *Pride of Baghdad*. DC Comics, 2006. This graphic novel is based on the true story of a pride of lions that escaped the Baghdad Zoo during an American bombing raid. Vibrant colors of brown, yellow, and gray illustrating the aftermath of war-torn Iraq vividly evoke the smell of fire, decay, and fear.

Winspear, Jacqueline. *Maisie Dobbs*. Soho, 2003. In a romantic first novel, Maisie Dobbs finds herself drawn into the Great War when she begins investigating a crime. Alex Awards 2004. *Series*

Wooten, Jim. *We Are All the Same: A Story of a Boy's Courage and a Mother's Love*. Penguin, 2004. The global battle against AIDS is set against the life and death of Nkosi Johnson, a young South African boy. Having been born with AIDS, he comes to symbolize the struggle against the disease and displays the strength of the human spirit.

Austen, Jane. *Pride and Prejudice*. First published 1813. Elizabeth and Jane Bennet overcome obstacles to their happiness with Mr. Darcy and Mr. Bingley in this comedy of manners set in early nineteenth-century England.

Baldwin, James. *Go Tell It On the Mountain*. First published 1953. In 1935, in the tenements of Harlem, young John Grimes searches for God while struggling with his identity as the stepson of a stern evangelist preacher in a storefront church.

Beah, Ishmael. *A Long Way Gone: Memoirs of a Boy Soldier*. Farrar, Strauss & Giroux, 2007. A twelve-year old boy first flees from attacking rebels with his friends, but later is transformed into a cold-blooded soldier. This is a heartbreaking personal memoir of a boy growing up in Sierra Leone between 1991 and 1998 and his rehabilitation. Alex Awards 2008

Bodanis, David. *Electric Universe*. Crown, 2005. This enlightening cultural and scientific account of the discovery and development of electricity features entertaining historical and biographical vignettes. Aventis Prize 2006

Caletti, Deb. *Honey, Baby, Sweetheart*. Simon & Schuster, 2004. Ruby McQueen, high school junior, focuses on the relationships in her life. Conflicts arise with teenage issues, her thieving first boyfriend, her parents' separation, and a book club called the Casserole Queens.

Capote, Truman. *In Cold Blood: A True Account of a Multiple Murder and Its Consequences*. First published 1965. The senseless, brutal murder of four members of the Clutter family by two psychotic young men shocked their small-town community of Holcomb, Kansas and the entire country. Edgar Award 1966

Chandler, Raymond. *The Long Goodbye*. First published 1953. In this classic "hard-boiled" detective story, Philip Marlowe, private eye, deals with a cast of reprehensible characters in a doom-laden city. Edgar Award 1955

Coben, Harlan. *Tell No One OR ANY OTHER BY THIS AUTHOR*. Delacorte, 2001. After years of struggling with grief over his wife's murder by a serial killer, Dr. David Beck receives a mysterious e-mail that includes a secret word only known to his wife and himself.

Cone, Marla. *Silent Snow: The Slow Poisoning of the Arctic*. Grove Press, 2005. Traditionally thought of as the last great, unspoiled territory on Earth, the Arctic is actually home to some of the most contaminated people and animals on the planet.

Connolly, John. *The Book of Lost Things: a Novel*. Atria, 2006. After the death of his mother, David retreats to his attic bedroom, where the books on his shelf begin whispering to him, dragging him into another world. Alex Awards 2007

Cox, Lynne. *Swimming to Antarctica: Tales of a Long-Distance Swimmer*. Knopf, 2004. Lynne Cox chronicles her quest to swim the most challenging waters of the world, including the Bering Sea, the Strait of Magellan, the Cape of Good Hope, and the coast of Antarctica. Alex Awards 2005

Dean, Debra. *The Madonnas of Leningrad*. HarperCollins, 2006. During the 1941 siege of Leningrad, Marina, a docent at the Hermitage Museum, helped to remove paintings for safekeeping. Decades later as she prepares for her granddaughter's wedding, Marina, now suffering from Alzheimer's, vividly recalls details of those paintings.

Desai, Kiran. *The Inheritance of Loss: A Novel*. Grove/Atlantic, 2005. During the mid-1980s, a crusty old magistrate finds his retirement to a desolate house at the foot of the Himalayas near India's border with Nepal disrupted by an orphaned granddaughter and, eventually, a Nepalese insurgency. Man Booker Prize for Fiction 2006; National Book Critics Circle Fiction Award 2007

Dessen, Sarah. **OR ANY OTHER BY THIS AUTHOR. *Someone Like You***. Two teen girls struggle with issues of independence, rebellion, and teen pregnancy.

Doctorow, E. L. *The March*. Random House, 2005. Toward the end of the Civil War, General William Tecumseh Sherman is joined by characters both historical and fictional as he marches 60,000 Union troops on a sixty-mile wide path of pillage and destruction through Georgia and the Carolinas. Among the memorable characters are fifteen-year old Pearl, a light-skinned former slave, and Arly, a scheming Rebel soldier. National Book Critics Circle Fiction Award 2005; Pen/Faulkner Award 2006

Edwards, Kim. *The Memory Keeper's Daughter*. Penguin, 2005. During a 1964 blizzard, Dr. David Henry is forced to deliver his own twins. Seeing that one twin is normal and the other has Down syndrome, he makes a split-second decision that forever alters the family's life.

