

Summer Reading – 9th Grade - English 1 Honors

DUE DATE: September 7th, 2021

Welcome to the start of your next chapter. In order to better prepare for the rigor of your high school English class, we have designed the following tasks.

1. Choose ONE of the books below. You may purchase it or borrow a library/digital copy.
2. Complete ONE of the assignment options independently.

BOOK CHOICES: These options have been selected because they each offer a unique and diverse perspective on the theme of coming-of-age, as well as literary elements which will help you be better prepare for the literature we will read in class.

○ ***Ender's Game*** - Orson Scott Card

Andrew "Ender" Wiggin thinks he is playing computer simulated war games; he is, in fact, engaged in something far more desperate. The result of genetic experimentation, Ender may be the military genius Earth desperately needs in a war against an alien enemy seeking to destroy all human life. The only way to find out is to throw Ender into ever harsher training, to chip away and find the diamond inside, or destroy him utterly. He will grow up fast. (Goodreads)

○ ***The Hate You Give*** –Angie Thomas*

Sixteen-year-old Starr lives in two worlds: the poor neighborhood where she was born and raised and her posh high school in the suburbs. The uneasy balance between them is shattered when Starr is the only witness to the fatal shooting of her unarmed best friend (Goodreads)

○ ***Speak*** – Laurie Halse Anderson*

From the first moment of her freshman year at Merryweather High, Melinda knows this is a big fat lie, part of the nonsense of high school. She is friendless, outcast, because she busted an end-of-summer party by calling the cops, so now nobody will talk to her, let alone listen to her. As time passes, she becomes increasingly isolated and practically stops talking altogether. Only her art class offers any solace, and it is through her work on an art project that she is finally able to face what really happened at that terrible party (Goodreads).

○ ***March: Book One***- John Lewis

March is a vivid first-hand account of John Lewis' lifelong struggle for civil and human rights, meditating in the modern age on the distance traveled since the days of Jim Crow and segregation. Rooted in Lewis' personal story, it also reflects on the highs and lows of the broader civil rights movement (Goodreads).

* Denotes some more mature themes.

Assignment Options - Choose ONE of the Following:

Option 1: Soundtrack

Imagine that your book is to be made into a movie. You are to design the soundtrack that thoughtfully and carefully matches the book's plot, tone, mood, and themes throughout.

STEPS:

- Read your book.
- Identify the plot sequence and main events.
- Identify themes.
- Select or write at least **8** songs (instrumental and/or with lyrics) to exemplify the different elements stated above (plot sequence, themes, mood, tone).
- Write an academic paragraph of approximately **10** sentences explaining **your** selection of songs using textual evidence from the whole book.
- All of this must be typed or neatly handwritten.

Option 2: Essay

In a 4-5 paragraph essay, explain how the main character of the novel grows up, learns something significant, and /or changes over the course of the novel. Use textual evidence from the novel to support your answer.

STEPS:

- Read your book.
- Identify scenes where the character comes-of-age.
- Take note of specific pieces of evidence from the text where the character changes.
- On separate sheet, neatly handwrite or type out your response to the prompt above.

Option 3: Artistic Rendition

Draw or paint a character's coming-of-age experiences through an insightful rendering of characterization and conflict.

STEPS:

- Read your book.
- Identify the main character/characteristics.
- Identify external/internal conflicts or coming-of-age experiences from the novel.

- Select an artistic medium.
- Get to creating!
- Type an academic paragraph of approximately **10** sentences explaining how the drawing represents the character's coming-of-age using textual evidence from different plot points.

Option 4: Poetry Anthology

Create a Poetry Anthology (minimum of six poems) written from the perspective of the protagonist about his/her experience(s).

STEPS:

- Read your book.
- Identify the main character.
- Identify coming-of-age experiences, conflicts, and/or themes you want to write about.
- Write a minimum of six poems from the perspective of the main character.
- Create a title page and a table of contents.
- Write an academic paragraph of approximately **10** sentences explaining the meaning behind the poetry you wrote while using textual evidence from the whole book.
- All of this must be typed or neatly handwritten.

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