**Honors 9th Lit/Comp Summer Reading 2016-2017: Assignment & Rationale**

(North Cobb High School, Smith & Zavala)

**Parents:** Please review the selections with your student because they may make references to societal events/language that you wish to discuss with your child beforehand.

1. **Books:** [*Sleeping Freshman Never Lie* by David Lubar](http://www.amazon.com/Sleeping-Freshmen-Never-David-Lubar/dp/0142407801/ref=sr_1_1?ie=UTF8&qid=1462476911&sr=8-1&keywords=sleeping+freshman) & [*The Power of Habit* by Charles Duhigg](http://www.amazon.com/Power-Habit-What-Life-Business/dp/081298160X/ref=sr_1_1?ie=UTF8&qid=1462476940&sr=8-1&keywords=the+power+of+habit) Both books can be found on Amazon (hyperlinked above) If you are a used book fan, I suggest visiting [www.half.com](http://www.half.com), but be forewarned, sometimes those shipping dates are quite long range! *Sleeping Freshman* is a newer piece of fiction exploring the life of a freshman that takes a twist on the first day of high school, a world rising freshmen can understand. *Habit* is a fairly recent study on the “whys and wherefores” of what makes us who we are and how we can alter that reality and is also an optional read when students enter the world of AP English. Both texts lend themselves nicely to the first unit of study, the concept of identity. **\*Please note: In general, purchases for educational purposes are tax deductible, and your books can be donated to NCHS at the end of term.\***
2. **Tasks:** For *both books*, will [**annotate**](http://media-cache-ec0.pinimg.com/640x/60/4c/9e/604c9e1632b07b1c60c7b2144e9c614b.jpg) **both books as you read**. For assistance [understanding how to annotate](http://hscollegebound.com/Newsletter-060214.htm), there are links provided below. If your books are [“borrowed” or digital](http://simplynovelteachers.com/index.php/2011/03/01/nine-tips-for-taking-notes-in-a-book-without-ticking-off-your-librarian/) and cannot be written in, [write annotations](http://www.collegewood.org/ourpages/auto/2014/8/17/63598523/Beyond%20the%20Yellow%20Highlighter.pdf) (with page numbers) in a composition notebook, a journal, on loose leaf paper.
   1. From [College Board](a.%09Boardhttp:/apcentral.collegeboard.com/apc/public/courses/teachers_corner/197454.html)
   2. From [Wikihow](http://www.wikihow.com/Annotate-a-Book)
   3. From [YouTube](https://youtu.be/IzrWOj0gWHU)
   4. Also from [YouTube](https://youtu.be/2D-M8zceoSk) (This video is longer and clearly aimed at teachers, but there is a ton of information that will help students, too.)
3. **Purpose of assignment:** [Nancy Boyles](http://www.ascd.org/publications/educational-leadership/dec12/vol70/num04/Closing-in-on-Close-Reading.aspx), in an *Educational Leadership* article, speaks on close reading as follows: “Essentially, close reading means reading to uncover layers of meaning that lead to deep comprehension.” One purpose of these tasks is to allow students to begin engaging with a text in multiple ways, allowing them to start thinking about how they arrive at the understanding they get from a text. Another purpose is to allow the instructor to determine a student’s ability to read and connect to text, to estimate the point from which we begin the year. The underlying purposes of “summer reading” is to scaffold and strengthen skills while students are away from the routine of learning. To keep them reading is a major goal of teachers throughout high school, not just in the English department, and accelerating the reading provides more time in the classroom to dig deeper and glean more from what we ask students to study.
4. **Standards:** This summer reading assignment develops reading standards primarily, but leads to development of writing standards as well; many of the standards are reflected in assignments that build from the tasks attached. The standards are on page 2 of this packet and the primary focus standards are highlighted.
5. **Assessment:** There will be multiple class activities and assessments connected to these two texts. Students will participate in two different [Socratic Seminars](http://www.studyguide.org/socratic_seminar_student.htm), and students will complete Major Works Data Sheets (MWDSs) on each text (one for fiction, the other for nonfiction; both assignments & their respective rubrics are attached at the end of this packet). [***Sleeping Freshman Never Lie***](https://www.goodreads.com/book/show/16156676-sleeping-freshman-never-lie?from_new_nav=true&ac=1&from_search=true) **is due on Wednesday, August 17, 2016*.*** [***The Power of Habit***](https://www.goodreads.com/book/show/12609433-the-power-of-habit?from_search=true&search_version=service) **is due on Wednesday, August 31, 2016. This means students will need to finish reading the texts before coming to class on those dates.**

**Reading Informational & Literary Texts:**

RL/RI.9-10.1 Cite strong and thorough textual evidence to support analysis and inference.

