

Incoming 9th Grade Summer Reading

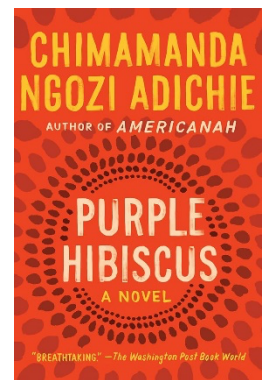
***Purple Hibiscus*, Chimamanda Ngozi Adichie**

Due at the start of WHRL on September, 3rd

Please note: Copies of *Purple Hibiscus* are available at the front desk for students to pick up.

Assignment:

- ☐ Read *Purple Hibiscus*.
 - You may choose to annotate the text in whatever way works best for you (highlighters, written notes, sticky notes, flags). Your annotations are for you and your engagement with the text—they will not be checked or assessed by the teacher.
- ☐ Complete **6** double-entry journals (see directions and example on next page).
 - can be handwritten in pen on lined paper
 - OR
 - can be typed in MLA format and printed



Assessment:

- ☐ You will submit your double-entry journals in WHRL at the start of class on September, 3rd.
- ☐ Your work will be assessed by your WHRL and English teachers.
- ☐ You will have a formative reading quiz in WHRL during the first week of school. After receiving your score on the formative quiz, you will have time to review and refresh your understanding of the novel.
- ☐ Then you will have a summative reading quiz in WHRL during the second week of school.

Expectations:

- Use of **AI** in any way for this assignment is unacceptable. We are interested in seeing what *you* think, not what somebody or something else thinks.

Double-Entry Journals:

A double-entry journal is a way for you to interact with what you are reading, to engage with the words and ideas, and to deepen your understanding of the text. Just like a journal is a space for you to have a “conversation” with yourself by writing your thoughts, feelings, and memories, a double-entry journal is a space for you to have a “conversation” with the text.

Quotation	Personal Response
• “Juicy” quotations are word-for-word quotations from the text that give you a lot to “squeeze” out—they are rich for exploration and analysis. • Your quotation should be 2-4 sentences in length. • Include the page number in parentheses, like this: “Quotation” (35).	• Your response should be 100-200 words. • Your response could include any of the following: ○ connections (text-to-text, text-to-self, text-to-world) or specific ways in which you can personally relate to the text ○ identification of literary devices (figurative language, connotation, diction) and exploration of its effects ○ inferences that you can make, using what the text explicitly says with your own conclusions ○ observation of character conflicts, motivations, or development ○ observation of concepts and themes that are developed through this passage

Model Double-Entry Journal

Quotation	Personal Response
“Papa, wearing a long gray robe like the rest of the oblates, helped distribute ash every year. His line moved the slowest because he pressed hard on each forehead to make a perfect cross with his ash-covered thumb and slowly, meaningfully enunciated every word of ‘dust and unto dust you shall return’” (3).	I noticed several details in this passage about the character of Papa. But first, I had to look up the definition of “oblate.” It is a person in the Catholic Church who has not taken religious vows, like a monk, but who has dedicated themselves to serving the church. From this definition, I can infer that Papa holds a leadership position in their church. The details that he “presses hard” and makes a “perfect” cross help me infer that Papa takes the duty of distributing ashes seriously, and he wants to do it well. He also “slowly, meaningfully” says the statement to each person, which also suggests that this is really important to him. From all of these details, I can infer that Papa is very devout in his religious belief.