

OHS 9th Honors Summer Reading 2023

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****There will be two opportunities for you to receive help on this assignment over the summer. The dates are Tuesday, July 18 from 9:30-11:30, and Thursday, July 20 from 1:00-3:00. Attending these help sessions is not a requirement, however, we highly encourage you to attend at least one.****

Assignment Objectives

- to become lifelong readers
- to expand our thinking
- to become more comfortable with articulating thoughtful responses to literature
- to prevent learning loss over the summer (also known as summer slide)

Assignment Requirements

This assignment is due to your English teacher on the first day of your English class. Please be aware that this will be one of the first grades put in for the 1st quarter.

There is not a specific novel that we have chosen for you to read, but you should **choose a novel within your reading level** that you will find both challenging and enjoyable. (At the end of this assignment, there are some links that will take you to some lists of teen novels if you are having trouble deciding on a novel.)

This assignment may be typed or handwritten. If typed, the assignment must be typed in double-spaced 12 pt Times New Roman font. If handwritten, please write legibly.

****IMPORTANT NOTE: Plagiarism is the practice of taking someone else's work and passing it off as your own. Your three analysis paragraphs and your book review should be written in your own words. Do not use words/ideas from online sources or another student's assignment. A violation of plagiarism will result in a zero for the assignment.****

Assignment Details

There are three parts to this assignment:

1. When you encounter a particularly significant (whether it be dramatic/juicy, surprising, provocative, or disturbing) passage, mark it with a sticky note, piece of paper, etc. If you purchased your own copy of the novel, feel free to underline or highlight the passage. **Please do not do this if it is not your own copy.** This should be done as you are reading. Once you have completed the novel, look back at the passages you marked and decide on three to analyze. Copy the passages down (including page numbers). Passages must be from throughout the entire novel. This portion of the assignment will be considered incomplete if you only have passages from the first half; therefore, you must have a passage from the beginning, middle, and end of the novel.
2. Part 2 to this assignment goes along with Part 1. After copying down the three passages you have decided to analyze, explain how each passage "fits" into the novel, creating one well-developed paragraph for each passage. (Create a separate paragraph for each passage.) In each paragraph, discuss the importance of the passage to the novel's meaning, theme, symbolism, etc. React to the passage as a reader in order to help me

understand why you have selected the passage. You must incorporate text support in your analysis. To help you generate responses, you can consider the following as suggested prompts/questions:

- a. Why does the passage intrigue, puzzle, provoke or horrify you?
- b. Does it prompt a strong response from you as you read it? Does it present itself as so well-crafted that you just love the sound of it? Is the language beautiful or graphic?
- c. Do you find the author's use of language appealing or powerful? Does the passage jump off the page?
- d. Does the passage remind you of a situation you have experienced/lived?
- e. How does the passage make you feel while reading it? Does it make you laugh out loud or cry?
- f. Do you find yourself in agreement/disagreement with the idea(s) expressed?
- g. Is it particularly meaningful? Is it an important point in the novel?
- h. Does the passage expand or challenge your thinking/perception?

You are not limited to the above list, nor do I expect you to answer all of the questions. However, your responses to the three passages must clearly explain to me why these passages are meaningful to you and how these passages propel the author's overall purpose of their novel. Be reasonably concise; find a balance between quantity and quality in your writing.

3. Write a book review on your chosen novel. Write to me about the thoughts, feelings, observations, and/or insights you had while reading your novel. The following should be included in your book review:
 - a. Genre
 - b. Title
 - c. Author
 - d. Quick Take: This is a short 1-3 sentence summary of the novel. **This summary should not give away any major plot points.**
 - e. Why I Love It: This should be formatted into a well-developed paragraph. This is your review and should have a healthy balance of the following:
 - i. **A review gives the reader a concise summary of the content of the novel.** This includes a relevant description of the topic.
 - ii. **A review offers a critical assessment of the content of the novel.** This includes your reactions to the novel: what strikes you as noteworthy as well as whether or not it was effective, persuasive, and/or entertaining.
 - iii. **A review often suggests whether or not the audience would appreciate it.** This involves you thinking about which group(s) the novel would appeal to.

These will be posted around the room for your classmates who might be looking for a new book to read, so please make sure your book review is nice, neat, and thoughtful.

Assignment Resources

<https://www.bookofthemonth.com/all-books/young-adult>

<https://shereads.com/most-anticipated-ya-books-of-2021/>

<https://www.npr.org/2012/08/07/157795366/your-favorites-100-best-ever-teen-novels>

Part 2 Analysis Template

Passage #1

“Passage” (Last Name pg#).