RI/L.9-10.2 Determine a theme or central idea of a text and analyze its development, including how it emerges and is shaped by details; provide an objective summary.

RL.9-10.3 Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events and the connections that are drawn between them.

RL/RI.9-10.4 Determine the figurative, connotative, and technical meanings of words and phrases; analyze the cumulative impact of specific word choices on meaning and tone.

RI/RL.9-10.5 Analyze how an author’s choices concerning how to structure a text and manipulate time create such effects as mystery, tension, or surprise.

RL.9-10.6 Analyze a particular point of view or cultural experience.

RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work

RL/RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction and literature in the grades 9–10 text complexity band proficiently

RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance including how they address related themes and concepts.

**Writing:**

W.9-10.1 Write arguments to support using valid reasoning and relevant and sufficient evidence.

W.9-10.2 Write informative/explanatory texts to examine and convey information clearly.

W.9-10.3 Write narratives to develop real or imagined experiences.

W.9-10.4 Produce clear and coherent writing.

W.9-10.5 Develop/strengthen writing, focus on addressing what is most significant for a specific purpose & audience.

W.9-10.6 Use technology to produce, publish, and update individual or shared writing products.

W.9-10.7 Conduct short as well as more sustained research projects to answer a question or solve a problem.

W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, avoiding plagiarism and following a standard format for citation.

W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.9-10.10 Write routinely over extended and shorter time frames for a range of tasks, purposes, and audiences.

**Language:**

L.9-10.1 Demonstrate command of Standard English grammar and usage.

L.9-10.2 Demonstrate command of Standard English capitalization, punctuation, and spelling when writing.

L.9-10.3 Apply knowledge of language to understand context, to make meaning or style choices, and to comprehend.

L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.9-10.6 Acquire and use words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary.

**Speaking & Listening:**

**Comprehension & Collaboration**

SL.9-10.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others’ ideas and expressing their own clearly.

SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats, evaluating the credibility and accuracy of each source.

SL.9-10.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

**Presentation of Knowledge and ideas**

SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, logically, and appropriately (purpose, audience, task).

SL.9-10.5 Make strategic use of digital media to enhance presentations.

SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

*Sleeping Freshman Never Lie* David Lubar

As you read the novel, consider these discussion questions. You do not need to write answers for all of these, but be sure your annotations preserve the locations of support for your answers.

1. Describe the dynamic between Scott and his friends Mitch, Patrick, and Kyle. What role does each play in their group? What does each bring to the group? How does this dynamic change throughout the book? How does this affect Scott?
2. What is Scott’s first day of high school like? How does he feel at the end of it? Have you ever had a first day of school similar to Scott’s? What news does Scott get later that evening? How does he react?
3. Mr. Franka teaches the class the line “Take arms against a sea of troubles.” What conclusions does the class draw about the meaning of the line? Why do you think Lubar places this phrase after the chapter about the dance and Patrick moving? Suggest some possible “arms” that Scott could take against his troubles.
4. How do most of the students feel about the new girl, Lee? Discuss the interaction Lee and Scott have about S. Morganstern’s book. What is the significance of the particular book she is holding?
5. How does Scott react when he hears about a fellow student’s suicide attempt? Why does he suspect the student is Lee? How does the situation affect his thoughts and actions? Do you agree with Lee’s assertion that it doesn’t matter if Scott like Mouth, as long as he was nice to him? What do you think she means by that?
6. Interpret Lee’s note to Scott about going to the dance. Why doesn’t he realize she is serious? Why doesn’t she tell him she is? Compare and contrast Lee and Julia. Which one is a better fit for Scott and why?
7. At the end of the book, Scott remarks—conclusively—that “flux rox.” Why has his attitude changed? Reflect on the events of Scott’s freshmen year. Discuss the new experiences he had, lessons he learned, people he met, and skills he realized while trying to cope with high school. Were the changes ultimately good for him? How do you think he feels going into sophomore year?
8. Think about the book’s title. What does it refer to when the word “lie” is construed to mean “lie down?” What about when “lie” means not telling the truth? Who has Scott lied to? How do both interpretations sum up his first year in high school? Do you think this is a good title for the book?

