

2019 English I Honors Summer Reading Assignment



Rising 8th Grade Students Previously Enrolled in 7th Grade Gifted English Language Arts And Rising 9th Grade Students Previously Enrolled in 8th Grade Accelerated English Language Arts

ALL rising 9th grade students previously enrolled in 8th Grade Accelerated English Language Arts AND **ALL** rising 8th grade students previously enrolled in 7th grade Gifted English Language Arts are encouraged to read the AAP approved novel, *The Book Thief* by Markus Zusak **AND** a book of their choice found on the list below. Parents and Guardians, please review the selections with your student. Have your student select a different book and author, if you object to a selection for any reason.

Students are to complete assignments on both the approved AAP novel and a novel from the list below. Students should be prepared to take an assessment on the approved novel and possibly the self-selected novel the first few weeks of school at their respective school sites.

Book Choices

Students are encouraged to select **ONE** of the choices below in addition to the AAP approved selection to complete their summer reading assignments.

Half of a Yellow Sun by Ngozi Adichie (soul searching, choices, making decisions)
Uglies by Scott Westerfield (self-esteem, self-worth, acceptance)
Speak by Laurie Halse Anderson (social justice and accountability)
Extremely Loud and Incredibly Close by Jonathan Safran Foer (9/11)
The Secret Life of Bees by Sue Monk Kidd (friendship and revelation)
A Separate Peace by John Knowles (adolescence and coming of age)
Unbroken: A WW II Story of Survival, Resilience and Redemption by Laura Hillenbrand (biography)
On the Beach by Nevil Shute (adventure)
The Water is Wide by Pat Conroy (memoir)
Copper Sun by Sharon Draper (ownership)
Just Mercy: A Story of Justice and Redemption by Bryan Stevenson (justice, mercy and humanity)
The Book Thief by Markus Zusak (mortality, language, reading, writing, and love)
Laughing at My Nightmare by Shane Burcaw (memoir)
Animal Farm by George Orwell (power, leadership and class)
A Gathering of Old Men by Ernest Gaines (African-American historical fiction)
A Long Way Gone by Ishmael Beah (memoir)
All the Light We Cannot See by Anthony Doerr (historical fiction/2015 Pulitzer Prize)
Dracula by Bram Stoker (mystery/horror)
Fahrenheit 451 by Ray Bradbury (Dystopian)
The Education of Margot Sanchez by Lilliam Rivera (identify and self-acceptance)
Hidden Figures by Margot Lee Shetterly (social justice and feminism)
The Other Wes Moore by Wes Moore (coming of age)

The Hate U Give by Angie Thomas (social justice)
A Lesson Before Dying by Ernest J. Gaines (social justice)
Sula by Toni Morrison (African American literature, friendship, and revelation)
A Tree Grows in Brooklyn by Betty Smith (coming of age)
Small Great Things by Jodi Picoult (race and social justice)
Cry the Beloved Country by Alan Paton (social justice, accountability, family/community dynamics)
Having Our Say by A. Elizabeth Delany, Sarah L. Delany, and Amy Hill Hearth (biography/oral history)
Outcasts United: An American Town, a Refugee Team, and One Women’s Quest to Make a Difference
 by Warren St. John (nonfiction)
The Glass Castle by Jeannette Walls (nonfiction)
The Iliad by Homer (Greek epic)
Travels with Charley by John Steinbeck (nonfiction/travelogue)
Fever by Laurie Halse Anderson (historical fiction)
The Glory Field by Walter Dean Myers (historical fiction)
The Poet X by Elizabeth Acevedo (contemporary fiction)
Dear Martin by Nic Stone (contemporary fiction)
Beowulf by Unknown (classic, poetry)
The Namesake by Jhumpa Lahiri (Pulitzer Prize, fiction)
Warriors Don’t Cry by Melba Patella Beals (memoir)

Summer Reading Assignment

Students have the option of choosing from the **TWO** formats listed below. They may elect to use the same format for both books or they may use one of each.

OPTION ONE: Chapter Summary and Personal Reaction

As students read their summer reading selections, they should complete the following:

1. Keep a chapter by chapter journal that includes a summary of the relevant plot information for **each** chapter. These journal entries should also include personal reactions to events.
2. Make notes of the characters and how they develop though out the book.
3. Note significant quotes and page numbers that are relevant to them.

OPTION TWO: Double Entry Journal

Students are required to have **20** entries that represent their entire book. They may opt to type their journal entry or write it neatly in a composition book. Below is an example of the format that students will use from the novel ***Their Eyes Were Watching God*** by Zora Neale Hurston.

Quote from the Text	My Response
1. “The young girl was gone, but a handsome woman had taken her place. She tore off the kerchief from her head and let down her plentiful hair. The weight, the length, the glory was there” (87).	1. This is a symbolic moment for Janie. While Joe was alive, he never let her wear her hair down, which illustrated his power over her and the confined life she led because of him. Now that

	he is gone, she is free. Letting her hair down is a symbol of this freedom.
2. "You better sense her intuh things then 'cause Tea Cake can't do nothin' but help her spend whut she got. Ah reckon dat's whut he's after. Throwin'away whut Joe Starks worked hard tuh git together" (111).	2. People think that Tea Cake is just after Janie's inheritance from Joe. This shows how protective Janie's friends are, as well as their suspicious nature. It helps develop the relationships among the characters.

When completing their double entry assignment students are to include the following:

- Copy a quotation with a page number directly from the text that you think is important.
- Respond to the quote in the **My Response** section. **You should describe why you think it is relevant. Do not summarize what the quote says.**

Types of Responses: Use each of these items at least once.

- Describe why you agree or disagree with an observation made by the narrator or a character's action.
- Examine how certain events or details give insight into a character's actions, thoughts, feelings, or motivations.
- Discuss how the order of events creates a particular effect for the reader.
- Examine how a specific character is introduced and developed throughout the text
- Discuss how ideas and events are connected and developed throughout the text.
- Explain a question you have about ideas, events, characters, or a particular passage.
- Make a prediction and explain why you think this will happen.