Egan, Timothy. *The Worst Hard Time: The Untold Story of Those Who Survived the Great American Dust Bowl*. Houghton Mifflin, 2005. A Pulitzer Prize-winning author follows half-dozen families and their communities during the darkest years of the Depression, when the people of America's High Plains were terrorized by relentless dust storms unlike any ever seen before or since. National Book Award for Nonfiction 2006

Erlbaum, Janice. *Girlbomb: A Halfway Homeless Memoir*. Villard, 2006. In 1983, at age fifteen, Janice Erlbaum walks away from her dangerous home life and into the streets of New York determined to make it on her own in this unflinching portrait of being underprivileged, underage, and underdressed.

Gladwell, Malcolm. *The Tipping Point: How Little Things Can Make a Big Difference*. Little, Brown, 2002. Ideas, behavior, messages, and products often spread like outbreaks of infectious disease. The moment when these social epidemics take off is the Tipping Point.

Green, John. *Looking for Alaska*. Dutton, 2005. At sixteen, Miles Halter transfers to a boarding school in Alabama and develops friendships with Chip and Alaska, a girl who leads them into pranks and schemes with serious consequences. Printz Award 2006

Haley, Alex. *The Autobiography of Malcolm X*. First published 1965. If there was any one man who articulated the anger, the struggle, and the beliefs of African Americans in the 1960s, that man was Malcolm X. His autobiography is the result of a unique collaboration between Alex Haley and Malcolm X, whose voice and philosophy resonate from every page.

Hamamura, John. *The Color of the Sea*. St Martin's, 2006. Sam, a Hawaii-born Japanese American, meets and falls in love with Keiko, daughter of traditional Japanese parents. The bombing of Pearl Harbor and the subsequent dropping of the atomic bomb on Hiroshima bring unforeseen consequences into their lives. Alex Awards 2007

Hyland, M. J. *Carry Me Down*. Canongate, 2006. With the body of a grown man and the voice of a giant, eleven-year-old John Egan is convinced of his ability to detect lies and is obsessed with keeping track of them until a crisis arises.

Isaacson, Walter. *Einstein: His Life and Universe*. Simon & Schuster, 2007. The life of Einstein the man and celebrated scientist is explored, including some of the contradictions inherent in Einstein's personal beliefs.

Ishiguro, Kazuo. *Never Let Me Go*. Knopf, 2005. A dark secret lurks behind the nurturing façade of Hailsham, a private school in the English countryside where Kathy, now thirty-one years old, lived as a child. Alex Awards 2006

James, Henry. *Washington Square*. First published 1881. Loss of innocence and strength of character are revealed as the story of a rigid father, a naïve daughter, and a handsome suitor unfolds. In drama and film, this classic tale is also known as "The Heiress."

Kurson, Robert. *Shadow Divers: True Adventures of Two Americans Who Risked Everything to Solve One of the Last Mysteries of World War II*. Random House, 2004. Two weekend scuba divers flirt with danger and intrigue in their six-year quest to learn more about a sunken World War II German U-boat they discovered sixty miles off the New Jersey coast. Alex Awards 2005

Lahiri, Jhumpa. *The Namesake*. Houghton Mifflin, 2003. Gogol Ganguli, grows up in Cambridge, Massachusetts with his immigrant family, resenting both his strange name and the Indian culture imposed by his family.

Larson, Erik. *Devil in the White City: Murder, Magic, and Madness at the Fair that Changed America*. Crown, 2003. The fates of an architect and a serial killer were linked by the greatest fair in American history: the Chicago World's Exposition of 1893, nicknamed "The White City." Edgar Award for Best Fact Crime 2004

Le Couteur, Penny and Jay Burreson. *Napoleon's Buttons: 17 Molecules That Changed History*. Putnam, 2003. Chemically, tin falls apart in very cold temperatures. That Napoleon's army used tin for many ordinary items, such as buttons, may have hastened his defeat by the Russian Army. This and sixteen additional stories illustrate the impact of chemistry on history.

Levitt, Steven D. and Stephen J. Dubner. *Freakonomics: A Rogue Economist Explores the Hidden Side of Everything*. William Morrow, 2005. Using analytical tools from economics, the authors find quirky ways to tie economics to a range of emotional forces affecting human behavior, from cheating sumo wrestlers to the relative dangers of guns versus swimming pools.

Lewis, Michael. *The Blind Side: Evolution of a Game*. Norton, 2006. The development of the offensive left tackle position to protect a quarterback in the National Football League is presented in combination with the story of Michael Oher, who lived in a Memphis ghetto until he was taken under protection of a wealthy, loving family. Alex Awards 2007

Márai, Sándor. *Embers*. Knopf, 2001. In 1940, in an old castle in the Carpathian Mountains, two very old men, Konrad and Henrik, meet together to examine questions of honor, truth, friendship, and forgiveness as they discuss the betrayal that separated them for more than 40 years.

