

9th Honors STEM Literature: Summer Reading Assignment 2018

Greetings future 9th Honors STEM Literature student!

In preparation for your course this fall at Woodstock High School, you are required to read the following books below and complete the assignments associated with each text. You will want to purchase your own copy of each book either through a traditional bookstore or online (new or used is fine). If you are unable to purchase either of the books, please contact me. As a rising 9th Grader, you can also check out these items from the WHS Media Center.

Note: If you want to hear me explain these directions and to view a sample dialectical journal, follow this link: <https://youtu.be/vQbDrURxfnk>

Required Reading:

- *Unwind* by Neal Shusterman
 - ISBN-10: 1416912053
 - ISBN-13: 978-1416912057
- *A Short History of Nearly Everything* by Bill Bryson (Note: You are ONLY reading Parts V and VI {Chapters 16-30})
 - ISBN-10: 076790818X
 - ISBN-13: 978-076790818

ASSIGNMENT: Please see below for each book-specific assignment and instructions. If you work steadily over the summer, you will find the work is not too demanding. If you wait until the weekend before school starts, you will find yourself overwhelmed. All assignments are DUE Friday, August 17th, 2018.

Now that the details are out of the way, know that these texts were picked with you in mind as they form a bridge between the fields of science and literature. I do hope you enjoy these books, and I expect you will. Take the time to read and avoid any summary sites such as Shmoop, SparkNotes, or CliffsNotes as they will not help you on either of these assignments. The major point of this course is for you to grapple with ideas presented both in science and literature and form your OWN thoughts on the matters, not to regurgitate someone else's.

If you need anything over the summer, I regularly check my email, so please do not hesitate to ask for help if needed. You can reach me at sawyer.henderson@cherokee.k12.ga.us. I look forward to our discussions and working with you in the fall.

Warmly,

Mr. Henderson

Unwind: Comprehension Questions

Directions: Please answer the following questions in complete sentences either on notebook paper or typed on a computer in Times New Roman, 12-Point Font. My recommendation is to answer as you read. We will continue to work with this novel after school starts, so it is in your best interest to finish everything over the summer.

1. What is the reason for the Heartland War?
2. What event takes place that allows Connor, Risa, and Lev to join together?
3. Why does Connor take the storked baby?
4. Who pulls the fire alarm in the school and why?
5. Who is Cy-Fi?
6. Why does Cy-Fi steal shiny objects?
7. How does Sonia help Connor and the others escape?
8. How do the unwinds end up at the graveyard?
9. Why does Emby have such bad asthma?
10. Why does Pastor Dan tell Lev to run?
11. Who is Humphrey Dunfee?
12. Why does Roland get his unwind appointment after only three days at the harvest camp?
13. Who is Akron AWOL?
14. How does Connor become E. Robert Mullard?
15. What does it mean to be “storked”? What are the responsibilities of the family that is storked? How would you feel if your family was storked? Why?
16. How has Connor’s character changed throughout the book?
17. Lev’s family has a tithing celebration in his honor. Compare a tithing celebration with a “coming of age” celebration that is celebrated in your culture or religion.
18. Do you think Lev is heroic? Why or why not? Include textual evidence in your response.
19. If unwinding was possible, describe the type of teenager that would be unwound. What kind of life do they live? Where do they live? What character traits do they have?
20. What character traits do Connor, Risa, and Lev possess that you described in question #19?
21. Which of them (Connor, Risa, or Lev) is the best candidate for unwinding and why?
22. In your opinion, do you think unwinding is ever ethical? Why or why not?

9th Honors STEM Literature: Assignment for *A Short History of Nearly Everything* by Bill Bryson (Parts V and VI; Chapters 16-30)

Directions: For this assignment, you will keep a dialectical journal while you read. See the instructions below for further details. Note: These journals will be used for Socratic Seminars throughout the year, so it is vital this assignment is completed to the best of your ability.

Note: Click the link below to see a video demonstration of how to do a dialectical journal.
<https://youtu.be/vQbDrURxfnk>

DIALECTICAL JOURNALS: A SHORT HISTORY OF NEARLY EVERYTHING

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 Bill Bryson’s book. The process is meant to help you develop a better understanding of the text. Use your journal to incorporate your personal responses to the text, your ideas about the themes that are covered, and any questions you may have while reading. 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 arguments.

STEP ONE: THE NEW NOTEBOOK

- ✓ You will need to purchase a new BOUND composition COLLEGE-RULED notebook designated as your journal for this assignment.
- ✓ Please put your name, the course, and Mr. Henderson on the front cover legibly.
- ✓ Neatness in this journal is essential. I need to be able to read your ideas without difficulty, so I expect you to practice neatness here. If you have a health impairment that creates a problem with this, please email me so we can find a solution.
- ✓ Skip one-two lines between each entry to help with organization.