Analysis #1

This is where the analysis will start.

***The pattern of passage followed by analysis will repeat two more times after this.**

Part 2 Sample using *The Outsiders* by S.E. Hinton

Passage #1

“‘Hey, grease,’ one said in an over-friendly voice. ‘We’re gonna do you a favor, greaser. We’re gonna cut all that long greasy hair off.’

He had on a madras shirt. I can still see it. Blue madras. One of them laughed, then cussed me out in a low voice. I couldn’t think of anything to say. There just isn’t a whole lot you can say while waiting to get mugged, so I kept my mouth shut.

‘Need a haircut, greaser?’ The medium-sized blond pulled a knife out of his back pocket and flipped the blade open.

I finally thought of something to say. ‘No.’ I was backing up, away from that knife. Of course I backed right into one of them. They had me down in a second. They had my arms and legs pinned down and one of them was sitting on my chest with his knees on my elbows, and if you don’t think that hurts, you’re crazy. I could smell English Leather shaving lotion and stale tobacco, and I wondered foolishly if I would suffocate before they did anything. I was scared so bad I was wishing I would. I fought to get loose, and almost did for a second; then they tightened up on me and the one on my chest slugged me a couple of times. So I lay still, swearing at them between gasps. A blade was held against my throat.

‘How’d you like that haircut to begin just below the chin?’

It occurred to me then that they could kill me. I went wild. I started screaming for Soda, Darry, anyone. Someone put his hand over my mouth, and I bit it as hard as I could, tasting the blood running through my teeth. I heard a muttered curse and got slugged again, and they were stuffing a handkerchief in my mouth. One of them kept saying, ‘Shut him up, for Pete’s sake, shut him up!’

Then there were shouts and the pounding of feet, and the Socs jumped up and left me lying there, gasping. I lay there and wondered what in the world was happening—people were jumping over me and running by me and I was too dazed to figure it out. Then someone had me under the armpits and was hauling me to my feet. It was Darry.

‘Are you all right, Ponyboy?’” (Hinton 5-6)

Analysis #1

This passage is one of the first action scenes in the novel. It takes place just a few pages into the novel. The scene is intense and a little scary, but it gets readers into the novel very quickly. This scene is also significant because it introduces the reader to a number of important parts of the story. Readers see what ‘the socs’ are like and how they treat Ponyboy and his friends. This is important because the socs are the bad guys in the novel. At one point in the passage above Ponyboy reports, “It occurred to me then that they could kill me” (Hinton 6). This shows the reader the stakes of conflict between the socs and Ponyboy and his friends. Ponyboy even goes on to bite one of his attackers so hard that the attacker bleeds. Finally, in this passage, the author draws attention to the importance of hair in *The Outsiders*. Throughout the novel, it is a returning symbol and important to Ponyboy and his friends. One of the main things the socs are trying to do in the passage is cut Ponyboy’s hair. It becomes clear that the socs want to take things Ponyboy and his friends value.

Passage #2

“‘Blast it, Johnny,’ Dally growled as we flew along the red road, ‘why didn’t you think of turning yourself in five days ago? It would have saved a lot of trouble.’

‘I was scared,’ Johnny said with conviction. ‘I still am.’ He ran his finger down one of his short black sideburns. ‘I guess we ruined our hair for nothing, Ponyboy.’

‘I guess so.’ I was glad we were going back. I was sick of that church. I didn’t care if I was bald.

Dally was scowling, and from long and painful experience I knew better than to talk to him when his eyes were blazing like that. I’d likely as not get clobbered over the head. That had happened before, just as it had happened to all the gang at one time or another. We rarely fought among ourselves—Darry was the unofficial leader, since he kept his head best, Soda and Steve had been best friends since grade school and never fought, and Two-Bit was just too lazy to argue with anyone. Johnny kept his mouth shut too much to get into arguments, and nobody ever fought with Johnny. I kept my mouth shut, too. But Dally was a different matter. If something beefed him, he didn’t keep quiet about it, and if you rubbed him the wrong way—look out. Not even Darry wanted to tangle with him. He was dangerous.

Johnny just sat there and stared at his feet. He hated for any one of us to be mad at him. He looked awful sad. Dally glanced at him out of the corner of his eye. I looked out the window.

