2019 Summer Reading Assignment for 9th Honors ELA: REQUIRED

Help Video for Summer Reading
https://youtu.be/pcDIrSlBnVw

Learning Objectives:

☐ To cite strong and thorough textual evidence to support analysis of what the text says explicitly as it relates to the motif of overcoming adversity [ELAGSE9-10RL1].
☐ To determine a theme and/or central idea of a text that stems from the motif of overcoming adversity; to provide a summary of the text [ELAGSE9-10RL2].
☐ To use the annotations and summary to write an argumentative essay; to support claims by using valid reasoning and relevant and sufficient evidence [ELAGSE9-10W1].

Summer Reading Texts:
Please choose ONE TEXT from the following list of fiction novels:

☐ Eleanor and Park by Rainbow Rowell - Eleanor is the new girl in town, and she’s never felt more alone. Then she takes the seat on the bus next to Park. Quiet, careful and - in Eleanor’s eyes - impossibly cool, Park's worked out that flying under the radar is the best way to get by. Slowly, steadily, through late-night conversations and an ever-growing stack of mixed tapes, Eleanor and Park fall in love (Summary from Amazon).

☐ On the Come Up by Angie Thomas - Sixteen-year-old Bri wants to be one of the greatest rappers of all time. Or at least win her first battle. As the daughter of an underground hip hop legend who died right before he hit big, Bri’s got massive shoes to fill. But it’s hard to get your come up when you’re labeled a hoodlum at school, and your fridge at home is empty after your mom loses her job. So Bri pours her anger and frustration into her first song, which goes viral…for all the wrong reasons. Bri soon finds herself at the center of a controversy, portrayed by the media as more menace than MC. But with an eviction notice staring her family down, Bri doesn’t just want to make it—she has to. Even if it means becoming the very thing the public has made her out to be (Summary from Amazon). *This novel is a follow up to The Hate U Give by the same author.

☐ Ready Player One by Ernest Cline - In the year 2045, reality is an ugly place. The only time teenage Wade Watts really feels alive is when he’s jacked into the virtual utopia known as the OASIS. Wade’s devoted his life to studying the puzzles hidden within this world’s digital confines—puzzles that are based on their creator’s obsession with the pop culture of decades past and that promise massive power and fortune to whoever can unlock them (Summary from Amazon).

☐ The Fault in Our Stars by John Green - Despite the tumor-shrinking medical miracle that has bought her a few years, Hazel has never been anything but terminal, her final chapter inscribed upon diagnosis. But when a gorgeous plot twist named Augustus Waters suddenly appears at Cancer Kid Support Group, Hazel’s story is about to be completely rewritten (Summary from Amazon).

* Young adult literature can contain themes that are sensitive in nature. Our goal in 9th grade ELA is to expose students to new ideas, have them question beliefs, grapple with ethical problems they have never considered, and, more generally, expand their horizons so as to become informed and responsible democratic citizens. Please keep this in mind when choosing a text from the list.

Step #1:

☐ Purchase the text of your choice - Begin reading as soon as possible. Because we will use this book in class to review the skill of annotation, it will be important for you to have a paper copy of the book rather than a digital copy – a copy that can be written on while reading.

Step #2- Annotating, Highlighting, and Main Events:

☐ Read, highlight, and comment – Using a highlighter, a pen, etc., look for evidence (phrases/sentences) as you read that connect in some way to the motif: Adversity. Motif is an idea that repeats itself throughout a literary work and works to convey the theme, or the message the author is sending through characters, events, etc. In each of these texts, you will see adversity again and again, and it will be the accumulation of these instances of adversity to send a message about life and people.
Then, in the margins of the page ((and/or in-between the lines), jot down an ABBREVIATED (shorthand) note to remind you why/how the quote/word, phrase, or sentence you highlighted connects to the motif of adversity. Annotation does not NOT require you to have something written for every single sentence on every single page. The purpose of annotation is to actively read, capturing your thoughts, in this case about adversity, so they can be recalled when writing and essay, engaging in a formal discussion, and/or performing well on an assessment associated with the text. That being said, read your chosen text through the lens of adversity, looking for anything that connects in a meaningful way.

For example: Highlighted Quote From Text ... “I’m Hazel, I’d say when they’d get to me. Sixteen. Thyroid originally but with an impressive and long-settled satellite colony in my lungs. And I’m doing okay” (Green 5). Abbreviated Comment ... Cancer at 16 = adversity; dealing with such a scary disease at such a young age is the definition of adversity.

