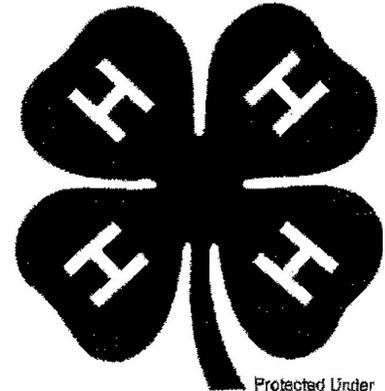


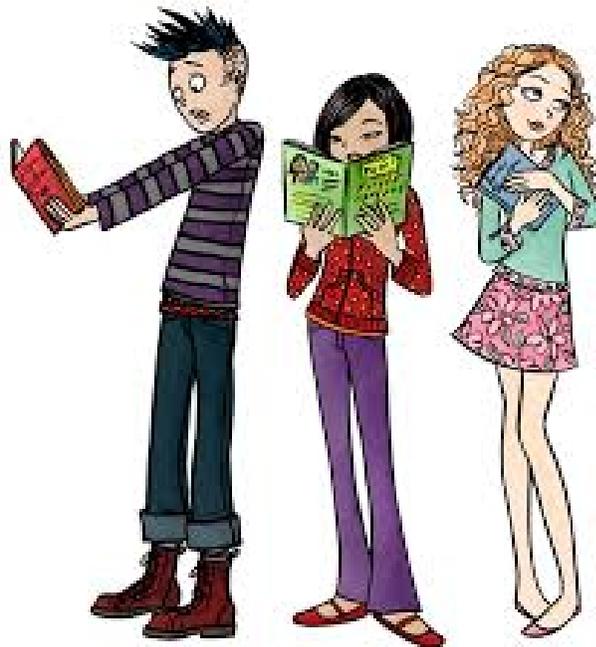
Montgomery County 4-H Curriculum
"To make the Best Better"

Reading For Fun



Protected Under
18 U.S.C. 707

When I look back, I am so impressed again
with the life-giving power of literature.
If I were a young person today, trying to gain a sense of
myself in the world, I would do that again by reading,
just as I did when I was young.
~ Maya Angelou ~



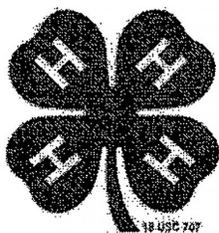
Purdue Extension

Montgomery County
Extension
400 Parke Avenue
Crawfordsville In 47933

Phone: 765-364-6363
Fax: 765-362-7315

Level Three Grades:9-12

It is the policy of the Purdue Cooperative Extension Service, David C. Petritz, Director, that all persons shall have equal opportunity and access to the programs and facilities without regard to race, color, sex, religion, national origin, age, marital status, parental status, sexual orientation, or disability. Purdue University is an Affirmative Action



4-H Reading Project

Level 1 Grades 3-5

Level 2 Grades 6-8

Level 3 Grades 9-12

This project was developed to promote children's enjoyment of literacy and reading. Literacy skills help students to achieve in school and life. Literacy attainment has been shown to have life time effects.

"Success in literacy learning during the primary grades is even more indicative of later literacy achievement. Seventy-four percent of children who perform poorly in reading in third grade continue to do so into high school, further underlining the importance of preparing children to enter school ready to learn (Fletcher & Lyon, 1998)."

As stated in the Developing Early Literacy Report of the National Early Literacy Panel (National Institute for Literacy, 2008)

4-H Reading Project Rules

1. Books must have been read between the previous 4-H Fair and July 1 of the current 4-H program year.
2. The participant will read five (5) books by selecting three (3) books of his or her choice plus at least two (2) books from the Indiana Recommended Reading List within or above the member's project grade level. All five of a member's selections may come from the recommended reading list. A list is included with the project booklet for each level. The lists can also be found electronically (for the most current changes) at:
<http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/readinglist.shtml>
3. Complete the record sheet, the last page of the project book. Turn the record sheet in with your exhibit and with your green book at completion of the 4-H Fair.