*The Power of Habit* Charles Duhigg

As you read, consider these discussion questions. You do not need to write answers for all of these, but be sure your annotations preserve the locations of support for your answers.

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| **Chapter** | **Questions** |
| 1 | 1. On page 21, the author writes, “Habits are often as much a curse as a benefit.” What are examples of habits that are beneficial or detrimental in your own life? 2. Make a plan for a new habit you would like to develop. Identify what you can use as a cue, the steps involved in creating a routine and the reward this new habit will deliver. |
| 2 | 1. The chapter breaks down several behaviors into habit loops, including running, eating, and cleaning. Think about how you exercise, eat, or clean. What are your cues, rewards, and cravings for these activities? Which ones are the same and which ones are different from those described in the chapter? 2. Think of a common pattern of behavior (i.e., checking your email, taking a shower in the morning, buying a certain type of cereal, studying for your Introduction to Psychology exam). Describe the cue, routine, reward, and craving for that habit. This can be challenging, as we are often unaware of the cues and cravings in our lives. |
| 3 | 1. Why are habits so hard to change? Think about a time when you have tried to change one of your habits. Was it hard? Were you successful? If so, how did you do it? If not, what should you have done differently? |
| 4 | 1. In this chapter, “grit” is an example of an institutional value among West Point cadets who successfully complete training by relying on certain habits. Have you ever been a part of a study group, sports team, or group in school that used “grit” to create good habits? What was the group? What were the positive habits that resulted? What cues and rewards did your group help you identify and achieve? |
| 5 | 1. Imagine that you need to construct a habit loop for the Starbucks’ employee-training manual. Diagram a willpower habit loop and highlight possible inflection points. 2. Why do you think that blank pages were included in the Starbucks’ employee-training manual? What are the advantages and potential disadvantages of employees completing the following assignment, “When a customer is unhappy, my plan is to…” on their own? What’s an even better assignment to help employees develop willpower habits? |
| 6 | 1. Summarize the toxic routines that contributed to the devastating fire that killed thirty-one people in the London Underground. Analyze those patterns and describe how different communication patterns could have prevented the tragedy. 2. Why would a leader want to prolong a sense of emergency on purpose or create the perception of a crisis? Is that ethical? Why or why not? |
| 7 | 1. Using the familiarity loop, explain how you would get a four-year-old to try a new food. 2. Read the footnote on page 197. What is your opinion of Target’s response to questioning about its practices? |
| 8 | 1. Peer pressure involves the social habits that encourage people to conform to group expectations. Provide examples of peer pressure that are positive. What are some examples of negative peer pressure? How can one form of influence—peer pressure—be both good and bad? What does this tell us about how we should train people to recognize peer pressure? |
| 9 | 1. If you watch closely, it is easy to recognize habits in even very young children. What does it take for a child to change a habit? Do you believe children have free will? If so, when does free will develop? Or are we born with free will? Is a baby responsible for its actions? What about a toddler? When do we become responsible? Use examples to explain your position. |

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| **FICTION MWDS (*Sleeping Freshman Never Lie*)** | | | | |
| **Title/Author:**  **Date of Publication/Genre:** | | | **Biographical information about the author:** | |
| **Historical information on the period of publication:** | | | **Characteristics of the genre:** | |
| **Setting (be as specific as you can be) & Plot Summary (cite location of climax):** | | | | |
| **Describe author’s style:** | | | **Examples (i.e., quotes with citations) that demonstrate the style(s):** | |
| **Memorable Quotes** | | | | |
| **Quote(s) with citations** | | **Significance/explanation(s):** | | |
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| **Characters** | | | | |
| **Name** | **Role in the story** | | **Significance** | **Adjectives** |
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| **Significance of the opening scene:** | | | **Significance of the closing scene:** | |
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| **Symbols & their meanings:** | | | | |
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| **Possible Themes (not cliché, complete sentences, universal)** | | | | |
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| **NONFICTION MWDS (*The Power of Habit*)** | |
| **Title:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Author:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Date of Publication:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Genre (specific):** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **Author Information** Who is the author? What are the author’s qualifications for writing on the subject? Is the author an authority on the subject area? How does the author present the subject and his/her expertise? Do the acknowledgements and bibliography indicate thoughtful research? |
| **Information about person/subject’s place in history**  (Why is this person or subject worthy of a book?) |
| **Writing Style** Discuss the author’s writing style. Include the following as part of your discussions: Is the language level appropriate? Is there clarity to the style of writing? Is the material fairly easy to follow and understand? Does the author avoid stereotypes and generalizations? Does the author avoid didactic and condescending language? You must discuss the author’s syntax as well as his/her use of tone, diction, connotation, figurative language, and form (how does he/she develop the story). | |
| **Significance of the opening** | **Significance of the closing** |

