

Summer Reading

9th Grade

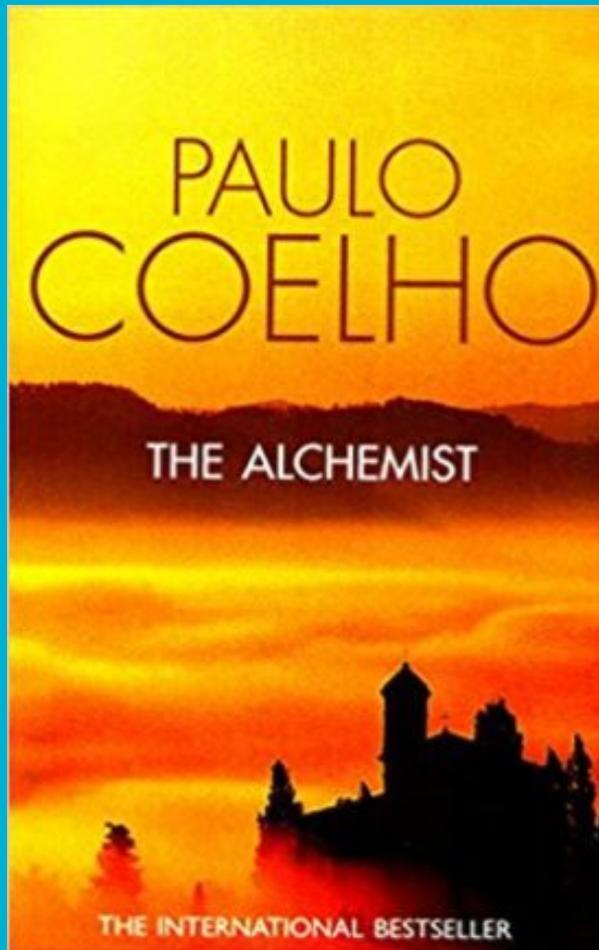
June 2019

CHERRY HILL PUBLIC SCHOOLS

Summer Reading Assignment

1. The following summer reading books were selected to allow you to explore the thematic topic of **Constructing Identities**.
2. Read *at least one* of the books from the list and complete the assignment.
3. When you return to school in September, you will be asked to analyze, summarize, discuss, and write about the text(s) you read.

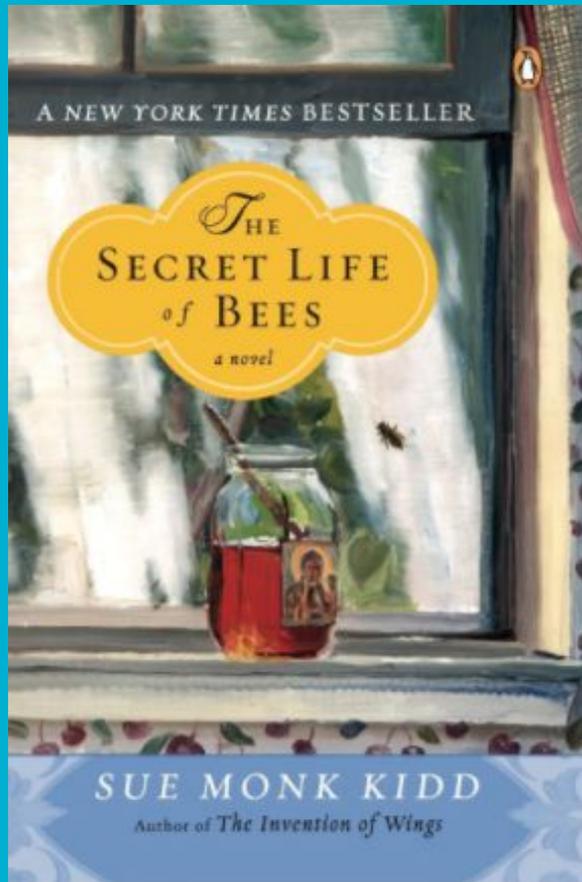
The Alchemist by Paulo Coelho



Paulo Coelho's masterpiece tells the mystical story of Santiago, an Andalusian shepherd boy who yearns to travel in search of a worldly treasure. His quest will lead him to riches far different—and far more satisfying—than he ever imagined. Santiago's journey teaches us about the essential wisdom of listening to our hearts, of recognizing opportunity and learning to read the omens strewn along life's path, and, most importantly, to follow our dreams.