This project was developed through a partnership with Montgomery County Extension Homemakers. It is a part of their Literacy Attainment Initiative. 2008

J. Dugan

Reviewed by: Kelly Shannon, third grade teacher Tim Saylor, sixth grade teacher Rodney Simpson, School Principal
Sherry Legg-Young, Youth and Leadership Educator Montgomery County

At the 4-Her's option, an exhibit may be entered in the 4-H fair, representing a particular book, author, idea, or as an overall display of the learning that occurred as a result of the member's participation in the reading project. Exhibit options are listed with the project booklet.

4-H Reading Project

Level Three Grades 9-12

Directions: Please choose one of the project items to complete as your exhibit. You can display a poster, a notebook, or as specified in the last category listed.

Please Choose One:

Poster

1. Make a poster of interesting words. Categorize by parts of speech, colorful language, etc.

Identify their parts of speech and illustrate them.

Complete by using any number of these suggestions:

1. Describing words such as adjectives/adverbs can be illustrated to show what you imagined as you were reading these words

2. Action Verbs could be illustrated and defined

3. Idioms can be illustrated with examples of how they related to the text

Definition of an idiom: a natural manner of speaking to a native speaker of the language

Example of an idiom: A Chip on your Shoulder, Piece of Cake, or Apple of My Eye

4. Identify and use the literal and figurative meanings of words and understand the origins of words.

Example: Understand figurative language when reading text, such as She shot me a glance that would have made a laser beam seem like a birthday candle.

(Larry Servais)

5. Distinguish between what words mean literally and what they imply and interpret what the words imply. (Core Standard)

Example: Analyze both the literal and the implied meaning of phrases when reading text, such as We had a permissive father. He permitted us to work. (Sam Levinson)

2. Present in an organizer such as a concept map the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.

Example: Read three or more nonfiction texts about black holes: Black Holes by Heather Couper et al.; Black Holes by Jean-Pierre Luminet et al.; articles identified using the

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Reader's Guide to Periodical Literature; or an online database of articles. Take notes that describe black holes and identify quotes that can be used in writing a paper that cites the sources.

3. Informational Critique:

Critique the logic of functional documents (such as an appeal to tradition or an appeal to force) by examining the sequence of information and procedures in anticipation of possible reader misunderstandings. Present in a timeline or organizer the elements of the text, then include a brief critique of why it does or does not lend to understanding of the material indicating examples from the text.

Example: Evaluate a document that gives a set of expectations and rules for behavior. This could be a school's code of ethics, an extracurricular organization's constitution and bylaws, or it could be a set of local, state, or federal laws. Evaluate the way the document is written and whether the expectations for readers are clear.

4. Features of Literature:

Explain the relationship between the purposes and the characteristics of different forms of dramatic literature (including comedy, tragedy, and dramatic monologue). Indicate the title of the text and include why it was written in its form.

*Example: Compare plays with similar themes, such as the theme of prejudice in *Twelve Angry Men* by Reginald Rose and *The King and I* by Richard Rodgers and Oscar Hammerstein II.*

5. Create an artistic expression of the way you envision the theme, topic or scene of your text.

Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.

(Definition of **genres**: category or type ex: mystery, science fiction, non-fiction)

*Example: Consider the theme of the relationship between nature and humans. Read different works on the theme, including a poem praising the beauty of nature (such as John Greenleaf Whittier's "Snowbound"), a novel in which elements of nature play a large role (such as *My Antonia* by Willa Cather), or a play (such as Shakespeare's *The Tempest*).*

6. Create an artistic expression of the way you envision the theme. Include a comparison of works that express a universal theme and provide evidence to support the views expressed in each work. *Example: Analyze and compare selections from Russell Baker's*

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Growing Up, Ed McClanahan's Natural Man, and Reynolds Price's Long and Happy Life as variations on a theme.

7. Create an artistic expression of something or someone who depicts the time period of which the text is from. Include an analysis of the way in which a work of literature is related to the themes and issues of its historical period.

Example: Read selections that are connected to a certain period in history, such as "The Legend of Sleepy Hollow" by Washington Irving and Our Town by Thornton Wilder. Describe the role that the time period plays in these works and analyze the author's perspective on the period.

