

# **2020 Summer Reading 9<sup>th</sup> Grade Honors:** **REQUIRED**

**Summer Reading Text-** (Choose ONE of the following texts)

*A Separate Peace* by John Knowles

*The Body* by Stephen King

*The Secret Life of Bees* by Sue Monk Kidd

*The Color of Water* by James McBride

Welcome to the 2020-21 academic year at New Prairie High School! We are excited to begin our work together, and we are hopeful you will come prepared on the first day of school with your highlighted and annotated book AND a detailed outline that will be used to craft your first essay. If you have any questions about this assignment, please contact either Amanda Davis or Kristen Barden at: [amandadavis@npusc.k12.in.us](mailto:amandadavis@npusc.k12.in.us) or [kbarden@npusc.k12.in.us](mailto:kbarden@npusc.k12.in.us)

## **Step #1- Engage in Pre-reading Activity:**

- ☐ ***Purchase the text-*** Begin reading as soon as possible. Because we will use this book in class to introduce the skill of annotation, it will be important for you to have a paper copy of the book rather than a digital copy – a copy that can be written in while reading.

## **Step #2- Annotating, Highlighting, and Main Events:**

- ☐ ***Read, highlight, and comment*** – Using the color key set out for you below, look for quotes as you read that connect in some way to the following three topics (motifs): ***Love, Courage and Fear.*** Then, in the margins and/or in-between the lines explain how the quote/phrase you highlighted connects to the respective topic.
- ☐ ***Highlight Color Key-*** You will need THREE different highlighter colors for annotating.

Love = **Pink**

Courage = **Green**

Fear= **Orange**

\* Annotation involves making notes on the page next to the highlighted text, explaining how the highlighted content connects to the topic associated with the colors listed above.

For example: Highlighted (in orange- in this case meaning Courage) ... “...let us talk about dying.” (Green 5). My comment next to the orange highlighting (yours should be green) would say something like ... **C.** This must be difficult to talk about- what COURAGE to talk about your own mortality. [See attached image]

- ☐ ***Identify Main Events*** – Jot down the key events/ideas (3-5 bullet points) on the first page of each chapter. This will prove helpful when we begin crafting the essay during the first few weeks of school.

**Step #3- Quote Chart:** Once you finish reading and annotating the book, flip back through the text and become a ‘quote hunter’! Pick out the best of the best from each of the three highlighted categories.

## **GRADING:**

1. All annotated books will be graded using the attached rubric. Books will be collected on the first day of school. Please look to the included example to get an idea of what we will be looking for with regard to annotations.
2. Charts will be turned in on the first day of school and assessed based on completion of the assignment
3. Students will be using the chart and their annotated books to create an outline and write an essay that will count as a major grade during the first few weeks of school. A rubric for the essay will be given out after the essay instruction begins.

We look forward to meeting you and working with you!! GO COUGARS!!

<b>EXCEEDS EXPECTATIONS (A Quality Work)</b>	<b>MEETS EXPECTATIONS (B Quality Work)</b>	<b>MEETS BUT NEEDS DEVELOPMENT (C Quality Work)</b>	<b>DOES NOT MEET EXPECTATIONS (F Quality Work)</b>
<input type="checkbox"/> Labeled/color highlighted content consistently appropriate: Love, Courage, and Fear <input type="checkbox"/> Comments show depth/insight/strong connection to three topics <input type="checkbox"/> Main Events/Key ideas are specific and thorough <input type="checkbox"/> Active engagement with text	<input type="checkbox"/> Labeled/color highlighted content present and mostly appropriate <input type="checkbox"/> Comments are vague; summary heavy; mostly connected to three topics <input type="checkbox"/> Main Events/Key ideas are present and are mostly detailed <input type="checkbox"/> Mostly engaged with text	<input type="checkbox"/> Labeled/color highlighted content inconsistent and at times not appropriate <input type="checkbox"/> Comments lack detail and purpose; vaguely connected to three topics <input type="checkbox"/> Main Events/Key ideas lack detail and purpose <input type="checkbox"/> Engagement with text is inconsistent/lacking	<input type="checkbox"/> Many blank pages in a row/Color-coded highlighting missing <input type="checkbox"/> If comments are included, there is no connection to any of the three topics <input type="checkbox"/> No evidence of engagement or having done the reading; no understanding of the text
Percentage:	Percentage:	Percentage:	Percentage:

