

**Summer Reading Assignment: English I Honors**  
**Seminole Middle School**  
**Mrs. Rogers and Ms. Kraft**



Welcome to English I Honors! In order to prepare you for the level of rigor required in this 9<sup>th</sup> grade-level course, there's a required summer reading assignment you need to complete. Should you have any questions, please contact Ms. Rogers (if you are a Leadership Academy student) at: [rogersjo@pcsb.org](mailto:rogersjo@pcsb.org) or Ms. Kraft (English I Honors) at [kraftd@pcsb.org](mailto:kraftd@pcsb.org). This assignment is due the first week of school. If you lose your packet over the summer, more copies are available in the front office or you can email Ms. Kraft or Mrs. Rogers.

English I Honors is a **high school credit class**. Students' grades become a part of their high school grade point average (GPA). If a student successfully passes English I Honors this year, he/she will enter high school as a freshman and be placed in English II (Honors or Regular), a class predominately for sophomores (10<sup>th</sup> graders). This will eventually lead to a path of taking AP-level courses.

**This course is intended for high-achieving students with a serious approach to their studies. Students are expected to be mature readers, with exposure to high school-level texts.**

**Project Overview**

This project consists of two separate parts:

- Reading a novel and completing a dialectical journal
- A review of basic literary terms

Please read all the instructions carefully. **This project is not only an evaluation of your skills in language arts, it is also an evaluation of your ability to be responsible and follow directions.**

**ACADEMIC HONESTY**

All student work **must be original** and not copied in any way from any other source, including print and computer/Internet sources. Proper citation and an accurate bibliography must accompany the use of language and/or ideas from outside sources.

**Cheating includes:**

- exchanging assignments with other students, whether it is believed the work will be copied or not
- using summaries and commentaries (*Cliff Notes*, *Spark Notes*, etc.) instead of reading the assigned materials or for copying essays and responses

**Plagiarism includes:**

- taking someone else's assignment or portion of an assignment and submitting it as one's own

**Consequences:**

The consequences may include:

- Re-instruction or review of proper research strategies and citations to avoid plagiarism.
- Students involved may receive a grade of "0" on the assignment, test, quiz, or project. This includes both the student who copied and the student who "shared."

**Academic honesty is a big deal and cheating will not be tolerated! Plagiarism= automatic zero.**

# PART ONE

## ENGLISH I HONORS

### SUMMER READING/DIALECTICAL JOURNALS 2021

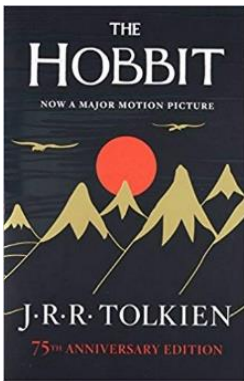
#### *The Hero's Journey*

*The Hero's Journey, or the monomyth, is a common story structure shared by cultures worldwide, in which a character ventures into unknown territory to retrieve something they need. Facing conflict and adversity, the hero ultimately triumphs before returning home, transformed.*

#### Summer Reading Text Choices

You will read and complete a Dialectical Journal for ONE of the following:

1. ***The Hobbit*, JRR Tolkein**, a beloved American classic about a young hobbit's coming-of-age at the turn of the century.



In a hole in the ground there lived a hobbit. Not a nasty, dirty, wet hole - it was a hobbit-hole, and that means comfort. Bilbo Baggins, the wizard Gandalf, Gollum, and the spectacular world of Middle-earth recounts of the adventures of a reluctant hero, a powerful and dangerous ring, and the cruel dragon Smaug the Magnificent.

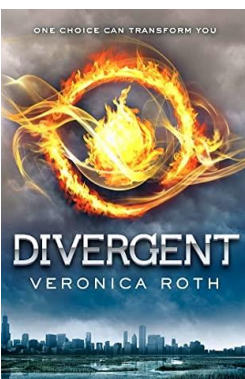


#### 3. ***The Maze Runner* by James Dashner** \*\*

**If you ain't scared, you ain't human.**

When Thomas wakes up in the lift, the only thing he can remember is his name. He's surrounded by strangers—boys whose memories are also gone.