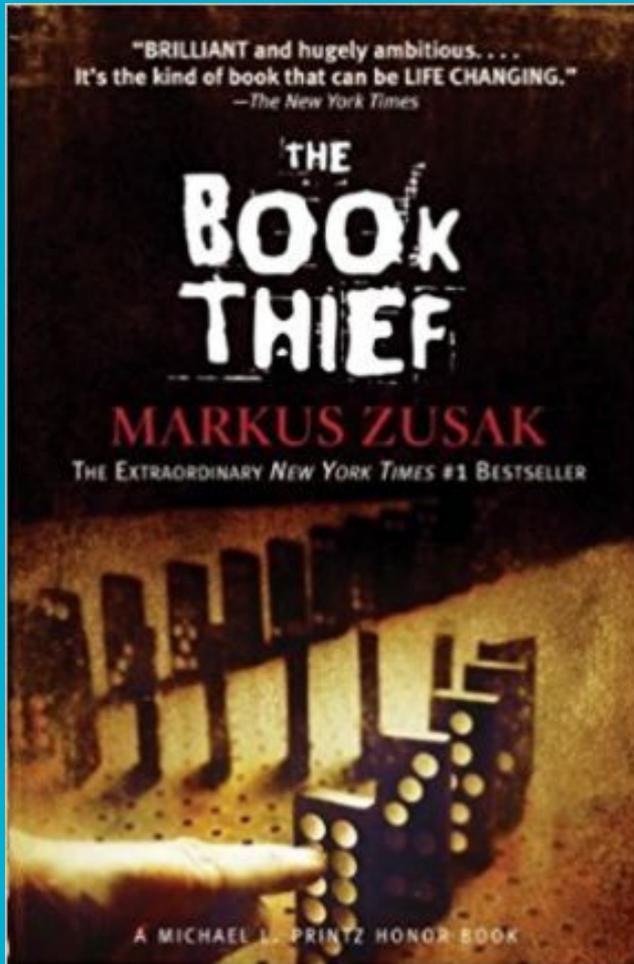
The Secret Life of Bees

by Sue Monk Kidd



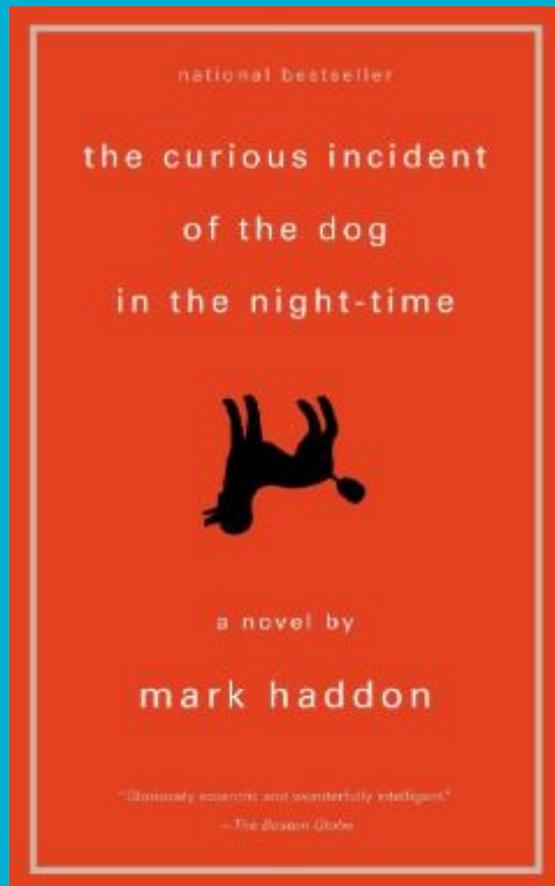
Set in South Carolina during 1964, *The Secret Life of Bees* tells the story of a fourteen year old white girl, Lily Owens, whose life has been shaped around the blurred memory of the afternoon her mother was killed. When Lily's fierce-hearted "stand-in mother," Rosaleen, insults three racists in town, they escape to Tiburon, South Carolina—a town that holds the secret to her mother's past. Taken in by an eccentric trio of black beekeeping sisters, Lily finds refuge in their mesmerizing world of bees, honey. Lily starts a journey as much about her understanding of the world, as about the mystery surrounding her mother.