F is result of John Green  
being diagnosed with cancer  
my Regular Doctor Jim, who agreed that I was seriously  
swimming in a paralyzing and totally clinical depression,  
and that therefore my needs should be adjusted and adjusted  
should attend a weekly Support Group for fear and anxiety

This Support Group featured a rotating cast of characters in various states of tumor-driven unwellness. Why did the cast rotate? A side effect of dying.

The Support Group, of course, was depressing as hell. It met every Wednesday in the basement of a stone-walled Episcopal church shaped like a cross. We all sat in a circle right in the middle of the cross, where the two boards would have met, where the heart of Jesus would have been.

I noticed this because Patrick, the Support Group Leader and only person over eighteen in the room, talked about the heart of Jesus every freaking meeting, all about how we, as young cancer survivors, were sitting right in Christ's very sacred heart and whatever.

So here's how it went in God's heart: The six or seven or ten of us walked/wheeled in, grazed at a decrepit selection of cookies and lemonade, sat down in the Circle of Trust, and listened to Patrick recount for the thousandth time his depressingly miserable life story—how he had cancer in his balls and they thought he was going to die but he didn't die and now here he is, a full-grown adult in a church basement in the 137th nicest city in America, divorced, addicted to video games, mostly friendless, eking out a meager living

THE FAULT IN OUR STARS  
like fantastic? Irony?  
by exploiting his concertastic past, slowly working his way toward a master's degree that will not improve his career prospects, waiting, as we all do, for the sword of Damocles to give him the relief that he escaped to those many years ago when cancer took both of his nuts but spared what only the most generous soul would call his life.

AND YOU TOO MIGHT BE SO LUCKY!  
Then we introduced ourselves: Name. Age. Diagnosis. I: Our name is the first thing we say when we are asked who we are.

And how we're doing today. I'm Hazel. I'd say when they'd get to me. Sixteen. Thyroid originally but with an impressive and long-settled satellite colony in my lungs. And I'm doing okay.

I: These labels have become like her name—it is how she sees herself.

Once we got around the circle, Patrick always asked if anyone wanted to share. And then began the circle jerk of support: everyone talking about fighting and battling and winning and shrinking and scanning. To be fair to Patrick, C: This must be difficult to talk about—what he let us talk about dying, too. But most of them weren't courageous to acknowledge your own mortality. Most would live into adulthood, as Patrick had.

C: This works like C: Requires courage to be not only cancer motivator to about it, with everybody wanting to keep a secret, to be a giant, fighting itself, but also the other people in the room. Like, I realize that this is irrational, but when they tell you that you have a 20 percent chance of living five years, the math kicks in and you figure that's one in five... so you look around must it and think, as any healthy person would: I gotta outlast four of these bastards.

C: Again, beating cancer—surviving, requires courage—both physically and mentally. Your time is limited to a handful of years!

meaning not active cancer cells?

Name: \_\_\_\_\_

## Quote Chart

**Directions:** Once you finish reading and annotating the book, flip back through the text and become a 'quote hunter'! Pick out the best 5-8 quotes from each of the three highlighted categories. Be sure to include page numbers.

**Example:** Under COURAGE I would write- "...let us talk about dying." (Green 5). \*\* Green is the author's last name

Love		Courage		Fear	
1		1		1	
2		2		2	
3		3		3	
4		4		4	

Name: \_\_\_\_\_

5		5		5	
6		6		6	
7		7		7	
8		8		8	