Margonelli, Lisa. *Oil on the Brain: Adventures from the Pump to the Pipeline*. Doubleday, 2007. A journalist visited domestic oil industry insiders from the drilling rig to the independent gas station and traveled to international producers. The results of her journeys and research are lively anecdotes and descriptions of the history and politics of the global oil industry.

Martinez, A. Lee. *Gil's All Fright Diner*. Tor, 2005. Vampire Earl and Werewolf Duke stop at a diner in the desert town of Rockwood, Texas, where they help Loretta dispose of her zombie problem and agree to stay on to help the town with its other supernatural issues. Alex Awards 2006

McCarthy, Cormac. *The Road*. Knopf, 2006. In a post apocalyptic McCarthy, Cormac. The Road. Knopf, 2006. In a post apocalyptic landscape a man and a boy struggle toward the unknown. This dark and doomed quest offers a spiritual sense of soul and humanity. Pulitzer Prize for Fiction 2007

McDermott, Alice. *Child of My Heart*. Farrar Straus & Giroux, 2002. Theresa, the beautiful child of older parents, lives on Long Island among the summer houses of the rich. She is the town's most sought-after babysitter because she is cheerful, poised, an effortless storyteller, and a wonder with children and animals, but she is also a solitary soul already attuned to the paradoxes and compromises of adult life.

Meyers, Kent. *The Work of Wolves*. Harcourt, 2004. A Lakota teenager and a German exchange student join a horse trainer to save a group of abused horses from a land baron. Alex Awards 2005

Mitchell, David. *Black Swan Green: A Novel*. Random House, 2006. During a pivotal year in his life, Jason Taylor, a thirteen-year-old English boy, battles his stammer, his place amongst his bullying peers, and his parents' divorce. A challenging book that could be paired with *The Lord of the Flies*. Alex Awards 2007

Packer, Z. Z. *Drinking Coffee Elsewhere*. Riverhead, 2003. Eight short stories revolve around young African Americans, from little girls in a Brownie troop to a young man accompanying his father on the Million Man March.

Palwick, Susan. *The Necessary Beggar*. Tor, 2005. The young merchant Darroti and his family are banished to a harsh and hostile land known as America, where they are remanded to an internment camp in the Nevada desert along with thousands of other refugees. The strain of adapting to their new life begins to tear the family apart. Alex Awards 2006

Pamuk, Orhan. *Snow*. Knopf/Random House, 2004. Upon returning from exile to the city of Kars, a Turkish poet named Ka discovers that Ipek, the beautiful girl he loved as a child, is still there and that a rash of suicides by zealously religious girls has shocked the town. Author won Nobel Prize for Literature 2006.

Philbrick, Nathaniel. *Mayflower: a Story of Courage, Community, and War*. Viking, 2006. Philbrick's historical account of the Pilgrims preparations, voyages, and colonial settlements in New England convey a realistic and lively story of remarkable events.

Picoult, Jodi. *Nineteen Minutes. OR ANY OTHER BY THIS AUTHOR* Atria, 2007. The residents of a small, ordinary New Hampshire town seek justice in the aftermath of a shocking school shooting carried out by a teenage boy who had been bullied since kindergarten.

Pink, Daniel H. *A Whole New Mind: Why Right Brainers Will Rule the Future*. Riverhead, 2005. The future belongs to a different kind of person with a different kind of mind: artists, inventors, storytellers—creative and holistic “right-brain” thinkers whose abilities mark the fault line between who gets ahead and who doesn't.

Reed, Kit. *Thinner than Thou*. Tor, 2005. In a clever science fiction take on our culture's pursuit of youth and physical perfection as the new true religion, food—not sex—is society's forbidden fruit.

Ryan, Carrie. *Forest of Hands and Teeth OR ANY IN THIS SERIES*. Mary knows little about the past and why the world now contains two types of people: those in her village and the undead outside the fence, who prey upon the flesh of the living. The Sisters protect their village and provide for the continuance of the human race. After her mother is bitten and joins the Unconsecrated, Mary is sent to the Sisters to be prepared for marriage to her friend Harry. But then the fences are breached and the life she has known is gone forever. Mary; Harry; Travis, whom Mary loves but who is betrothed to her best friend; her brother and his wife; and an orphaned boy set out into the unknown to search for safety, answers to their questions, and a reason to go on living.

Saramago, Jose. *The Cave*. Harcourt, 2000. Cipriano Algor, a Portuguese potter, finds his business crumbling, moves in with his daughter and son-in-law but discovers a Utopia with mysterious places and agendas. Following the themes of Plato's story *The Cave*, this tale's social and political critiques mirror modern day values. Nobel Laureate writer.

Solzhenitsyn, Alexander. *One Day in the Life of Ivan Denisovich*. Knopf, 1995. Although innocent of any crime, Ivan Denisovich Shukhov is convicted of treason and sentenced to serve ten years in a Soviet work camp in Siberia.

Steinbeck, John. *The Grapes of Wrath*. First published 1939. Forced out of their home in the Oklahoma Dust Bowl by economic desperation, a family of Okie farmers drives west to California in search of work as migrant fruit pickers. Pulitzer Prize for Fiction 1940.

Sullivan, Robert. *Rats: Observations on the History and Habitat of the City's Most Unwanted Inhabitants*. Bloomsbury, 2004. Sullivan overlays his observations and study of the brown rat onto the history of New York City in a narrative which details the rat's seemingly inexhaustible number of connections to mankind.