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| **Format/Organization of the Book** Is the layout appropriate to the organizational method and writing style? Does the layout of the material contribute to the natural flow of information? Is the pattern easy to follow? Is the physical size of the work appropriate to the age level of the reader and the subject of the work? Discuss the cover-is it appropriate? What is its significance? | |
| **Describe the mood/tone of the work with in-text citations to support those descriptions** | **Book summary (with in-text citations)** |
| **Intended Audience** | **Author’s Purpose** |
| **Rhetorical Strategies** (i.e., Cause & effect, Classifying & dividing, Comparing & contrasting, Deductive reasoning, Defining, Describing, Ethos, Explaining a process, Inductive reasoning, Logos, Narrating, Pathos) | |

Name & Period \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ nf MWDS RUBRIC

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| **Box on MWDS** | **Points** | **Comments** | **Box on MWDS** | **Points** | **Comments** |
| **Title**  **Author**  **Date**  **Genre (specific)** | 5 |  | **Format/Organization** (Layout appropriate? Natural flow? Physical size? Cover? Any other?) | 15 |  |
| **Information about the person/subject’s place in history** (Why is this person or subject worth of a book?) | 5 |  | **Describe the tone** with citations to support your descriptions. | 5 |  |
| **Author Information** (bio, qualifications, authority, expertise, research) | 15 |  | **Intended Audience** (with citation to support your answer) | 5 |  |
| **Writing Style** (Language level? Clarity? Ease? Stereotypes? Language? Syntax, tone, diction, connotation, figurative language, form?) | 15 |  | **Brief summary** (Seriously, be brief!) | 5 |  |
| **Significance of the opening?** Why start this way? Why open this life story here? | 5 |  | **Author’s Purpose** (with citations to support your answer) | 5 |  |
| **Significance of the closing?** What is significant, important about this ending? | 5 |  | **Rhetorical Strategies** (On the MWDS itself, there is a LIST of ideas for this category.) | 15 |  |

Name & Period \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ fiction MWDS rubric

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| Section | Max | Comments |
| Title Box: title, author, date & place of publication, genre | 5 |  |
| Historical Information: focuses on what was going on in the world that may have influenced the author | 5 |  |
| Biographical Information: focuses on important information about the author that may have influenced the text | 5 |  |
| Genre Characteristics: focuses on individual traits of this specific genre within fiction | 5 |  |
| Setting & Plot Summary: exposition, narrative hook, rising action, climax, falling action, resolution—citation FOR CLIMAX INCLUDED | 5 |  |
| Author’s Style & Example that demonstrates that style: Must be specific to author & include quote with citation to support style explanation. | 10 |  |

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| --- | --- | --- |
| Section | Max | Comments |
| Memorable Quotes with page # plus both Significance & explanation | 10 |  |
| Characters: Identifies all significant characters, explains the role & significance, including multiple adjectives & citations where necessary | 20 |  |
| Opening Scene: clarifies the significance of using this to open the novel | 5 |  |
| Closing Scene: clarifies the significance of using this to close the novel | 5 |  |
| Symbols & Their Meanings: Include strong symbols from the text with citations where mentioned. For full credit, meanings must be identified. | 15 |  |
| Possible Themes must be written in a complete statement including your opinion but avoiding clichés, & citing to support each statement. Themes should be universal, applicable across genres, generations, & genders. | 10 |  |