8. Draw what you envisioned as you read your text when coming across an especially descriptive phrase. Distinguish between what words mean literally and what they imply, and interpret what words imply.

Example: Understand descriptive phrases when reading, such as A man's feet must be planted in his country, but his eyes should survey the world (George Santayana) or We must be the change we wish to see in the world (Gandhi).

9. Make a poster with three main conclusions you have made from your text. These must be reasonable statements and draw conclusions about a text, supporting them with accurate examples. Use an organizer to display your conclusions and to show why you came to these conclusions. Try to convince the readers your conclusions are accurate and true.

Notebook

These exhibit options can be displayed as a notebook:

10. Analysis of Grade-Level-Appropriate Nonfiction and Informational Text:

Identify the text and author or authors or editing group

Create relevant questions about readings on issues or topics that can be researched.

Example: Read about some of the different cultures described in African Beginnings by James Haskins, Kathleen Benson, and Floyd Cooper. Generate researchable questions about how and why the cultures developed as differently as they did.

11. Present in an organizer such as a concept map or other organizer, the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension. Include your sources with the organizer.

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Example: Read three or more nonfiction texts about black holes: Black Holes by Heather Couper et al.; Black Holes by Jean-Pierre Luminet et al.; articles identified using the Reader's Guide to Periodical Literature; or an online database of articles. Take notes that describe black holes and identify quotes that can be used in writing a paper that cites the sources. Informational Critique:

Critique the logic of functional documents (such as an appeal to tradition or an appeal to force) by examining the sequence of information and procedures in anticipation of possible reader misunderstandings. Present in a timeline or organizer the elements of the text, then include a brief critique of why it does or does not lend to understanding of the material indicating examples from the text.

Example: Evaluate a document that gives a set of expectations and rules for behavior. This could be a school's code of ethics, an extracurricular organization's constitution and bylaws, or it could be a set of local, state, or federal laws. Evaluate the way the document is written and whether the expectations for readers are clear.

12. Create an artistic expression of the way you envision the theme, topic or scene of your text. Compare and contrast the presentation of a similar theme or topic across genres (different types of writing) to explain how the selection of genre shapes the theme or topic.

Example: Consider the theme of the relationship between nature and humans. Read different works on the theme, including a poem praising the beauty of nature (such as John Greenleaf Whittier's "Snowbound"), a novel in which elements of nature play a large role (such as My Antonia by Willa Cather), or a play (such as Shakespeare's The Tempest).
13. Interpret and evaluate the impact of ambiguities, subtleties, contradictions, and ironies in a text.

Example: After reading The Bridge of San Luis Rey by Thornton Wilder or "The Monkey's Paw" by W.W. Jacobs or "The Necklace" by Guy de Maupassant, discuss the ironies revealed by the story.
14. Read first-hand accounts and newspaper accounts of an historical event, such as the sinking of the Titanic, and compare them to more recent texts about the event. Write a letter to the author. Talk about in the letter artistic qualities of style, including the impact of speech and figurative language on tone, mood, and theme.

Example: Read Jurassic Park by Michael Crichton or The Perfect Storm by Sebastien Junger and evaluate the way the author's style and descriptions help

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create a mood of tragedy and suspense.

15. Write a letter to the author and evaluate the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.

Explain why you agree or disagree with the author.

*Example: Evaluate the theme of a work, such as *The Return of the Native* by Thomas Hardy. Locate the words or passages that support this understanding.*

16. Write a journal entry that explores ways in which poetry or prose uses imagery, personification, figures of speech, and sounds to evoke readers' emotions.

Example: Respond to and compare a variety of poems that serve as examples of the poem's power, such as Robert Browning's "My Last Duchess," Elizabeth Bishop's "Fish," Robert Frost's "Out, Out . . .," and Amy Lowell's "Patterns."

As Specified:

These exhibit options can be displayed as specified:

17. Create two life size figures of a character and display short excerpts of interactions between characters in a literary text and explain the way those interactions affect the plot.