The Book Thief by Markus Zusak



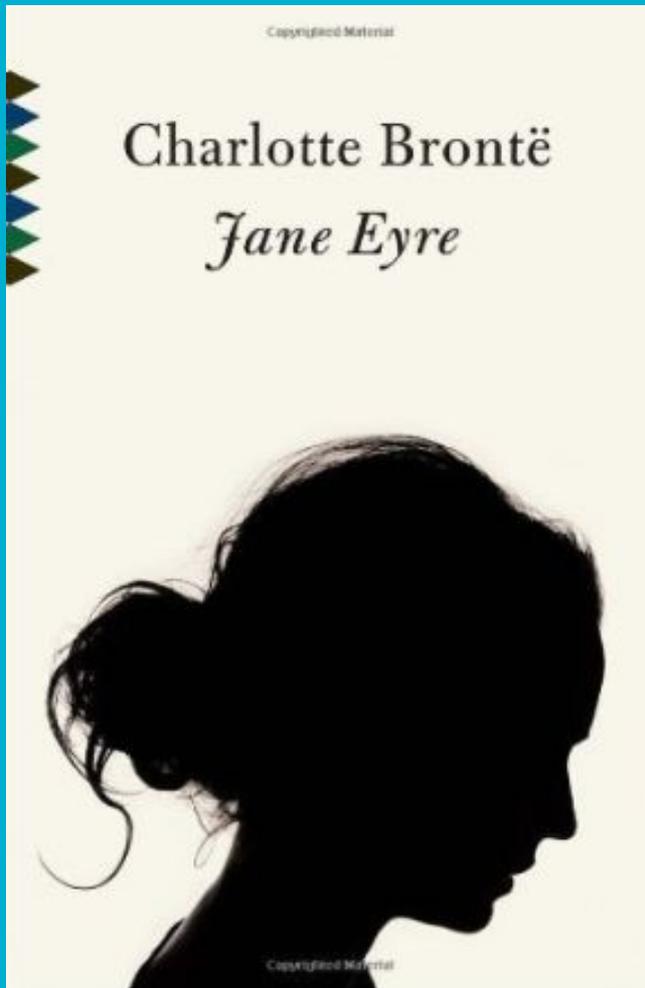
It is 1939 in Nazi Germany. Liesel Meminger is a foster girl living outside of Munich, who scratches out a meager existence for herself by stealing when she encounters something she can't resist—books. With the help of her accordion-playing foster father, she learns to read and shares her stolen books with her neighbors during bombing raids as well as with the Jewish man hidden in her basement.

The Curious Incident of the Dog in the Nighttime by Mark Haddon



Christopher Boone knows every country and capital, and every prime number up to 7,057. Although gifted with a superbly logical brain, Christopher is autistic. His carefully constructed world falls apart when he finds his neighbor's dog impaled on a garden fork, and he is blamed for the killing. Christopher's investigation to find the killer leads him down some unexpected paths.

Jane Eyre by Charlotte Brontë



Chapters 1-27

A novel of intense power and intrigue, *Jane Eyre* has dazzled generations of readers with its depiction of a woman's quest for freedom. Having grown up an orphan in the home of her cruel aunt and at a harsh charity school, *Jane Eyre* becomes an independent and spirited survivor-qualities that serve her well as governess at Thornfield Hall. But when she finds love with her employer, Rochester, the discovery of his terrible secret forces her to make a choice.

Required for Honors Level

Summer Reading Assignment

Constructing Identities

Guiding Questions

- How do we form and shape our identities?
- How does what others think about you affect how you think about yourself?
- What can you learn about yourself from studying the lives of others?
- In a culture where we are bombarded with other people trying to define us, how do we make decisions for ourselves?