‘Johnny,’ Dally said in a pleading, high voice, using a tone I had never heard from him before, ‘Johnny, I ain’t mad at you. I just don’t want you to get hurt. You don’t know what a few months in jail can do to you. Oh, blast it, Johnny’—he pushed his white-blond hair back out of his eyes—‘you get hardened in jail. I don’t want that to happen to you. Like it happened to me...’

I kept staring out the window at the rapidly passing scenery, but I felt my eyes getting round. Dally never talked like that. Never. Dally didn’t give a Yankee dime about anyone but himself, and he was cold and hard and mean. He never talked about his past or being in jail that way—if he talked about it at all, it was to brag. And I suddenly thought of Dally...in jail at the age of ten...Dally growing up in the streets...” (Hinton 76-77)

Analysis #2

This excerpt comes from the novel in the moments just before the climax of the story. What makes it significant is how it reinforces a theme of the novel by flipping around the reader's knowledge about important characters. One of the main ideas S.E. Hinton explores is that one shouldn’t “judge a book by its cover.” Throughout *The Outsiders*, Dally and Johnny are close friends, yet almost polar opposites. Dally is fearless and mean. Johnny is very anxious and gentle, but in this moment that dynamic flips. Johnny has decided to turn himself in for the crime of murder. Hinton writes, “‘I was scared,’ Johnny said with conviction. ‘I still am’” (76). Not only has Johnny decided to turn himself in and risk life in prison, but he is going to do so despite his fear. That is courageous. On the other hand, Dally becomes fearful and anxious about Johnny’s fate. He pleads with Johnny, in what Ponyboy describes as “a pleading, high voice...a tone I had never heard from him before,” to keep hiding from the police (Hinton 76). Dally does not want Johnny to go to prison and become like him, so his solution is to have Johnny hide from his problems instead of facing them. This excerpt is touching and makes Dally more likable. It also reveals that Johnny is actually a stronger person than Dally. Finally, it drives home one of the novel's themes: Do not make assumptions about others.

Passage #3

“I was lousing up my schoolwork, too. I didn't do too badly in math, because Darry checked over my homework in that and usually caught all my mistakes and made me do it again, but in English I really washed out. I used to make A's in English, mostly because my teacher made us do compositions all the time. I mean, I know I don't talk good English (Have you ever seen a hood that did?), but I can write it good when I try. At least, I could before. Now I was lucky to get a D on a composition.

It bothered my English teacher, the way I was goofing up, I mean. He's a real good guy, who makes us think, and you can tell he's interested in you as a person, too. One day he told me to stay in after the rest of the class left.

‘Ponyboy, I'd like to talk to you about your grades.’

Man, I wished I could beat it out of there. I knew I was flunking out in that class, but golly, I couldn't help it.

‘There's not much to talk about, judging from your scores. Pony, I'll give it to you straight. You're failing this class right now, but taking into consideration the circumstances, if you come up with a good semester theme, I'll pass you with a C grade.’

Taking into consideration the circumstances"—brother, was that ever a way to tell me he knew I was goofing up because I'd been in a lot of trouble. At least that was a roundabout way of putting it. The first week of school after the hearing had been awful. People I knew wouldn't talk to me, and people I didn't know would come right up and ask about the whole mess. Sometimes even teachers. And my history teacher—she acted as if she was scared of me, even though I'd never caused any trouble in her class. You can bet that made me feel real tuff.

‘Yessir,’ I said, ‘I'll try. What's the theme supposed to be on?’

‘Anything you think is important enough to write about. And it isn't a reference theme; I want your own ideas and your own experiences.’

My first trip to the zoo. Oh, boy, oh, boy. ‘Yessir,’ I said, and got out of there as fast as I could. (Hinton 144-145)

Analysis #3

This selection comes from the end of *The Outsiders*. Ponyboy is dealing with the death of two of his friends after the climax of the novel. This part of the novel is significant because it reminds me of an experience that I had with one of my teachers. Ponyboy is struggling in school after the events of the climax. His teacher notices and tells Ponyboy, ““You're failing this class right now, but taking into consideration the circumstances, if you come up with a good semester theme, I'll pass you”” (Hinton 144). Ponyboy’s teacher goes above and beyond to help him out. I struggle in math, and one nine-weeks I was going to end up with a “D”. I spoke to my math teacher and she agreed that if I did well enough on my next test, I could pass with a “C.” She helped me study, and when I took the test, I was able to score high enough to earn a “C” in math. While this scene reminded me of a personal experience, it also ends up playing an important role in the novel. Later we learn that the novel itself is Ponyboy’s theme.