

9th Grade Summer Reading 2019

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Note to Parents

One of our district's primary goals is to develop lifelong readers and learners. Summer reading is an opportunity for students to practice the comprehension, analytical, and note-taking skills learned throughout the year while reading a thought-provoking and enjoyable book. This year, each high school student is required to read at least one book, choosing from a list of four options. Furthermore, all 9th grade Honors students will read an additional title and complete the note-taking assignment.

*While reading and taking notes, students should keep the 9th grade theme of *Constructing Identities* and the guiding questions in mind. These texts were selected to provide a common foundation and reference for all incoming freshmen. Students will be expected to write and speak about the text in September. Thank you for encouraging your child's reading. We look forward to building on the foundation you have helped establish during the summer.*

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 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.

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. Lily starts a journey as much about her understanding of the world, as about the mystery surrounding her mother.

Required for Honors Level

In addition to selecting a text from the above list, all 9th Grade Honors English students are required to read chapters 1-27 of *Jane Eyre* and take notes on the thematic questions. Students should be prepared to speak and write about this text as it will be the first in-depth text study of the course.

Jane Eyre by Charlotte Bronte (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.

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9th Grade Thematic Topic: 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?

Directions: The book you have chosen to read this summer will help you to learn about Constructing Identities. As you read, consider the thematic topic and guiding questions above and record your thoughts. You are responsible for identifying and recording textual evidence, as well as reflecting upon and analyzing how the evidence relates to the theme. In September, you will use these notes to write and speak about the text in class and submit them to your teacher for a grade. You may choose from any of the note-taking options listed below, 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.

Note-Taking Options and Rubric

- 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, analyses and explanations of how the text connects to the thematic questions.
- 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 your notes in September.
- 3. Outline:** Create a structured outline focused on the theme and supported with textual evidence. It may be helpful to organize it based on the plot or by guiding questions.
- 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 to the theme.

| 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. |

You can find the books at these locations:
Cherry Hill Public Library • www.chplnj.org
856-667-0300

Barnes & Noble • www.barnesandnoble.com
Cherry Hill – 856-486-1492
Marlton – 856-596-7058
Moorestown – 856-608-1622

For more resources, visit the following sites:
www.chclc.org (under the Academics tab)

TeachingBooks.net
<https://www.teachingbooks.net/ql9aa4m>
Username: chclc
Password: books