*Example: Discuss the development of the different characters in Charles Dickens' *Great Expectations*. Create a sculpture of a character. Use any combination of soap, wood, clay, sticks, wire, stones, old toy pieces, or any other object. Display short excerpts of interactions between characters in a literary text and explain the way those interactions affect the plot.*

*Example: Discuss the development of the different characters in Charles Dickens' *Great Expectations*.*

18. Create a life size figure of character. Determine characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves) and convey character traits in your display.

*Example: Read works, such as *The Secret Diary of Adrian Mole, Aged 13 ¾* by Sue Townsend or *Spoon River Anthology* by Edgar Lee Masters, and describe the characters, citing specific examples from the text to support this description.*

19. Create a sculpture of a character. Use any combination of soap, wood, clay, sticks, wire, stones, old toy pieces, or any other object. Determine characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak

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out loud to themselves) and convey character traits in your display.

*Example: Read works, such as *The Secret Diary of Adrian Mole, Aged 13 ¾* by Sue Townsend or *Spoon River Anthology* by Edgar Lee Masters, and describe the characters, citing specific examples from the text to support this description.*

20. Create a diorama of a scene from your text which includes one of the following functions that is central to the text. Identify and describe the function of dialogue, soliloquies, asides, character foils, and stage designs in dramatic literature that occurred in the scene.

- Dialogue: a conversation between two characters
 - Soliloquies: long speeches in which characters, on stage alone, reveal inner thoughts aloud
 - Asides: words spoken by characters directly to the audience
 - Character foils: characters who are used as contrast to another character
 - Stage designs: directions and drawings for the setting of a play
-

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Indiana Reading List



Level 4

Grades 9 – 12

Designed as a companion piece to Indiana's Academic Standards in English/Language Arts, the following selections of the Indiana Reading List illustrate the quality and complexity of the suggested reading materials for students in Grades 9 – 12. The Indiana Reading List is not required reading nor is it meant to be all-inclusive. Teachers and parents are encouraged to review the selections to ensure suitability for the individual student.

Fiction: Classic and Contemporary

The Abduction –
Newth, Mette and Tiina Nunnally

The Adventures of Augie March –
Bellow, Saul

The Adventures of Huckleberry Finn
– Twain, Mark

The Age of Innocence –
Wharton, Edith

Animal Farm – Orwell, George

The Assistant – Malamud, Bernard

Autobiography of Miss Jane Pittman
– Gaines, Ernest J.

The Bean Trees –
Kingsolver, Barbara

Billy Budd – Melville, Herman

Bless Me, Ultima – Anaya, Rudolfo

Buried Onions – Soto, Gary

Catcher in the Rye – Salinger, J.D.

Ceremony – Silko, Leslie Marmon

The Contender – Lipsyte, Robert

Crime and Punishment –
Dostoyevsky, Fyodor

Davita's Harp – Potok, Chaim

Frankenstein – Shelley, Mary

A Girl of the Limberlost –
Stratton-Porter, Gene

Great Expectations –
Dickens, Charles

The Great Gatsby –
Fitzgerald, F. Scott

Heart of Darkness – Conrad, Joseph

House on Mango Street –
Cisneros, Sandra

If Beale Street Could Talk –
Baldwin, James

In the Time of the Butterflies –
Alvarez, Julia

Invisible Man – Ellison, Ralph

Jane Eyre – Bronte, Charlotte

The Joy Luck Club – Tan, Amy

The Magnificent Ambersons –
Tarkington, Booth

The Metamorphosis – Kafka, Franz

Of Mice and Men – Steinbeck, John

The Old Man and the Sea –
Hemingway, Ernest

*A Portrait of the Artist as a Young
Man* – Joyce, James

Pride and Prejudice – Austen, Jane

The Return of the Native –
Hardy, Thomas

The Scarlet Letter –
Hawthorne, Nathaniel

Sense and Sensibility – Austen, Jane

A Separate Peace – Knowles, John

Shoeless Joe – Kinsella, W. P.