Summer Reading Assignment

You may choose *how* you format your notes, but your notes must fulfill the following requirements:

- There is no minimum page requirement. However, notes must cover the entire length of the text. Be sure to include notes from the beginning, middle and end of the text.
- Notes must include textual evidence (include page number) and your thoughts, analysis, interpretation, and/or questions.
- Notes may be typed or handwritten. If you choose to type the notes, you must have a printed copy to use in class by the second day of school.

Summer Reading Assignment

Scoring Rubric

Score Points	4	2	0
Description	Notes are thorough and reflective, and appear to cover the full length of the text.	Notes are somewhat thorough and reflective, and appear to cover some of the text.	Student did not complete or submit notes.

Option 1: Dialectical Journal (Two Column Notes)

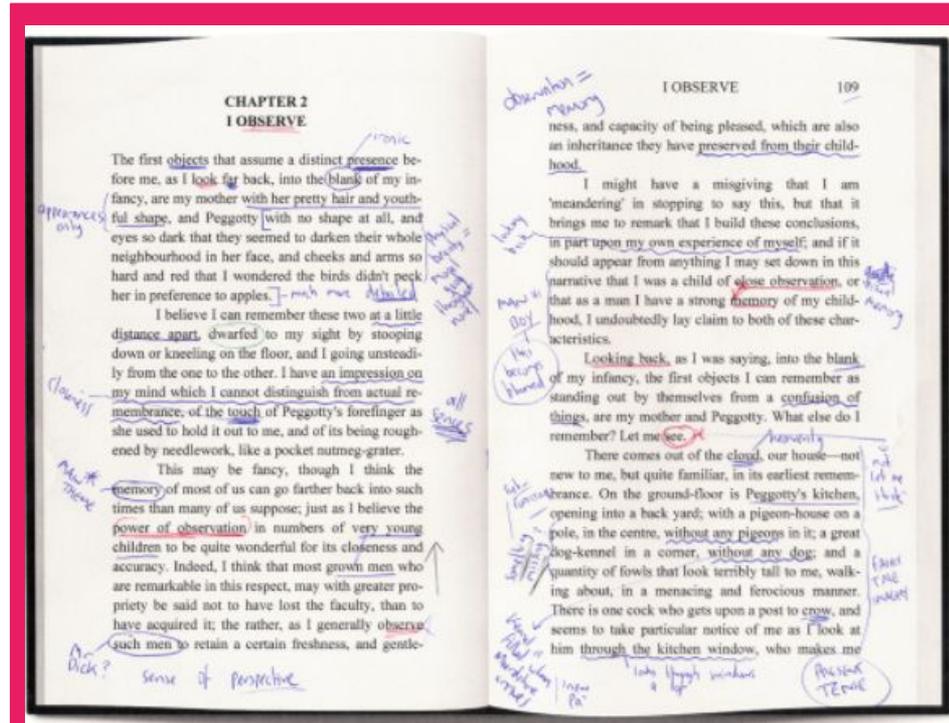
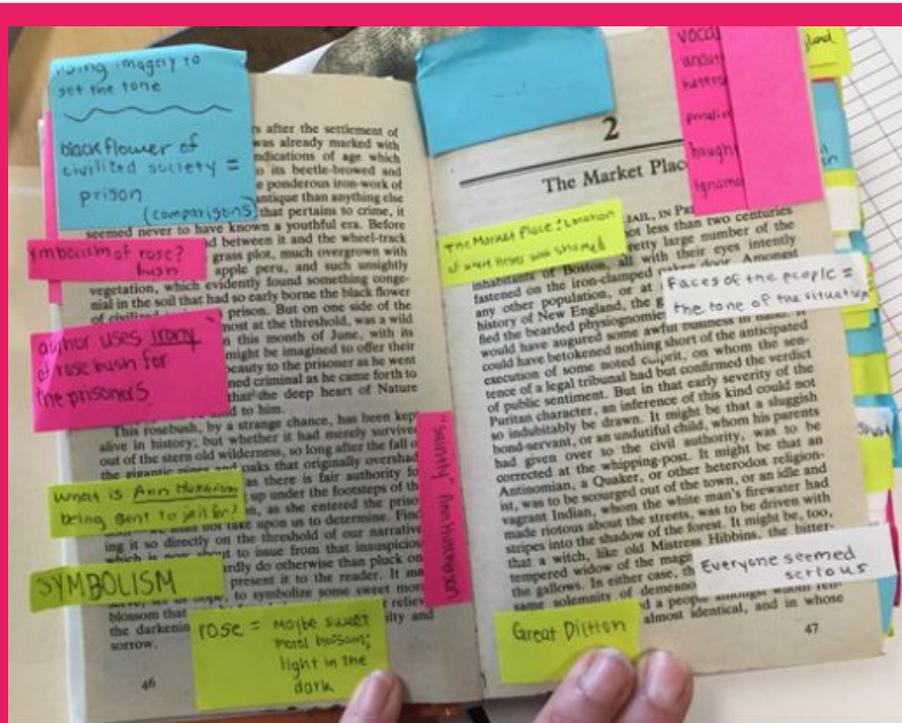
Using a two-column format, engage in a written dialogue with the text as you read. In the left-hand column, write the important text. In the right-hand column, respond to the text. This is where you can include reflections, analysis and explanations of how the text connects to the thematic questions.

