

Freshmen Summer Reading Assignment 2019

Coming of Age Novels

The House on Mango Street- Sandra Cisneros

The Catcher in the Rye- J.D. Salinger+

Ellen Foster –Kaye Gibbons

The Hate U Give- Angie Thomas+

The Perks of Being a Wallflower-Stephen Chbosky+

She's So Money- Cherry Cheva

Sleeping Freshmen Never Lie- David Lubar

Stargirl- Jerry Spinelli

American Panda – Gloria Chao

Americanized: Rebel without a Green Card – Sara Saedi

Aristotle and Dante Discover the Secrets of the Universe- Benjamin Alire Saenz+

It's Kind of a Funny Story- Ned Vizzini+

A Yellow Raft in Blue Water- Michael Dorris+

Monster- Walter Dean Myers

The Secret Life of Bees- Sue Monk Kidd

Slam- Walter Dean Myers

Speak- Laurie Halse Anderson

Twisted- Laurie Halse Anderson

Born Confused – Tanuja Desai Hidier

Long Way Down – Jason Reynolds

Each book deals with a unique character facing a unique coming of age story. Do a little research into the books, look up the summaries to find out what the books are about.

Many of these books (+) deal with mature themes, so discuss them with your parents before choosing.

You are going to complete several assignments related to this novel, one before school starts, and others throughout the first quarter of the school year, so you want to be familiar with the book.

Assignment: Students will then complete a dialectical journal for one of the novels listed above that must be typed and brought to class during the first week of classes in August 2019.

The “dialectic” was the method Socrates used to teach his students how to be actively engaged in the struggle to derive meaning from an unfamiliar and challenging work. In a dialectical journal, students divide their paper into two columns. One column is labeled TEXT; the other, RESPONSE. As you read, identify certain passages that cause you to stop and respond to what you are reading.

Example: [Students may vary the format but not the required content]

A Tale of Two Cities by Charles Dickens

TEXT (2pts)	RESPONSE (2pts)
1. “It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity; it was the season of Light, it was the season of Darkness, it was the spring of hope, it was the winter of despair, we had everything before us, we were all going direct to Heaven, we were all going direct the other way—in short,	1. What a puzzling opening line! The whole first paragraph is one sentence! Dickens’ first line of the novel is very catchy—“It was the best of times, it was the worst of times...” —that can relate to so many things... it is kind of like going to high school; it is great to get older, but at the same time the worst having to grow up. So, this book is about comparing two places?

the period was so far like the present period, that some of its noisiest authorities insisted on its being received, for good or for evil, in the superlative degree of comparison only” (page 3).	It sounds like the setting(s) of the book are very different, but the same. Who are the authorities that are directing the people to act the way they are? (103 words)
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You will use this model to create your dialectical journal, and your teacher will use this model to evaluate your work.

Please notice in the TEXT column you cite verbatim/word-for-word/direct quote passages from the novel and include quotation marks and page numbers according to MLA format. This document must be TYPED and PRINTED.

For the RESPONSE column, you have several ways to respond to a text:

1. Raise questions about the beliefs and values implied in the text;
2. Give your personal reactions to the passage;
3. Discuss the words, ideas, or actions of the author or characters;
4. Tell what it reminds you of from your own experience or from other literature you have read;
5. Write about what it makes you think or feel;
6. Argue with or speak to the characters or author.

Please DO NOT simply summarize what you are reading. We want you to become an ACTIVE reader where you are responding to the text.

You are required to have at least twenty (10) passages with corresponding responses. Be sure the twenty passages are representative of the entire book. In other words, twenty passages taken only from the first few chapters or even the last few chapters will not be acceptable.

Each text and response combination will be worth (4) points for a total of 100 points for this assignment which will count as a double quiz grade.

- Points will be deducted on the TEXT side for failure to document accurately and completing according to the sample provided.
- Points will be deducted on the response side for superficiality, vagueness, or incompleteness.

Each response must be at least 60 words in length. The WORD COUNT must be listed in the journal response.

Dialectical Journals are due the first week of classes in August 2018. Failure to do this assignment may result in failing the quarter.

Honors English I: Students in Honors English I are asked to read one Coming of Age novel from the above list, and be prepared to discuss it at the beginning of the year.

Honors English students will **ALSO** choose one of the following classic coming of age novels to read and create their dialectical journal, still focusing on the idea of coming of age. **The dialectical journal is due in August 2019**

Novel choices:

A Tale of Two Cities, Great Expectations, or Oliver Twist by Charles Dickens

A Tree Grows in Brooklyn: Betty Smith

Lord of the Flies by William Gerald Golding

Little Women by Louisa May Alcott