Silas Marner – Eliot, George

The Sound and the Fury –
Faulkner, William

The Stranger – Camus, Albert

Things Fall Apart – Achebe, Chinua

To Kill a Mockingbird – Lee, Harper

To the Lighthouse – Woolf, Virginia

Typical American – Jen, Gish

Wheels for Walking –
Richmond, Sandra

Historical Fiction

All Quiet on the Western Front –
Remarque, Erich Maria

A Bell for Adano – Hersey, John

Beyond the Burning Time –
Lasky, Kathryn

Cry, the Beloved Country –
Paton, Alan

A Farewell to Arms –
Hemingway, Ernest

Freedom Road – Fast, Howard

The Grapes of Wrath –
Steinbeck, John

The Jungle – Sinclair, Upton

My Antonia – Cather, Willa

The Red Badge of Courage –
Crane, Stephen

A Tale of Two Cities –
Dickens, Charles

This Strange New Feeling –
Lester, Julius

Science Fiction/Fantasy

1984 – Orwell, George

2001: A Space Odyssey –
Clarke, Arthur C.

Brave New World – Huxley, Aldus

Fahrenheit 451 – Bradbury, Ray

Foundation – Asimov, Issac

The Lord of the Rings –
Tolkien, J. R. R.

The Martian Chronicles –
Bradbury, Ray

The War of the Worlds – Wells, H.G.

Watership Down – Adams, Richard



Folklore/Fairy Tales/Mythology

The Acts of King Arthur and His Noble Knights – Steinbeck, John

The Adventures of Ulysses – Evslin, Bernard

Beowulf – author unknown

Greek Mythology – Hamilton, Edith

The Iliad – Homer

Le Morte D'Arthur – Malory, Sir Thomas

The Metamorphoses – Ovid

Mules and Men – Hurston, Zora Neale

North American Indian Mythology – Burland, Cottie Arthur

The Odyssey – Homer

The Once and Future King – White, T.H.

The Power of Myth – Campbell, Joseph

Treasury of Irish Folklore – Colum, Padriac (ed.)

The Way to Rainy Mountain – Momaday, N. Scott

Poetry

“The Bean Eaters” – Brooks, Gwendolyn

The Canterbury Tales – Chaucer, Geoffrey

“Chicago” – Sandburg, Carl

Selections from *Collected Poems* – Eliot, T. S.

Selections from *The Collected Poems* – Plath, Sylvia

The Complete Poems of Emily Dickinson – Dickinson, Emily

Selections from *Complete Poetical Works* – Lowell, Amy

Selections from *The Complete Poetical Works* – Riley, James Whitcomb

“Easter 1916” and “Sailing to Byzantium” – Yeats, William Butler

“Fish” – Bishop, Elizabeth

“I Hear America Singing” and “O Captain! My Captain!” – Whitman, Walt

“I Wandered Lonely as a Cloud” – Wordsworth, William

“In Memoriam” – Tennyson, Alfred Lord

“One More Round” and “Human Family” – Angelou, Maya

Selections from *Poems of Pablo Neruda* – Neruda, Pablo

Selections from *The Poetical Works* – Shelley, Percy Bysshe

Selections from *The Poetry of Robert Frost* – Frost, Robert

“The Raven” and “Annabel Lee” – Poe, Edgar Allan

“The Rime of the Ancient Mariner” – Coleridge, Samuel Taylor

Selections from *Selected Poems* – Heaney, Seamus

Selections from *Selected Poems of Langston Hughes* – Hughes, Langston

Selections from *Sonnets* – Keats, John

Selections from *Sonnets* – Shakespeare, William

Selections from *Spoon River Anthology* – Masters, Edgar Lee

“The Tiger” and “The Lamb” – Blake, William

“To Freedom” and “This Life” – Dove, Rita

Treasury of Great Poems – Untermeyer, Louis (ed.)

Short Stories

“Bartleby the Scrivener” – Melville, Herman

Selections from *The Best Short Stories* – Drieser, Theodore

Selections from *The Collected Short Stories* – Welty, Eudora

“The Egg” – Anderson, Sherwood

“Gift of the Magi” – Henry, O.