TEXT	My Response
<small>(Author's Last Name Page #)</small>	
"This is where you will write the lines from the text that caught your eye, made you stop to think or you felt was the best example of the theme you were working with."	This is where you will write your response, ask your questions, and discuss your thoughts on the theme you have chosen.
	Be sure to have enough to say about the topic to fill this side of the page.

Quote:	Response:
"Now, as it turned out, the Rebellion was achieved much earlier and more easily than everyone had expected" (11)	The animals were determined to overthrow Mr. Jones and take over the farm. They all worked together and reached their goal by not giving up on even the impossible. This successful rebellion gives hope and motivation to other farm animals that they too will one day be free.
"Then they sang <i>Beasts of England</i> from end to end seven times running."(15)	<i>Beasts of England</i> is a reoccurring symbol and there or it a motif. The song symbolizes change and freedom. The animals sang this song before and during the rebellion as a way to focus their mind on achieving freedom. It's also sung during a time of change from Mr. Jones controlling the farm, to Snowball's philosophy of Animalism.
"The building of the windmill, with various other improvement was expected to take two years."(38)	The windmill symbolizes Soviet Union's industry, which expands during the industrial revolution. The working class on Animal builds the windmill, which is similar to the working class of industrial workers from the Soviet Union.

Option 2: In-Text Annotations

For in-text annotations, you will need to have a physical copy of the book. Record your notes *directly* in the book or on post-it notes, reflecting how the text connects to the guiding questions. You will need to bring the book and their notes in September.



Option 3: Outline

Create a structured outline focused on the theme and supported with textual evidence. You can choose how to organize your outline. It may be helpful to organize it based on the plot or by guiding questions.

```
1) Main topic 1
  - Sub topic 1
  - Sub topic 2
    a) Supporting facts 1
    b) Supporting facts 2
    c) Supporting facts 3
      i. Details 1
      ii. Details 2
          -Examples
2) Main topic 2
  - Sub topic 1
    a) Supporting facts 1
      i. Details 1
    b) Supporting facts 2
  - Sub topic 2
    c) Supporting facts 1
      i. Details 1
      ii. Details 2
          -Examples
```

how i write outlines//take notes

ROMAN NUHERAL METHOD: (outline) required format by my bio teacher

I usually jot notes down in the margins

Highlight key points/divisions/ things the teacher spots over

EXAMPLE

I. Energy and the Cell

A. Cells transform energy as they perform work (pg 90)

1. Energy is the capability to cause change or to perform work. The 2 types of energy are kinetic and potential.

a. Kinetic energy is the energy of motion. Moving objects transfer motion to other matter. Heat is a type of kinetic energy associated with the random movement of atoms/molecules.

b. Potential energy is energy that is a result of its location or structure. Chemical energy is the potential energy available for release in a chemical reaction.

measured in temp

potential to be kinetic energy

MY USUAL OUTLINE METHOD:

[Section #] Section Name
→ summary from textbook

Heading
{MAIN IDEA}
- info (important dates/ events / people / concepts/etc.)

SUBHEADING
- info
- event
→ effect
- info (Ex) examples

I usually write the headings and subheadings in a different color

EXAMPLE

[Section 1] The Road to World War I

→ RH, summer: crisis in the Balkins led to conflict when a Serbian terrorist assassinated Archduke Francis Ferdinand...