Weber, Katherine. *Triangle: A Novel*. Farrar, Straus & Giroux, 2006. The death of the last survivor of the 1911 Triangle Shirtwaist fire raises questions about the event for her granddaughter and ultimately reveals long-hidden secrets in this historical fiction account.

Wiggins, Marianne. *The Shadow Catcher*. Simon & Schuster, 2007. Two fictional threads are woven from real people and facts—the photographer Edward Curtis (1868-1952) who documented Native Americans of the early 20th century and the character depicted as the author's father, John Wiggins (1920-1970), a fellow wanderer in a later era.

Wilson, August. *Fences*. Plume, 1986. In the pre-television, pre-air-conditioned era of the fifties when families spent time on their porches and back yards, Troy Maxson, a tough Black man who has struggled against the reality of unequal opportunities in America, spins yarns and tells stories to his circle of family and friends in this play about fences, which are built to keep things and people out or in. Pulitzer Prize for Drama 1987

Zusak, Markus. *The Book Thief*. 2007 This story is told from the point of view of Death as he watches events unfold in Nazi Germany. He especially focuses on a young girl who steals books, even from Nazi book burnings. VERY QUIRKY AND BEAUTIFULLY WRITTEN

Christian Selections/Christy Award Winners

2010

Contemporary Romance Category. *Breach of Trust* by DiAne Mills

Historical Romance Category. *The Silent Governess* by Julie Klassen

Contemporary Series/Sequels/Novellas *Who Do I Talk To* by Neta Jackson

Suspense *Lost Mission* by Athol Dickson

Contemporary Stand Alone *The Passion of Mary Margaret* by Lisa Sampson

Visionary *By Darkness Hid* by Jill Williamson

First Novel *Fireflies in December* by Jennifer Erin Valent

Young Adult *North! Or Be Eaten* by Andrew Peterson

2009

Contemporary Romance Category *Beyond the Night* by Marlo Schalesky (WaterBrook Multnomah Publishing Group)

Contemporary Series, Sequels & Novellas Category *You Had Me at Good-bye* by Tracey Bateman (FaithWords)

Contemporary Standalone Category *Dogwood* by Chris Fabry (Tyndale House Publishers)

First Novel Category *Blue Hole Back Home* by Joy Jordan-Lake (David C. Cook)

Historical Category *Until We Reach Home* by Lynn Austin (Bethany House Publishers)

Historical Romance Category *From a Distance* by Tamera Alexander (Bethany House Publishers)

Suspense Category *The Rook* by Steven James (Revell)

Visionary Category *Vanish* by Tom Pawlik (Tyndale House Publishers)

Young Adult Category *I Have Seen Him in the Watchfires* by Cathy Gohlke (Moody Publishers)

2008

Contemporary – Stand-Alone: *Chasing Fireflies* by Charles Martin (Thomas Nelson)

Contemporary - Series: *Home to Holly Springs* by Jan Karon (Viking Penguin)

Lits: *Hallie's Heart* by Shelly Beach (Kregel Publications)

Historical: *A Proper Pursuit* by Lynn Austin (Bethany House Publishers, a division of Baker Publishing Group)

Romance: *Remembered* by Tamera Alexander (Bethany House Publishers, a division of Baker Publishing Group)

Suspense: *The Cure* by Athol Dickson (Bethany House Publishers, a division of Baker Publishing Group)

First Novel: *The Stones Cry Out* by Sibella Giorello (Revell, a division of Baker Publishing Group)

Visionary: *Scarlet* by Stephen R. Lawhead (Thomas Nelson)

Young Adult: *Hollywood Nobody* by Lisa Samson (Thomas Nelson)

2007

Contemporary (Stand Alone): *Winter Birds* by Jamie Langston Turner ([Bethany House](#), a division of Baker)

Contemporary (Series, Sequels & Novellas): *The Brethren* by [Beverly Lewis](#) ([Bethany House](#), a division of Baker)

Historical: *Madman* by Tracy Groot ([Moody Press](#))

Lits: *Sisterchicks in Gondolas* by [Robin Jones Gunn](#) ([Multnomah](#))

Romance: *The Measure of a Lady* by Deeanne Gist ([Bethany House](#), a division of Baker)

Suspense: *Plague Maker* by Tim Downs ([Thomas Nelson](#))

First Novel: *Where Mercy Flows* by Karen Harter ([Center Street](#))

Young Adult: *William Henry is a Fine Name* by Cathy Gohlke ([Moody Press](#))

2006

Contemporary: *Levi's Will* by W. Dale Cramer ([Bethany House](#) Publishers)

Contemporary: *The Road Home* by Vanessa Del Fabbro ([Steeple Hill](#))

Historical: *Whence Came a Prince* by Liz Curtis Higgs ([WaterBrook Press](#))

Romance: *A Bride Most Begrudging* by Deeanne Gist ([Bethany House](#) Publishers)

Suspense: *River Rising* by [Athol Dickson](#) ([Bethany House](#) Publishers)

Visionary: *Shadow Over Kiriath* by Karen Hancock ([Bethany House](#) Publishers)