“The Lady or the Tiger” – Stockton, Frank

“The Life You Save May Be Your Own” – O’Conner, Flannery

“The Lottery” – Jackson, Shirley

“The Red Convertible” – Erdich, Louise

“The Richer, the Poorer” – West, Dorothy

Selections from *Short Stories* – Chekov, Anton

“The Story of Poe” – Ade, George

Selections from *Tales and Poems of Edgar Allan Poe* – Poe, Edgar Allan

“Two or Three Things I Know for Sure” – Allison, Dorothy

“What Means Switch?” – Jen, Gish

“Where Have You Been, Where Are You Going?” – Oates, Joyce Carol

“The White Heron” – Jewett, Sarah Orne

“Young Goodman Brown” – Hawthorne, Nathaniel

Drama

Antigone – Sophocles

The Crucible – Miller, Arthur

Death of a Salesman – Miller, Arthur

A Doll’s House – Ibsen, Henrik

Fences – Wilson, August

The Glass Menagerie – Williams, Tennessee

Hamlet – Shakespeare, William

Julius Caesar – Shakespeare, William

Macbeth – Shakespeare, William

Oedipus Rex – Sophocles

Pygmalion – Shaw, George Bernard

A Raisin in the Sun – Hansberry, Lorraine

Romeo and Juliet – Shakespeare, William

The Tempest – Shakespeare, William

Twelve Angry Men – Rose, Reginald

Waiting for Godot – Beckett, Samuel



Essays and Speeches

- “Choice: A Tribute to Martin Luther King, Jr.” – Walker, Alice
- “Day of Infamy” – Roosevelt, Franklin D.
- “Declaration of Independence” – Jefferson, Thomas
- “The Fire Next Time” – Baldwin, James
- “Floyd Patterson: The Essence of a Competitor” – Oates, Joyce Carol
- “The Gettysburg Address” – Lincoln, Abraham
- “House Divided” – Lincoln, Abraham
- “I Have a Dream” – King, Martin Luther, Jr.
- “I Will Fight No More Forever” – Chief Joseph
- Inaugural Address, 1961 – Kennedy, John F.
- “Letter from Birmingham Jail” – King, Martin Luther, Jr.
- Nobel Prize Acceptance Speech, 1950 – Faulkner, William
- Selections from *Pilgrim at Tinker Creek* – Dillard, Annie
- “Self-Reliance” – Emerson, Ralph Waldo
- “Sharing the American Dream” – Powell, Colin
- Selections from *A Small Place* – Kincaid, Jamaica
- “Straw Into Gold” – Cisneros, Sandra
- “We Will Never Surrender” – Churchill, Winston

Nonfiction: Science, Social Studies, and Mathematics

- Americans: The National Experience* – Boorstin, Daniel
- The Assassination of Lincoln: History and Myth* – Lewis, Lloyd
- Black Holes and Baby Universes and Other Essays* – Hawking, Stephen
- Black Like Me* – Griffin, John Howard
- A Brief History of Time* – Hawking, Stephen

- Coming of Age in the Milky Way* – Ferris, Timothy
- Connections* – Burke, James
- Cosmos* – Sagan, Carl
- Constitution of the United States of America: The Preamble*
- The Creators* – Boorstin, Daniel
- The Day the Universe Changed* – Burke, James
- Democracy in America* – de Tocqueville, Alexis
- The Discoverers* – Boorstin, Daniel
- The Einstein Paradox and Other Mysteries Solved by Sherlock Holmes* – Bruce, Colin
- Ernie’s War: The Best of Ernie Pyle’s World War II Dispatches* – Nichols, David (ed.)
- Full Steam Ahead: The Race to Build the Transcontinental Railroad* – Blumberg, Rhoda
- HerStory: Women Who Changed the World* – Ashby, Ruth (ed.)
- A Hoosier Holiday* – Dreiser, Theodore
- The Immense Journey* – Eisley, Loren
- In the Spirit of Crazy Horse* – Mathiessen, Peter
- Lisa and David* – Rubin, Theodore
- Lives of a Cell: Notes of a Biology Watcher* – Thomas, Lewis
- The Mathematical Tourist: Snapshots of Modern Mathematics* – Peterson, Ivars
- A Mathematician’s Apology* – Hardy, G. H.
- The Meaning of It All* – Feynman, Richard
- The Mind’s Sky: Human Intelligence in a Cosmic Context* – Ferris, Timothy
- The Mismeasure of Man* – Gould, Steven Jay
- New Kids in Town: Oral Histories of Immigrant Teens* – Bode, Janet
- Now Is Your Time! The African American Struggle for Freedom* – Myers, Walter Dean

