

## Honors English 9

### Summer Reading 2023

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Welcome to Honors English 9! The focus of this class is for students to develop skills in analysis, command of evidence, and critical thinking, among others. This rigorous course requires commitment and self-discipline.

As we begin summer, all of us - parents, students, and teachers - are excited about a well-earned break from the rigors of school. However, we recognize that much hard-earned knowledge, skills, and habits tend to slip away during break unless we take measures to retain them.

One of the most valuable components of your students' academic success is a sustained pattern of reading, which is why all students entering into Honors English 9 at Village Christian are required to complete a summer reading assignment.

All the information you need is included in this prompt. Students and parents are encouraged to establish individual reading goals to aid students in their time management. It is not recommended for students to leave the reading until the last minute.

### Contact Information

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### Reading Assignment

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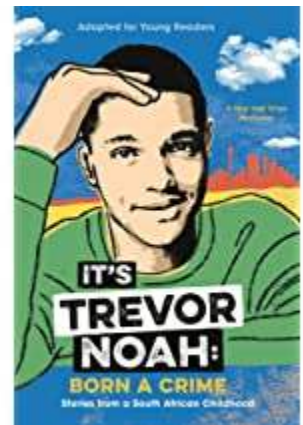
**Due Date:** An annotated copy of the book is due on the first day of school.

This class will focus on the theme of identity and the ways in which societal values influence us and our self-worth. In order to prepare to discuss these topics, you will read and annotate *It's Trevor Noah: Born a Crime: Stories from a South African Childhood (Adapted for Young Readers)* by Trevor Noah

It is imperative that you purchase the **YOUNG READERS** version pictured on the right.

As you read, highlight passages that you think are important. Additionally, annotate (take notes in the margins). If you are unfamiliar with annotating, to the best of your ability, **make observations**, **draw conclusions**, or **ask questions**. Do not merely highlight passages, but do your best to become engaged with the book. While your annotations will not be graded (yet), they will help you with any analytical assignments you will have once school begins.

Be prepared to do an in-depth analysis of the novel in the first few weeks of school.



## *Concepts to Consider While Reading & Annotating*

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|---|---|
| ❖ Identity  | ❖ What labels does society place on us?               |
| ❖ Growing Up                                      | ❖ What labels do we place on ourselves?               |
| ❖ Conformity                                      | ❖ How and why do we accept or reject these labels?    |
| ❖ Societal Values                                 | ❖ How does the world around me influence my behavior? |
| ❖ How many different ways does society define us? |   |

## *Double-Entry Journal*

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**Due Date: A printed copy is due on the first day of school. Once school begins, students will submit a digital copy online.**

Once you're done reading, you'll create a double-entry journal. A double-entry journal is a type of writing response that allows students to respond to the text as they read. It encourages students to focus on a particular passage and to critically analyze this passage in order to identify its overall significance to the book.

Select **TEN** meaningful quotes/passages that adequately draw from the beginning, middle, and end of the book. Make sure the quotes are in chronological order. There is no minimum or maximum length for quotations or analysis.

**Each entry should include the following:**

- ❖ A brief summary of what is going on at this point in the novel.
- ❖ Your reason for selecting the passage.
- ❖ Your reactions, beliefs, and opinions about the passage.
- ❖ One literary element that you recognize and an explanation of its significance. Use the list below as a guide.

**Literary elements:**

- |                         |                       |
|-------------------------|-----------------------|
| ❖ Character Development | ❖ Personification     |
| ❖ Flashback             | ❖ Setting Development |
| ❖ Foreshadowing         | ❖ Simile              |
| ❖ Imagery               | ❖ Symbolism           |
| ❖ Metaphor              |                       |

It's recommended that you do these journal entries as you read, not after the book is done. The purpose of this assignment is to "have a conversation" with the book/author.

Each person's journal will look different depending on formatting choices. Be sure to number each of your entries and to cite the page number of your passage.

A sample double-entry journal has been done for you on the last page, but keep in mind that the sample has additional elements which you're not required to do.