First Novel: *This Heavy Silence* by Nicole Mazarella (Paraclete Press)

2005

General: *Bad Ground* by W. Dale Cramer ([Bethany House](#) Publishers)

First Novel: *The Mending String* by Cliff Coon ([Moody Publishers](#))

Historical: *King's Ransom* by Jan Beazely/Thom Lemmons ([WaterBrook Press](#))

Romance: *Secrets* by Kristen Heitzmann ([Bethany House](#) Publishers)

Suspense: *Tiger in the Shadows* by Debbie Wilson ([Kregel](#))

Visionary: *The Shadow Within* by Karen Hancock ([Bethany House](#) Publishers)

Enrichment Activities

We would like to credit Father Ryan High School as the originators of many of these ideas. They and their summer enrichment program inspired us to ask our students to get out into the world with their families and to observe and write.

For each enrichment activity, you should complete a spiral notebook photo journal of your visit. DO NOT complete the project on display board as has been done in the past. Be conscious of your writing, striving for well-crafted, descriptive sentences that display critical thought about your experience.

Mythology in Nashville

The objectives of this project are to gain exposure to mythological ideas present in Nashville, and to visualize the mythological world through architectural construction and reproduction of classical images.

1. Tour the Parthenon. Keep the admission ticket to include in the scrapbook.
2. Tour the Downtown Presbyterian Church. Keep the guide sheet to include in the scrapbook. Admission is free.
3. Note the architectural structure of the Parthenon and the Downtown Presbyterian Church. Note the explanation of the mythology and the architecture as the tour guide explains the buildings. Consult books or pamphlets, if needed, for clarification.
4. Take pictures or purchase post cards of each structure. A minimum of ten pictures or post cards is required for each structure. Each picture should depict a different aspect of the building or part of the Greek or Egyptian mythology.
5. Create a scrapbook or journal of the visits by illustrating the architectural structure with pictures or post cards. Label each noted part of the building and give a brief 2-3 sentence explanation of the mythology visualized.
6. Submit the project to the English instructor.

Historic Rugby

The objective of this project is experience a village from Tennessee's past which has preserved its 1890's heritage.

1. Access the Historic Rugby web site at www.historicrugby.org for information about upcoming events or daily tours. Toll free 888-214-3400.
2. Visit Historic Rugby. Take Interstate 40 East to exit 300 at Monterey. At the exit ramp turn left onto Highway 84. Proceed north on 84 for 1.2 miles to the red light at Highway 62. Turn right and follow 62 east for 17 miles to intersection with Highway 127 at Clarkrange. Turn left on 127 north and follow for 16 miles to a right turn on Highway 296 just before Jameston. Follow 296 for 3 miles to Allardt. At the 4-way stop in Allardt proceed straight onto Highway 52 going east for 13 miles to Rugby.
3. Photograph Rugby sites.
 - the school house
 - the Thomas Hughes Library
 - the Kingston Lisle House
 - the Newbury house
 - Christ Church
 - the community center
 - Oak Lodge
 - the Rugby Commissary
 - any other building or site of interest
 - a picture of yourself in front of the Schoolhouse Visitor Center
4. Research the life of Thomas Hughes.
5. Create a spiral notebook/scrapbook with the photographs. Under each photograph label the

building, identify its original use and how the building has been preserved for visitors today. Include any interesting information or folklore about the site. List reasons why this utopian community failed to become a thriving community and how this community was established. Include information about the life of its founder Thomas Hughes.

6. Submit the project to the English instructor.

*Lunch is available at the local cafe.

*Rugby is approximately 2 and a half hours from Nashville.

*Rugby is in the Eastern standard time zone.

No Contact Person is Required.

A Blast from the Past

The objectives of this project are to experience shopping in the early 1900's in Tennessee and to compare and contrast these experiences with modern-day shopping experiences.

1. Visit historic Thomas Drugs in Cross Plains, TN. Take I-65 North to exit 112, Highway 25 West, 3.5 miles to the four-way stop in Cross Plains, TN.

-AND

Visit historic Huff's General Store in Burwood, TN. Take Highway 246 (Carter's Creek Pike) from Franklin, TN or take Highway 31 from Franklin, TN to Thompson Station, turn right onto Burwood Road and follow as it turns into Evergreen Road and Pope's Chapel Road to Burwood.

2. Photograph both operating businesses. Notice in particular the following elements:

- shelves
- store cases
- displayed items
- featured menu items
- customer service
- customers

3. Interview the store owners, clerks, and customers for information about the service and quality of shopping. Photograph the interviews. Note anything unusual or striking about each establishment and its means of operation. Include a picture of yourself shopping at both stores.

4. Visit any local modern grocery store and drug store. Photograph the businesses in operation. Note the above elements in the photographs. What are the similarities and the differences between the modern and the old stores?

5. Create a scrapbook of the experiences. Include the photographs and under each a 2-3 sentence explanation of the photograph. Be sure to note the similarities and the differences between the two types of shopping experiences. Under one of the concluding photographs explain how shopping reflects modern-day lifestyles and the lifestyles of the early 1900's. Also include any brochures or other items available at Thomas Drugs and Huff's General Store.

