

9th Grade Honors English I Summer Reading

Please select one of the following texts to read this summer. As you read, you will complete 15 entries in a dialectical journal.

- *Little Women* by Louisa May Alcott (1868) - fiction; 759 pages
A classic coming-of-age novel that follows the lives of the March sisters as they progress from childhood to womanhood.
- *Great Expectations* by Charles Dickens (1860) - fiction; 536 pages
A literary classic set in England where a humble orphan's life is turned upside down by a secret benefactor, launching him into a world of mystery, ambition, and heartbreak.
- *A Separate Peace* by John Knowles (1959) - fiction; 236 pages
Friendship turns fierce in this hauntingly classic coming-of-age story set at a boys' boarding school during World War II.
- *Heroes, Gods, and Monsters of the Greek Myths* by Bernard Evslin (1966) - informational; 240 pages
An accessible and entertaining guide to Greek myths arranged in four sections: the Gods, Nature Myths, Demigods, and Fables.
- *Blink: The Power of Thinking Without Thinking* by Malcolm Gladwell (2007) - nonfiction; 320 pages
A popular science exploration into the adaptive unconscious - choices that seem to be made in an instant but are far more complex than they appear.
- *Chasing Lincoln's Killer* by James Swanson (2009) - nonfiction; 208 pages
A riveting account of the search for Abraham Lincoln's assassin using archival material, trial manuscripts, and interviews.
- *Killers of the Flower Moon: Adapted for Young Readers* by David Grann (2021) - nonfiction; 336 pages
An adapted version of Grann's bestseller that investigates the shocking crimes against the Osage people.
- *March: Book One* by John Lewis, Andrew Aydin, and Nate Powell (2013) - graphic novel; 128 pages
A vivid graphic novel that offers a first-hand account of John Lewis' struggle and pursuit of civil and human rights.
- *Bomb: The Race to Build – and Steal – the World's Most Dangerous Weapon* by Steve Sheinkin (2018) - nonfiction; 304 pages
A fascinating (and frightening) true story of the creation of the most destructive force that birthed the arms race and the Cold War – the atomic bomb.
- *Dreamland Burning* by Jennifer Latham (2018) - fiction; 400 pages
A dual-narrative historical fiction novel about the 1921 Tulsa Race Riot and modern-day Tulsa. Some bodies won't stay buried. Some stories need to be told.
- *Unwind* by Neal Shusterman (2009) - fiction; 384 pages
A popular dystopian tale of three teens on the run from a government that believes in "unwinding" or body harvesting.
- *When the World Was Ours* by Liz Kessler (2021) - fiction; 328 pages
The story of three young friends whose fates are intertwined during the devastation of the Holocaust. This novel is inspired by a true story.
- *Bikeman: An Epic Poem* by Thomas Flynn (2021) - poetry; 96 pages
Modeled after Dante's *Inferno*, Flynn chronicles the morning of September 11, 2001, through his personal account of the day as a journalist and a survivor.

DIALECTICAL JOURNALS

The term “Dialectic” means “the art or practice of arriving at the truth by using conversation involving question and answer.” Think of your dialectical journal as a series of conversations with the texts we read during this course. The process is meant to help you develop a better understanding of the texts we read. Use your journal to incorporate your personal responses to the texts, your ideas about the themes we cover and our class discussions. You will find that it is a useful way to process what you’re reading, prepare yourself for group discussion, and gather textual evidence for your Literary Analysis assignments.

