

HONORS— The Hero's Journey---Honors will read one novel from each list. Project for Fiction; Essay for Non-Fiction.

Fiction

Coelho, Paulo: *The Alchemist*

Lockhart, E.: *We were Liars*

Reynolds, Jason: *All American Boys*

Sayre, Justin: *Pretty*

Smith, Andrew: *Winger*

Non-Fiction

Backderf, Derf: *My Friend Dahmer*

Bascomb, Neal: *The Nazi Hunters*

Beah, Ishmael: *A Long Way Gone*

DePrince, Michaela: *Taking Flight: From War Orphan to Star Ballerina*

Thompson, Tonya: *Assuming Names: A Con Artist's Masquerade*

College Prep/Standard—The Hero's Journey---CP/Standard will choose 1 novel from either the non-fiction or fiction lists.

Fiction

Crutcher, Chris: *Stotan*

Giles, Lamar. *Fake ID*

Lubar, David. *Sleeping Freshmen Never Lie*

Thomas, Angie: *The Hate U Give*

Zadoff, Allen: *Food, Girls, and Other Things I Can't Have*

Non-Fiction

Alifirenka, Caitlin & Martin Ganda. *I Will Always Write Back: How One Letter Changed Two Lives.*

Backderf, Derf: *My Friend Dahmer*

Bascomb, Neal: *The Nazi Hunters*

Beah, Ishmael: *A Long Way Gone*

DePrince, Michaela: *Taking Flight: From War Orphan to Star Ballerina*

Rising 9th ELA Summer Reading Assignment

All students taking 1st semester 9th Literature & Composition are required to complete this summer reading assignment. The assessment for this assignment, an in-class timed essay, will be given at the beginning of the 3rd week. Additional information (including book titles) is given throughout this packet.

Book Choices

You are required to read 2 books from the lists provided: 1 from the fiction list and 1 from the non-fiction list. You are responsible for securing a copy of each of your chosen books. While you are welcome to check out your book from the local library, it is highly suggested that you purchase your own copy (new or used) so that you have the ability to annotate directly in it while you read.

Assignment

There will be 2 assignments required for summer reading: one for the non-fiction selection and one for the fiction selection.

- A. For your **NON-FICTION** book you will complete any Identity Map. The project will be due at the end of the 4th week of school (date to be determined). **Please read the description AND its rubric requirements as the project will be graded strictly according to the rubric and description.** This assignment will be recorded as a summative project grade.

Identity Map

An identity map illustrates how people play different roles in life. The most dynamic characters in a text, usually the protagonists, have many layers to their identity and by creating a graphic organizer or identity map; you truly understand them and the deeper meanings of the text. In general, in an identity map, you label the different facets of a person's identity and then assign descriptive adjectives to those identity labels. **Please see below for a basic example; yours will require more—including paragraphs.**

For your non-fiction text, you will create 2 identity maps: 1 for yourself and 1 for a main character from your novel.

Complete the following:

1. Create an identity map for the main character with at least 5 identity labels. Provide 5 descriptive paragraphs, 1 for each label.
2. Create your own personal identity map with at least 5 five identity labels and 5 descriptive paragraphs, 1 for each label.

Rubric: NON-FICTION NOVEL: Identity Map

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|--|-------------|-------|
| 1. Create an identity map for the main character | (10 points) | _____ |
| --5 identity labels | (20 points) | _____ |
| --5 descriptive paragraphs, one for each label | (20 points) | _____ |
| 2. Create your own personal identity map | (10 points) | _____ |
| --5 identity labels | (20 points) | _____ |
| --5 descriptive paragraphs, one for each label | (20 points) | _____ |

**** If you are enrolled in the honors course you will ALSO complete assignment B below:**

B. For your **FICTION** book you will be working on a project that will be introduced during the first week of school. The project will also need to be completed by the 4th week of school. To assist you with the completion of the project, it is recommended that you bring your book and 1 page (front & back) of **HANDWRITTEN** notes. If you are unsure as to how or on what to take notes, the SOAPSTone method may be useful to you. Details on this method are located in the back of this packet. This assignment will be recorded as a summative assessment.

A **SOAPSTone** is one of the best ways that you can begin to look at analysis differently, essentially analyzing the author's purpose and effectiveness of diction, syntax and so much more . . . Here are the areas for analysis for the summer readings assigned to this format:

Speaker: The voice that tells the story. What is it that you know about the writer or speaker that may impact an argument the speaker makes? A speaker's ethnic background or place of origin, class, gender, nationality, sexual orientation, religious affiliations, or membership in any identity group may lead you to make inferences about the speaker's argument. Please understand, too, more localized or specific identity groups like jazz musician, football player, high school student, reporter, soldier, or mother are just as important, if not more, as the larger identity groups like that of being female or American.

Occasion: the time and place of the piece. What prompted this to be written? All writers are influenced by the **larger occasion:** an environment of ideas, attitudes, and emotions that swirl around a broad issue. Then there is the **immediate occasion:** an event or situation that catches the writer's attention and triggers a response.

Audience: The group of readers to whom this piece is directed. Audience is a significant element in understanding an argument. Writers and speakers tailor their arguments to the interests of their perceived audience. The evidence or support that a writer employs to make an argument might change based on the audience.

Purpose: the reason behind the text. Knowing the writer's purpose is also important how does the writer want the audience to react? Does this writer call for some specific action or is the purpose of writing to convince the reader to think, feel, or believe in a certain way?

Object: the clear idea of the writing. The subject of an effective argument should be clear to the reader. The reader should be able to describe the subject with a few words or phrases. A clear subject ensures that the writing be focused and does not drift into commentary that detracts from the writer's purpose.

Tone: the author's attitude. The degree to which an argument is effective may ultimately hinge upon the writer's attitude toward the subject or audience. Here again is an area where audience is significant. Writers adopt different tones to further the same argument as the audience changes. The presence of anger, *sarcasm*, or guilt can affect an overall argument significantly.