6. Submit the project to the English instructor the first week of school.

*lunch served at both establishments

*Country Music stars frequent both establishments

No Contact Person Required

Nature and Personal Expression

The objectives of this project are to discover a unique sculpture trail and to express reflective thoughts about the experience.

1. Visit the Carell Woodland Sculpture Trail at Cheekwood (1200 Forrest Park Drive). Admission is \$5.00 for students whose families are not members. Walk the Carell Woodland Sculpture Trail.
2. Record impressions for the 16 unique sculptures which compose the trail. What is the sculptor attempting to express in each composition? What effect does the sculpture produce? How effectively is the sculpture displayed in the natural environment?
3. Sit and think about the total experience. What impressions are most dramatic? Which sculptures seem inappropriate? Or does each one appear natural in the environment? Which part of the trail is most appealing? Why?
4. Photograph ten sculptures and at least four natural scenes from the trail experience. Include yourself in one of the photographs.
5. Create a photo journal which displays the photographs and under each photograph the reflective thoughts about the experience. Include the brochure available at the Frist Learning Center at Cheekwood. Title the journal.
6. Submit the the project to the English instructor the first week of school.
No Contact Person Required

Art and Journal Writing

The objectives of this project are to become aware of art galleries in the Nashville area, to experience art through written personal expression, and to practice journal writing.

1. Select three art galleries from the following list:
 - Parthenon (862-8431)
 - Wentworth (Green Hills Mall 383-1672)
 - Highway 100 Collectors Gallery (356-0699)
 - Cumberland Gallery (4100 Hillsboro Circle 297-0296)
 - The Carl Van Vechten Gallery at Fisk University (329-8720)
 - In the Gallery (624A Jefferson Street 255-0705)
 - Local Color Gallery (1912 Broadway 321-3141)
 - Leu Gallery at Belmont University (358-6782)
 - Sarratt Gallery at Vanderbilt University (322-2471)
 - Vanderbilt University Fine Arts Gallery (322-0605)
 - Cheekwood (356-8000)
 - Frist Center for the Visual Arts (744-3997)
 - Middle Tennessee State University (Murfreesboro, TN 898-2455)
 - Tennessee State Museum (505 Deaderick Street 741-2692)
- * All galleries are free except for the Parthenon, Cheekwood, and Frist Center for the Visual Arts.
- * Some galleries traditionally close on Monday.
2. Visit the galleries. Take a spiral notebook. Select 5-10 art pieces to study in depth at each gallery. Sit in front of each art form selected. Write an entry for each picture or art form which includes the following observations:
 - What is the title of the piece?

- In which gallery is the piece exhibited?
- Does the title fit the art? Why or why not?
- Who is the artist? What is known or given about the artist?
- What does the art depict? What colors are used for the artistic expression? What types of lines are drawn, heavy or broad, medium or fine? How do the colors and lines help to portray the subject matter of the art?
- Is the art realistic, or does it suggest other objects or forms? Does it come from a particular time period or school of artistic expression?
- * What natural response occurs when looking at this art form?
- * Note any personal responses to the piece.
- * What was learned from this experience?

3. Create a reaction journal which includes the 15-30 entries noted at the galleries. Title the journal. Include observations about each art form selected. Include with the entries any brochures, pictures, or pertinent information gained from this experience. Note any information which is unusual or interesting about the gallery where the piece(s) is exhibited.

3. Submit the project to the English instructor.

Nashville Downtown Public Library

The objective of this project is to discover Nashville's new public library.

1. Visit Nashville's Downtown Public Library located in downtown Nashville, at 615 Church Street (615-862-5800). Parking available at the Commerce Street public garage.
2. Create a photo journal of the experience.
3. Include in the journal photographs of the following:
 - the "before and after" photographs of the library
 - the unique architecture or design features
 - the circulation desk and study carrels
 - the children's room
 - the murals
 - the photographs of Nashville personalities
 - the reading room
 - the photographs of Nashville events
 - the library features of personal interest
4. Under each photograph write a 2-3 sentence explanation of the photograph. Note anything unusual or significant for each photograph. Include a photograph of yourself at the library entrance.
5. Photograph the reference librarian in the "Young Adult" section located on the 3rd floor. Include the librarian's name and any information the librarian notes about this section.
6. Submit the photo journal to the English instructor.

Nashville City Cemetery

The objective of this project is to discover the significance of Nashville's oldest cemetery and the first residents of the city of Nashville.

1. Schedule a date to visit the Nashville City Cemetery. Contact Metro Parks at 862-8400 to find times when the gate is unlocked. The usual hours are from 9:00 am until 4:00 pm.

3. Visit the Nashville City Cemetery on 4th Avenue. Take I-65 North to the 4th Avenue exit. 4th Avenue is one-way. Turn right onto 4th and enter the gates of the City Cemetery. 4th turns into Nolensville Road.