STEP TWO: PROCEDURE

- As you read, choose passages that stand out to you and record them in the left-hand column of a T-chart (***ALWAYS include your citation: Author’s last name and page number***).
- In the right column, write your response to the text (ideas/insights, questions, reflections, and comments on each passage)
- If you choose, you can 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 in the immediate context. 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; do you agree, disagree, still have questions, etc.

- **Complete one journal entry per chapter (15 TOTAL).** This is a minimum; feel free to make as many entries as you wish as you interact with the text.

STEP THREE: CHOOSING PASSAGES FROM THE TEXT

Look for quotes that seem significant, powerful, thought provoking or puzzling. For example, you might record:

- Effective and/or creative use of stylistic or literary devices
- Passages that remind you of your own life or something you've seen before
- A passage that makes you realize something you hadn't seen before
- Examples of patterns: recurring images, ideas, colors, symbols or motifs.
- Passages with confusing language or unfamiliar vocabulary
- Events you find surprising or confusing
- Passages that illustrate an important scientific concept

STEP FOUR: RESPONDING TO THE TEXT

You can *respond* to the text in a variety of ways. The most important thing to remember is that your observations should be *specific and detailed (at least three-six sentences of commentary)*.

Basic Responses (A starting point for understanding the text):

- Raise questions about the beliefs and values implied in the text
- Give your personal reactions to the passage
- Discuss the words, ideas, or actions of the author
- Tell what it reminds you of from your own experiences
- Write about what it makes you think or feel
- Agree or disagree with the author

Higher Level Responses (This is what you should aim for):

- Analyze the text for use of literary devices (tone, structure, style, imagery)
- Make connections between different events in the text
- Make connections to a different text, film, historical event
- Discuss the words, ideas, or actions of the author
- Consider an event or description from the perspective of someone who disagrees with the author
- Analyze a passage and its relationship to the text as a whole

Sample Dialectical Journal entry: *A Short History of Nearly Everything*

Passage from the text & Citation	Your Response: Comments/Questions/Etc.
“Pluck any atom from your body, and it is no more alive than is a grain of sand. It is only when they come together within the nurturing refuge of a cell that these diverse materials can take part in the amazing dance that we call life.” (Bryson 289).	(R): In this quote, Bryson explains that atoms, by themselves, cannot survive without some sort of protection, the cell. It is interesting to think about how miniscule life is when it comes down to it, but amazing to find out that even at the atomic level, different units of life must work together to create living organisms, going off one another’s “dance movements” as Bryson puts it. It is like how LEGO blocks, by themselves, appear to be unimportant, but once they connect to each other, they can build complex creations.

If you are struggling to write your commentary, here are a few sentence starters to help you begin:

<p>Sample Sentence Starters:</p> <p>I really don’t understand this because...</p> <p>I really dislike/like this idea because...</p> <p>I think the author is trying to say that...</p> <p>This passage reminds me of a time in my life when...</p> <p>This part doesn’t make sense because...</p> <p>This point reminds me of (another point or subject) because...</p>
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Still struggling? Have questions that haven’t been answered in the directions? Stressed out and need me to help calm you down? No problem. Send me an email at sawyer.henderson@cherokee.k12.ga.us. I will be happy to help!

Summer Reading Assignment Rationale

9th Honors STEM Literature (Sawyer Henderson)

Books: *Unwind* and *A Short History of Nearly Everything*

Assignment: *Unwind*: Comprehension questions and an extended writing prompt (completed after school starts); *A Short History of Nearly Everything*: Completion of a dialectical journal. See handouts for above for full assignment descriptions.

Purpose of Assignment: One purpose is to allow students to begin engaging with complex texts, forcing them to not only practice active reading strategies, but also to gather relevant evidence to support claims. Gathering evidence and supporting claims is not only a major goal of literature courses, but also STEM courses. Additionally, both texts will be used as frameworks for future discussions in the course and the dialectical journals will be especially useful in preparing students for Socratic Seminars throughout the school year.

Grading: Each assignment will count as a quiz grade (two total). The extended writing prompt will count as a writing/project grade, but will be completed during the course.

Standards Covered:

Reading Literary:

ELAGSE9-10RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELAGSE9-10RL2: Determine a theme and/or central idea of text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

ELAGSE9-10RL3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Reading Informational:

ELAGSE9-10RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

ELAGSE9-10RI2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

ELAGSE9-10RI3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them

ELAGSE9-10RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of

specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

ELAGSE9-10RI5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

ELAGSE9-10RI6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

ELAGSE9-10RI8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Writing:

ELAGSE9-10W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain an appropriate style and objective tone.
- e. Provide a concluding statement or section that follows from and supports the argument presented

ELAGSE9-10W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Speaking and Listening:

ELAGSE9-10SL1: Initiate and participate effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

Disclaimers & Credits: Questions for *Unwind* were modified from Gilbert's copy from the Hartford Public School District under fair use guidelines. Dialectical journals were modified from Marcusky's copy from the Cherokee County School District and a copy from the Cushing Public School District under fair use guidelines. General formatting and assignment structure modified after Marcusky's copy, used with permission.