#### 2. ***Divergent* by Veronica Roth** \*\*



In Beatrice Prior's dystopian Chicago world, society is divided into five factions, each dedicated to the cultivation of a particular virtue—Candor (the honest), Abnegation (the selfless), Dauntless (the brave), Amity (the peaceful), and Erudite (the intelligent). On an appointed day of every year, all sixteen-year-olds must select the faction to which they will devote the rest of

their lives. For Beatrice, the decision is between staying with her family and being who she really is—she can't have both. So she makes a choice that surprises everyone, including herself.

**\*\*Denotes there is a controversial materials notice included. Please see the last page of packet for explanation**

# STEPS FOR COMPLETING THE DIALECTICAL JOURNALS

EXAMPLE BELOW

## Steps for Completing the Dialectical Journals for Each Selection

As you read, choose 25 passages/quotations that stand out to you and come from the beginning, middle, and end of the book. Record them in the left-hand column of a T-chart (ALWAYS include page numbers, or record Locator #s if text is electronic). In the right column, write your response to the passage/quotation (ideas/insights on each passage). Use the sentence starters provided to guide your responses.

### Example from a different text: *Parallel Journeys* by Eleanor Ayer

Quotes/Passages from Text	My Response
<p>1. <i>Germany no longer was a free country. But few people seemed to care. Men were back at work earning money once again. Families had food on the table and clothes in the closet. For most, these benefits were much more important than the right to privacy or the right to speak in public. No one cared (or dared) to speak out against Adolf Hitler (Chapter 1, page 5).</i></p>	<p>1. It's hard to understand why people would give up their freedoms; however, this quote makes you realize that sometimes survival is more important than freedom. This is probably how Hitler was able to gain power so quickly. At this time in history, many countries were experiencing Depressions. All the people wanted was money for food and other basic necessities.</p>

## SENTENCE STARTERS FOR THE DIALECTICAL JOURNAL

- \_\_\_\_\_ (situation or character in the story) is similar to ... (another character or situation in the story) because ...
- I think ... will happen because...
- I think...(character, situation, statement, or occurrence) is important to the story because ...
- This...(statement, story, line) is an example of ...(literary device). It is important because...
- \_\_\_\_\_ (character, situation, issue, or action from the story) reminds me of...(person, situation, issue, or story from your own life) because...
- If this... had happened, the story would have changed in the following way.
- I disagree with ... because...
- \_\_\_\_\_ (scene, dialogue, or character) should have been deleted from the story because...
- I don't really understand . . .
- It bothers me when . . .
- If I could... (an action related the story), I would \_\_\_\_\_.
- This statement means \_\_. It helps the story by \_\_\_\_\_.
- A solution to .... (the story's conflict) would be to \_\_\_\_\_ (your answer).
- \_\_\_\_\_ (character) seems to be \_\_\_\_\_ (description of character's personality, feelings, emotions, and actions). For this reason, I think \_\_ (your thoughts about the character and their importance to the story).
- I was surprised when . . .
- I wonder . . .
- I am reminded of . . .
- If I were the (character) at this point, I would . . .

## PART TWO - LITERARY TERMS REVIEW

Using a set of 14 index cards, complete a review of literary terms.

*Rationale: The following terms are all important concepts that we will use in our study of literature this year. In order to begin working on high-level text right away, you will need to be familiar with all of the words listed below. This review will help you to remember what the terms mean, so that we will not have to use valuable class time reviewing things you already learned in 6<sup>th</sup> and 7<sup>th</sup> grade.*

### **INSTRUCTIONS: LITERARY TERMS REVIEW**

1. Fill out a 3x5 index card for each of the following terms:

Simile	Metaphor	Hyperbole	Personification
Irony	Allusion	Symbolism	Alliteration
Onomatopoeia	Setting	Plot	Conflict
Theme	Tone		

Each index card should be neatly written in blue or black ink and should include the following information:

- The term written at the top of the card
- The definition of the term
- An example of the term (you can create these yourself or find examples from literature)

Example:

### **Conflict**

Definition: a struggle between opposing forces

Example: The main conflict in *Romeo and Juliet* is between the Capulet and Montague families. They hate each other for old reasons that no one remembers and people from each family frequently engage in physical violence with each other.