4. Walk the cemetery. Find and photograph 8 of the following. Include a picture of yourself at one of the monuments.
 - the Captain Driver family plot
 - the Captain Driver monument
 - the list of mayors of Nashville buried in the cemetery
 - the tomb of one of the mayors. Ben West is a possibility.
 - the first school teacher of Nashville, Pamela Kirk
 - the grave of James Robertson and family
 - the grave of Obediah Jennings
 - the monument to Duncan Robertson. Currently, a society for United Way donors of \$1,000 bears his name.
 - the Campbell family plot
 - the restored grave of Tennessee Robertson
 - the Zollicoffer plaque, which comes from the family home which was located at the current site of TPAC
 - the Phillips plaque
 - the Hill family vault

5. Discover unusual monuments. Photograph 4 of these. Include a picture of one false crypt. Photograph one that is broken to show the empty insides and one that is intact.

6. Photograph the bell. Read the poem by John Donne, "For Whom the Bell Tolls." What is the significance of the bell in the cemetery? Include the poem as part of the project.

7. Photograph the iron works in the cemetery.

8. Photograph the tree that has two markers growing from its sides.

9. Research the life events for 2 of the persons photographed.

10. Create a photo journal of the photographs. Include the poem by John Donne and a summary of important life events for two of the persons buried in the cemetery.

Holocaust Memorial at Whitwell, TN

The objective of this project is to experience a event of modern history, to discover its impact on society, and to better understand prejudice and its ramifications.

1. Access the Internet site. Research the Whitwell project. <http://www.marionschools.org/holocaust/index.htm>

2. List the important events of the project. Create a time line.

3. Visit Whitwell. Directions are also listed on the web site.

"If you are traveling by car, we are located approximately 12 miles north of I-24 exit 155. Taking this exit will put you on state Hwy. 28. At the 3rd stop light on Hwy. 28 make a left turn. The third light is approximately 11 miles from the 1st light. Proceed to the 4 way stop and turn right. BEAR right up the hill. Whitwell Middle School is on the right at the top of the hill. Any person may take a self-guided tour of the car at any time by picking up a tape recorder from the Police Department at the Whitwell City Hall located 1.1 miles from the second stop light. It is on the left side of highway 28 when you are traveling north. During regular school hours, there are tape recorders outside the front door of the school. We can only offer student-led tours that include the letters and other artifacts on Fridays beginning at 10:40 am CT when school is in session. Please consult the district calendar for days when school is not in session. We are unable to honor requests for student-led tours at any other time."

4. Photograph the experience. Include one photograph of yourself standing beside the railroad car.

5. Create a scrapbook of the experience which documents the Whitwell project, notes the important events and consequences, includes an annotated time-line (meaning that you give a bit of explanation), and the photographs of the trip to the museum.

6. Submit the project to the English instructor the first week of school.

Mt. Olivet Cemetery Journal

The objectives of this project are to expose students to cemetery art, to enable students to visualize the significance of historical figures as reflected in that art, and to provide an opportunity for students to write personal responses to the experience.

1. Visit Mt. Olivet Cemetery on Lebanon Road, Nashville (255-4193).

2. Stop at the funeral home located at the entrance and pick up the audio tape and tape player (free of charge). Complete the tour either by car or as a walking tour. Follow the directions on the tape.

3. Select 10-12 of the 26 noted stops to photograph. Include yourself in one of the photographs.

4. Write a journal entry for each of the 10-12 selected stops. Include in each entry:

- why the marker was selected,
 - what connections can be made between the marker and the figure buried there,
 - what personal responses are evoked from the selected monument,
 - what connections can be drawn from the memorial and other artistic life experiences, and,
 - in what ways has this exposure enlightened and created an awareness of Nashville's and Tennessee's historical figures?
- Include any other appropriate remarks or thoughts about the

experience.

5. Create a scrapbook which includes the photographs and the personal responses to each of the 10-12 photographed sites.

6. Submit the project to the English instructor the first week of school
*be sure to return the audio tape and tape player to the funeral home when leaving

Reflections on a Bicentennial Walk

The objectives of this project are to visualize Tennessee history and to record personal thoughts and observations about noteworthy quotations.

1. Walk the Bicentennial Mall State Park in downtown Nashville.
2. Discover ten quotations from noted writers or historians incorporated into the Mall's presentation of Tennessee history. Include Father Abram J. Ryan's poem as one of the quotations.
3. Photograph the selected quotations. Be sure to include the author's, poet's, or historian's name with the quotation.
4. Create a reflective journal which includes:
 - a brochure from the Visitors Center of the Bicentennial Mall State Park,
 - a photograph of each quotation displayed on the Mall,
 - the quotation and the author, and
 - an 8-10 sentence reflective entry for each photograph and quotation which discusses personal observations and the significance for each selected quotation for history as well as for contemporary life.
5. Title the journal.
6. Submit the project to the English instructor the first week of school.

Tour of Historic Buildings at Fisk University

The objectives of this project are to visit historic buildings at the oldest university in Nashville, to reflect on the impact of Fisk University on the Nashville community, and to create a photographic journal.

1. Contact Fisk University at least a week in advance to schedule a tour of the university.
2. Visit three of the following historic buildings at Fisk University.
 - The Fisk Memorial Chapel
 - Jubilee Hall
 - Old Library
 - The Administration Building, Erastus Milo Cravath Library
 - Talley-Brady Hall
 - Chemistry Building
 - The Academic Building, Carnegie Library
 - The Fisk University Library
 - The Little Theatre
3. Photograph significant features of each building. A minimum of five photographs for each building is required. Include a photograph of yourself at one of the buildings. Include a photograph of the murals of

Aaron Douglas in the Administration Building.