Identify Main Events – Jot down the key events/ideas (3-5 bullet points) on the first page of each chapter. This will prove helpful when we begin drafting the essay during the first week of school. You can certainly jot them down on sticky notes if you would prefer, just place them at the beginning of the chapter.

Step #3- Construct an outline that includes quotes that support the motif: Once you finish reading and annotating the book, flip back through the text and become a 'quote hunter'! Pick out the BEST quotes you highlighted. Your outline should be labeled like the one below: I, II, and III with the same titles.

I. Introduction
   A. Title of the chosen text and author.
   B. Concise overview/summary of the novel ... No more than 100 words in length; Not copied from the Internet.
   C. Thesis Statement .... YOU WILL COMPLETE THIS AFTER CLASSROOM INSTRUCTION, SO SIMPLY WRITE OUT THE WORDS “THESIS STATEMENT with a colon [:]”

II. Motif – Adversity
   A. QUOTES. Here you will list 10 of the best/most powerful quotes in the text that show/demonstrate/define/connect to Adversity (these should come from those you highlighted while annotating). Include page numbers for each of the quotes you choose. MLA citations look like this: (Green 82). Author’s last name and page; no commas; no use of the word page or pg. Just last name and the number.

   1.
   2.
   3.
   4.
   5.
   6.
   7.
   8.
   9.
   10.

   B. EVENTS. Here you will list 5 of the most significant, powerful, memorable events in the novel. These are the big events, the ones that could be called defining moments in the lives of the main characters. For The Fault in Our Stars, the main character is Hazel Grace; for Eleanor and Park, the main character is Eleanor; for Ready Player One, the main character is Wade. And, for On the Come Up is it Bri.

   1.
   2.
   3.
   4.
   5.

III. Conclusion
   A. THEME/MESSAGE (Here you will write THREE different messages you believe the 10 quotes you chose above are sending to you the reader). How do they all fit together? Begin this sentence like this: Author John Green uses the adversity of cancer to send the message that ......

      1. Theme/Message #1:
      2. Theme/Message #2:
      3. Theme/Message #3:

   B. Choose one of the themes/messages from your three and explain why you believe this theme/message is important for readers to get from reading the text.
GRADING:

1. All annotated books will be used in the instruction given for high school annotating. This might be your first experience with annotation, so please know that your annotated book will not be given a grade. The expectation, however, is that you do in fact annotate, as the skill of annotation addresses several reading and writing standards 9th graders are expected to master throughout the course of the school year. We realize annotation slows down the reading process, and that is the point – to help readers think about what we are reading on a deeper level while we are reading. Oh, there is so much to learn! We can’t wait!

2. Outlines will be turned in on the first day of school and assessed based on completion of the assignment in the format explained above and on the video. All outlines must be typed following MLA format (listed below). The outline is important because it will be used to craft your first essay. Your outline should literally look just like the one above.

MLA FORMAT:

☐ Use 12pt, Times New Roman font when typing your outline
☐ Include a proper MLA style header at the top left corner of the first page in this order:
    Your Name (first and last)
    Teacher’s Name
    Course Name (Honors English 9 – Class Period)...
* You will not know your class period before school starts, so simply leave a space for it to be added.
    Date Due (12 August 2019)
☐ Title (centered on page underneath the heading) – Title of chosen text Essay Outline
☐ Margins should be set at 1 inch on all sides
☐ Include a works cited page with only one entry for your chosen text

3. Students will be using the outline and their annotated books to write an essay that will count as a major grade during the first ten days of school. A rubric for the essay will be given out after the essay instruction begins.

MLA Style Information- for more information about MLA style and overall paper construction can be found here: https://owl.english.purdue.edu/owl/resource/747/01/

REMINDER: This reading IS REQUIRED for any student taking or considering an honors level Freshman Literature and Composition class in 2019-2020 – no exceptions. Expect to use your chosen text within the first week of school for an essay. This means all reading and annotations must be read BEFORE the first day of school. Failure to complete this reading will severely impede your initial success in 9th Honors Literature and Composition. We are looking forward to working with you next year, so let’s make sure we begin the course on a positive note!

We look forward to meeting you and working with you!! GO RAIDERS!! ☺

* If you have any questions about the assignment, please contact Kimberly Green at:

greenkb@fultonschools.org. Happy Reading!