- On Growth and Form* – Thompson, D’Arcy
- Riding the Rails: Teenagers on the Move During the Great Depression* – Uys, Errol Lincoln
- Roots* – Haley, Alex
- The Seven Habits of Highly Effective People* – Covey, Stephen
- Shakespeare’s Theatre* – Morley, Jacqueline
- Silent Spring* – Carson, Rachel
- Tell Them We Remember: Story of the Holocaust* – Bachrach, Susan D.
- The Third Wave* – Toffler, Alvin
- Thursday’s Universe* – Bartusiak, Marcia
- Time’s Arrows* – Morris, Richard
- To Be a Slave* – Lester, Julius
- The World of Mathematics* – Newman, James

Biography/Autobiography

- Growing Up* – Baker, Russell
- Alexander Graham Bell: Making Connections* – Pasachoff, Naomi
- John Wilkes Booth: A Sister’s Memoir* – Clarke, Asia Booth
- Out of Darkness: the Story of Louis Braille* – Freedman, Russell
- The Childhood Story of Christy Brown* [previously *My Left Foot*] – Brown, Christy
- Madame Curie* – Curie, Eve
- Narrative of the Life of Frederick Douglass* – Douglass, Frederick
- Barrio Boy* – Galarza, Ernesto
- Gandhi, Great Soul* – Severance, John
- The Story of My Life* – Keller, Helen
- The Woman Warrior* – Kingston, Maxine Hong
- Home Before Night* – Leonard, Hugh
- Winning Ways: A Photohistory of Women in Sports* – Macy, Sue
- Blue Highways* – Moon, William Least Heat
- Franklin Delano Roosevelt* – Freedman, Russell



*Not for Ourselves Alone: The Story of
Elizabeth Cady Stanton and
Susan B. Anthony* –
Ward, Geoffrey

*Tall Chief: America's Prima
Ballerina* –
Tallchief, Maria

Walden – Thoreau, Henry David

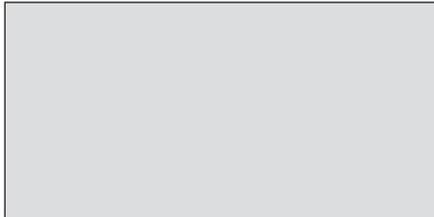
Night – Wiesel, Elie

One Writer's Beginnings –
Welty, Eudora

*Passion to Know: The Scientists of
Today's World* – Wilson, Mitchell

The Right Stuff – Wolfe, Tom

*Black Boy: A Record of Childhood
and Youth* – Wright, Richard



Questions?

The Indiana Reading List is a suggested reading resource for students and teachers. Check with your local school to see if there is a required reading list. For additional information or questions, call the office of Program Development at 1.800.527.4930 or visit the Web site for the standards at: www.doe.state.in.us/standards.

This document may be duplicated and distributed as needed.

Reading for Fun

Year _____

Name _____ Grade _____

Club _____ Years in 4-H _____

- Read a minimum of five books, two of which are from recommended list at <http://www.doe.state.in.us/standards/readinglist.html>. All may be from recommended list.
- Books must have been read between the previous 4-H Fair and July 1 of current program year.
- Choose an option from the list in the manual to exhibit at the 4-H Fair.
- Prepare notebook to be entered with 4-H exhibit and include this form and report form along with other project information.

Books		Fiction, Non fiction, Fairy Tale, Science Fiction, etc.	Did you enjoy the book? Would you recommend it?	Was book from Indiana Recommended Reading list?
Title	Author			
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

Please answer the following questions:

1. What was your favorite book? Why?

2. Did you read or share your books with anyone? What book did you share? Who did you share it with?

3. Did you complete any community service projects through the completion of this project?

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J. Dugan