4. Interview the tour guide for historical information and architectural notations or modifications. Include a photograph of the tour guide. Consult reference books or other printed materials for additional information. Electronic sources may also be used.

5. Create a photo journal with the photographs. For each photograph write a 2-3 sentence statement which explains the significance of the photograph. When was the building constructed? Were there any unusual circumstances surrounding the financing for its construction? Has the building served any other interesting purpose in its history? Include the name of the tour guide with this bibliographic information. Title the journal.

6. Submit the project to the English instructor the first week of school.

Tour of Historic Area Homes

The objectives of this project are to visit area historic homes and to reflect on the impact of these Middle Tennessee families' influences on modern society.

1. Visit three of the following area historic homes. Keep the admission ticket as part of the project.

- Belle Meade Mansion
- The Hermitage
- Sam Davis Home
- Carter House in Franklin
- James K. Polk Home in Columbia
- Carnton in Franklin
- Travelers Rest

*Ask for discount ticket price after purchasing the first ticket.

2. Photograph significant features of each visited home (a minimum of five photographs for each home is required). Note how the home reflects the personality, interests, and character of the family who lived there. Include a photograph of yourself at one of the homes.

3. Interview the tour guide for needed family history. Include a photograph of the tour guide for each home. Consult reference books or other printed material for any other needed information.

4. Create a photo journal with the photographs. For each photograph write a 2-3 sentence statement which explains the significance of the photograph. How does this photographed part of the home reflect the impact of this family on today's society, particularly in Middle Tennessee? Include name of the tour guide for each home. Title the journal.

Symphony Rehearsal Observation

The objectives of this project are to observe proper rehearsal techniques for a symphony orchestra, to recognize various orchestral instruments in an orchestra, and to become aware of the role of different instruments in an orchestra.

1. Contact the Nashville Symphony Association (329-3033) for rehearsal times.

2. Attend a Nashville Symphony rehearsal.

3. Listen to the discussion which follows the rehearsal.

4. Record the events of the rehearsal including anything learned during discussion of the rehearsal or noticed during the rehearsal. What impressions seem strongest? Why?

5. Take pictures of the Symphony Center, the rehearsal (if allowed) and incorporate these pictures and your own thoughts into a photo journal. Include observations, impressions, and discoveries.

The Natchez Trace Parkway

The objectives of this project are to experience an historical way to travel from Tennessee's past and to document that experience through photojournalism.

1. Enter the Natchez Trace Parkway at Highway 100 or 96.
2. Drive the Trace and stop at least 8 sites of interest. Photograph the historic stops, the natural scenery, and animals. An alternative to driving is to bike the trace. If biking, record at least 6 sites of interest. Complete this project with a travel partner.
3. Create a photo journal of the experience. Photograph the sites of interest as well as other places or scenes. Include a photograph of yourself. Under each photograph, label the place; document its significance in the history of the trace. Include any folklore or other items of interest. Note reactions and impressions gained from the experience. Note also the date, the time spent on the trace, and the name of the travel partner. Include a descriptive paragraph at the conclusion of the journal which identifies information learned about Tennessee's oldest travel route.

Grassmere Historic Farm at the Nashville Zoo

1. Visit the Nashville Zoo at Grassmere, specifically focusing on the Historic Farm
2. Admission price is included in general zoo admission (\$14.00 for adults and teens).
3. Take a tour of the mansion and thoroughly explore the grounds.
4. Write a descriptive summary of what you see and hear in the house. (photos will not be allowed inside).
5. Then, create a photo record of some of the more interesting things you see on the grounds.
6. Alongside each photo, in carefully crafted, well-written sentences, explain what the item or area is and why you found it interesting.

The Nashville Zoo at Grassmere

The objective of this activity is to become aware of activities, opportunities, and knowledge available through the Nashville Zoo, with a focus on habitat, survival, conservation efforts, and animal adoption.

1. Visit the Nashville Zoo at Grassmere.
2. Admission for teens is \$14.00.
3. Follow the zoo map to visit all the animal exhibits, being sure to pay attention to displays about animal habitats, special attempts being made to preserve the species, and any other conservation or ecological information.
4. Look online or inquire while you are at the zoo about the animal adoption program. Which animals are available for adoption? What is required? Which animal would you select and why?
5. Demonstrate, through writing and photos, highlights of what you learn, being sure to describe and inform.

*******IN THE EVENT THAT YOU HAVE PLANNED AN EXCEPTIONAL SUMMER EXPERIENCE SUCH AS TRAVEL TO ANOTHER COUNTRY, A MISSION TRIP, ETC., YOU MAY HIGHLIGHT THE MAIN EVENTS OF THIS EXPERIENCE IN PLACE OF THE ABOVE SUGGESTED ENRICHMENT ACTIVITIES. BE SURE TO INCLUDE PHOTOS AND WRITING IN YOUR PRESENTATION.*******

*******If you discover that one element or another requested above is unavailable at the site, simply omit it and continue with the assignment. As long as you are taking photos and writing, you will probably be okay.*******