PROCEDURE:

- Select a title from the approved list as your summer read.
- As you read, choose passages that stand out to you and record them in the left-hand column of the chart (*ALWAYS include page numbers*).
- In the right column, write your response to the text (ideas/insights, questions, reflections, and comments on each passage)
- You **must** label your responses using the following codes:
 - **(Q) Question** – ask about something in the passage that is unclear
 - **(C) Connect** – make a connection to your life, the world, or another text
 - **(P) Predict** – anticipate what will occur based on what’s in the passage
 - **(CL) Clarify** – answer earlier questions or confirm/disaffirm a prediction
 - **(R) Reflect** – think deeply about what the passage means in a broad sense – not just to the characters in the story/author of the article. What conclusions can you draw about the world, about human nature, or just the way things work?
 - **(E) Evaluate** - make a judgment about what the author is trying to say
- Your dialectical journal must have at least 15 entries and cover the entire book.
- Dialectical journals must be typed. A template can be found at the end of this document.
- Bring a copy of your journal to class on the first day of school. If you will not have your laptop, print your journal out for now.
- You will be required to submit your dialectical journal via Canvas during the first week of school and prior to grading.

Sample Dialectical Journal entry: Beyond the Yellow Highlighter

Passages from the text-- Must quote at least 15 per reading assigned. Make sure to number them.	Pg#/#¶	EACH Passage you Quote must relate to one of the following codes above. Make sure to use a variety. Using the same codes for most/all your entries will result in a lower score.
1 "The yellow marks in my college textbooks...did not help me very much." 2 "Annotations do make me read a lot slower and I wish I didn't have to do them. It is so much harder to fake read if you have to annotate like we have to do now. So now I actually read, because it's too hard to fake annotate"	82/1 87/2	(C) I can relate since I often used to highlight what I thought was important and then end up with most of the page highlighted. (C) It is harder to fake annotate--it almost takes more time. (R) People are prone to find the easy way to do something. Since there's really no easy way to annotate--fake or real--it makes sense to really read and think about the texts. (Q) Is it really harder to fake read if you have to annotate? Or does it just take longer?

CHOOSING PASSAGES FROM THE TEXT:

Look for quotes that seem significant, powerful, thought-provoking or puzzling. For example, you might record:

- Effective &/or creative use of stylistic or literary devices
- Passages that remind you of your own life or something you've seen before
- Structural shifts or turns in the plot
- A passage that makes you realize something you hadn't seen before
- Examples of patterns: recurring images, ideas, colors, symbols or motifs.
- Passages with confusing language or unfamiliar vocabulary
- Events you find surprising or confusing
- Passages that illustrate a particular character or setting

RESPONDING TO THE TEXT:

You can *respond* to the text in a variety of ways. The most important thing to remember is that your observations should be ***specific and detailed***. You can write as much as you want for each entry.

Basic Responses

- Raise questions about the beliefs and values implied in the text
- Give your personal reactions to the passage
- Discuss the words, ideas, or actions of the author or character(s)
- Tell what it reminds you of from your own experiences
- Write about what it makes you think or feel
- Agree or disagree with a character or the author

Sample Sentence Starters:

I really don't understand this because...
I really dislike/like this idea because...
I think the author is trying to say that...
This passage reminds me of a time in my life when...
If I were (name of character) at this point I would...
This part doesn't make sense because...
This character reminds me of (name of person) because...

Higher Level Responses

- Analyze the text for use of literary devices (tone, structure, style, imagery)
- Make connections between different characters or events in the text
- Make connections to a different text (or film, song, etc...)
- Discuss the words, ideas, or actions of the author or character(s)
- Consider an event or description from the perspective of a different character
- Analyze a passage and its relationship to the story as a whole

Dialectical Journal

(Q) Question – ask about something in the passage that is unclear

(C) Connect – make a connection to your life, the world, or another text

(P) Predict – anticipate what will occur based on what's in the passage

(CL) Clarify – answer earlier questions or confirm/disaffirm a prediction

(R) Reflect – think deeply about what the passage means in a broad sense – not just to the author of the article. What conclusions can you draw about the world, about human nature, or just the way things work?

(E) Evaluate - make a judgment about what the author is trying to say

(A) Analyze – explain how the author is using rhetoric and language to make point and persuade the audience

Quotation From the Text	Page #/ Para #	Response