Cause of the War
{MAIN IDEA} Nationalism, militarism, and a system of alliances contributed to the start of World War I.
- system of nation-states that were formed led to competition

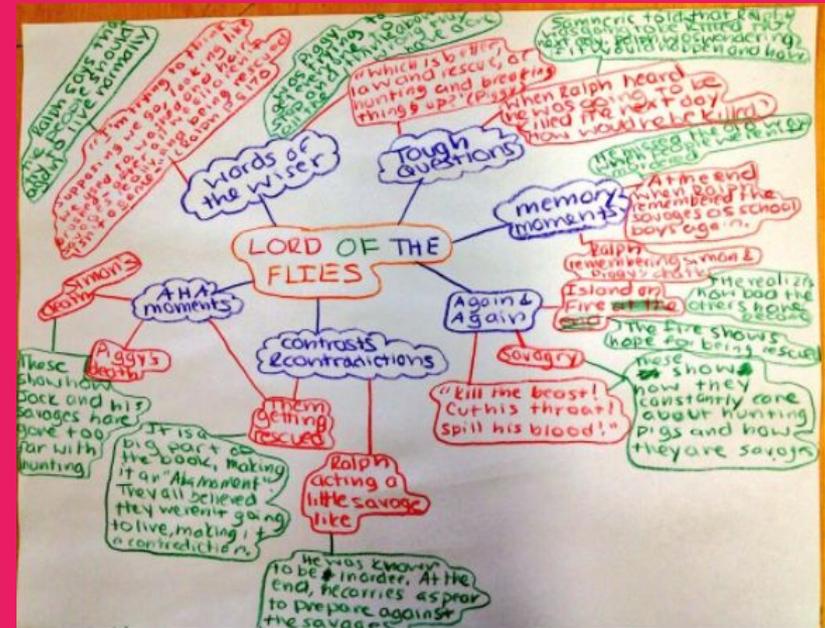
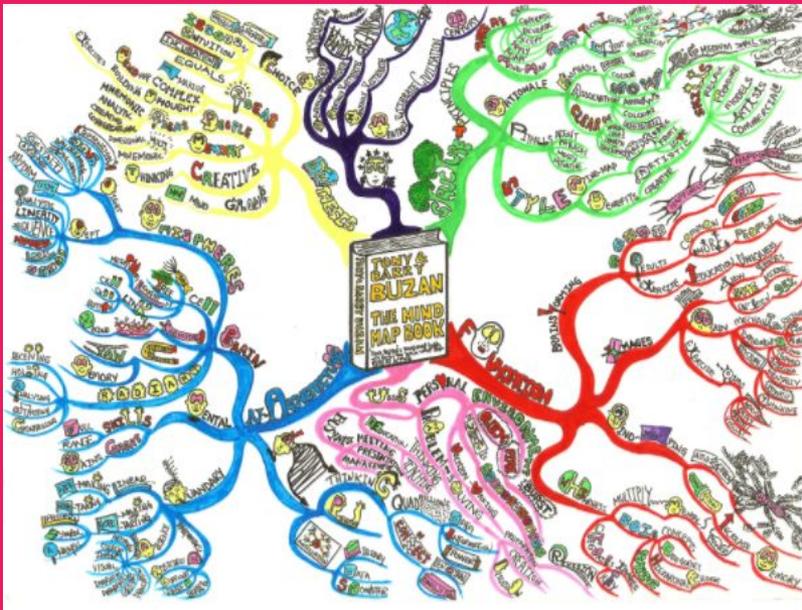
NATIONALISM AND ALLIANCES
- Europe's greatest powers were divided into 2 alliance

the Triple Alliance (1882) AND the Triple Entente (1907)

- Germany
- Austria-Hungary
- Italy
- France
- Great Britain
- Russia

Option 4: Mind Mapping

Create a visual representation of text, important characters or plot episodes that connect to the guiding questions. Use lines, arrows, bubbles and/or sketches to link notes back to the questions.



Additional Resources



Teachingbooks.net

Username: chclc

Password: books



Resources for Note Taking

www.chclc.org

select the Academics tab