

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.
- *A Tale of Two Cities* by Charles Dickens (1859) - fiction; 304 pages
A literary classic set in London and Paris during the French Revolution as it follows the protagonists escaping danger and imprisonment.
- *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.
- *Hey, Kiddo* by Jarrett Krosoczka (2018) - graphic novel; 320 pages
A graphic novel memoir that explores the author's childhood living with his grandparents while his mother struggled with a substance abuse disorder.
- *Mexican Whiteboy* by Matt de la Pena (2010) - fiction; 272 pages
Drawing on the author's passion for sports, *Mexican Whiteboy* follows Danny, a baseball enthusiast, who is navigating his bicultural existence.
- *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.
- *Tokyo Ever After* by Emiko Jean (2021) - fiction; 336 pages
Like *The Princess Diaries* or *To All the Boys I've Loved Before?* This novel follows an ordinary Japanese American teenager who discovers her father is the Crown Prince of Japan.
- *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#/ \uparrow	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.
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<p>1. "The yellow marks in my college textbooks...did not help me very much."</p> <p>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"</p>	<p>82/1</p> <p>87/2</p>	<p>(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.</p> <p>(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?</p>
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