## *Double-Entry Journal Rubric*

	<b>Level “A” (90-100 points)</b>	<b>Level “B” (80-89 points)</b>	<b>Level “C” (70-79 points)</b>	<b>Level “D” (50-69 points)</b>
<b>Selected Quotations/ Passages</b>	Meaningful quotations selected. Appropriate attention is paid to seemingly insignificant details.	Good quotations and passages are selected, but some are less meaningful.	Random, off-topic quotations and passages selected.	Hardly any good quotations and passages selected.
<b>Interpretation</b>	Thoughtful, mature, and engaging. Avoids cliché and delves into themes.	Intelligent analysis. Discusses themes generally.	Sometimes vague, unsupported analysis. Some plot summary seen.	Basic plot summaries and paraphrases.
<b>Coverage of Text</b>	Dialectical journal thoroughly covers the entire novel.	Journal covers only the most important parts of the text.	Journal covers most parts, but some portions are disregarded.	Huge portions of the novel are disregarded.
<b>Presentation</b>	Neat, organized, looks readable and follows all directions.	Neat and readable. Follows most directions.	Some portions are hard to read. Some directions have not been followed.	Unprofessional presentation that is hard to read. Fails to follow directions.

## *Due Dates & Deadlines*

- ❖ Double-Entry Journal: a printed copy is due on the first day of school. Once school begins, students will submit a digital copy online.
- ❖ Annotated Book: due on the first day of school
- ❖ Students who enroll at VCS after August 1st have until the end of the first quarter to complete the work without penalty.

## *Plagiarism*

Plagiarism of any form will not be tolerated. Students suspected of any form of plagiarism (getting information from the Internet or using others' ideas) will be held accountable.

This assignment will undergo several avenues of plagiarism checks including Google Classroom, Turnitin, and various tools which check for AI manipulation.

Plagiarism includes:

- ❖ Using someone else's ideas word-for-word
- ❖ Paraphrasing someone else's ideas into your own words
- ❖ Submitting previous work from another class without permission from previous teacher
- ❖ Neglecting to cite sources
- ❖ Using AI and other tech tools to do the work for you

### Example of Double-Entry Journal

#### Double-Entry Journal

##### Title of Book:

*Their Eyes Were*

*Watching God*

By Zora Neale Hurston

**Passage:** She crept on hands and knees to the piece of roofing and caught hold of it by either side. Immediately the wind lifted both of them and she saw herself sailing off the fill to the right, out and out over the lashing water. (page 165)

Summary of what is going on at this point in the novel

At this point in the novel, Janie and Tea Cake are caught in the midst of a hurricane in Florida. They are trying to hold onto the roofing which has collapsed from the small shanty in which they were seeking shelter.

Reason for selecting this passage

I chose this passage because the imagery was descriptive and indicative of what was going to happen at the end of the story.

Reactions, beliefs, opinions about this passage

My reaction to this passage was that I wanted to know more about what was going to happen to both Janie and Tea Cake. I felt like I was in the storm. In addition, it made me connect to what happened to victims of Hurricane Katrina and how they must have felt throughout that entire ordeal.

Literary element: conflict

The conflict in this passage is clearly man vs nature. Janie is trying to survive against the fury of the hurricane and rushing waters. The wind is so powerful that it lifted both Janie and Tea Cake and threw them apart from each other. She is trying to survive; however, she is also worried about Tea Cake who is close to her in this ordeal, yet unreachable.

Figurative language: personification

Examples of personification in this passage are: *wind lifted* and *lashing water*. Both the wind and the water are given human qualities. Both qualities reflect strength and anger or wrath. Both wind and water are depicted as powerful, destructive forces that both Janie and Tea Cake cannot compete with.

Predictions or expectations

At this point in the novel, a reasonable prediction I can make is that Janie and Tea Cake are not going to be able to go back to their lives as they once knew them. It will become very difficult for them to stay together. Perhaps, something awful will happen to Tea Cake.

Foreshadowing

The fact that wind lifted both of them and then separated them foreshadows the fact that they will not be together.