Reminders:

- All definitions and examples should fit on **ONE SIDE** of a **3x5** index card.
- You can use the internet, a literary dictionary or old notes from previous school years to help you.
- Write as neatly as possible in blue or black ink.
- If you would like to use highlighters, markers or colored pencils to decorate your cards, you may do so.
- Your finished index cards should be clipped together and placed into a plastic baggie with your name written on the outside of it. Your name should also be written on the back of each card.

### **GRADING**

1. Journals will be evaluated on the quality of your response—so select passages that YOU want to write about.
  - Simply read, think, and write. Be sincere in your writing. Use the suggested questions/ sentence starters below to help you.
2. The dialectical journal should be typed—size 12 standard font.
3. The index cards should be handwritten neatly in blue or black ink.
4. A cover sheet for the journal is required and must include:
  - Your first and last name
  - Title and author of book
    - Titles of novels are *italicized*
5. This will be a significant portion of your grade for the first quarter.
  - Points will be given per journal entry (both anchor quote and reaction)
  - Points per completed index card

## Controversial Materials Notice:

### ***Divergent*, Veronica Roth**

- Description: This novel is set in a post-apocalyptic and dystopian version of Chicago that has been separated into five factions. The main character and narrator is a sixteen-year-old girl named Beatrice “Tris” Prior. Throughout the novel, Tris must decide which faction to join and prove her worth through a series of battles among the other recruits and factions. Tris discovers that she is known as a “Divergent”, which means that she actually has the qualities to join multiple factions. Because of this, Tris has a target on her back during training. When something goes terribly wrong, Tris must try to save her loved ones and herself before it’s too late.
- Educational Purpose: To provide a modern version of the hero’s journey to introduce students to the elements included in the fantasy genre. This book, if chosen, will allow students to compare similar characteristics between Tris and Odysseus in *The Odyssey*.
- Controversial Issue(s) Involved: Violence
- Example of Material Causing Concern: At one point in the novel, Tris is put through a test that is a simulation of her worst fears. The simulation plays out and Tris must choose between sacrificing her family or herself. Tris chooses to sacrifice herself in order to avoid killing her family.

### ***The Maze Runner*, James Dasher**

- Description: This novel is a young adult dystopian novel that features teens stuck in a maze that constantly changes and provides new challenges, threats, and dangers. One of the main characters is Thomas, the last boy to enter the Glade, or maze. Thomas quickly meets other Gladers who work together to crack the code of the maze and try to eventually become free. Throughout their journey, the Gladers encounter terrible, lethal monsters, deadly diseases, and the Keeper of the Runners who are ruthless and brutal.
- Educational Purpose: To provide a modern version of the hero’s journey to introduce students to the elements included in the fantasy genre. This book, if chosen, will allow students to compare similar characteristics between Thomas, the other protagonists, and Odysseus in *The Odyssey*.
- Controversial Issue(s) Involved: Violence
- Example of Material Causing Concern: While the Gladers work together to escape the maze, Thomas decides he will allow himself to be caught by one of the lethal monsters known as a Griever. The Grievers cause violence in the maze and Thomas and the other Gladers fight and kill several of the Gladers in order to protect themselves.

**If you do not want your child to read *Divergent* or *The Maze Runner*, the third choice listed, *The Hobbit* by J.R.R. Tolkien, does not require a controversial materials notice and still fits into the genre of fantasy with a protagonist experiencing the hero’s journey.**