

## Honors 9th and 10th English: Survey of Genres 2022-2023 Summer Reading

Students are required to read, but are not limited to, the following two books during the summer:

### 1) *Tuesdays with Morrie* by Mitch Albom

#### Assignment part 1- Assessment

- Read the novel and expect a test over the material during the first week of school.

#### Assignment part 2- Written response

- You will construct a two paragraph response, consisting of 6 well-developed sentences each, to the following prompts. Each response will include textual evidence to support your answer. Your Written Response must: be **typed**, include your **name**, and **be printed prior to coming to class the first day**. Points will be deducted if the response isn't printed.
- Prompt 1: In "We Talk about the World," Mitch says he brings Morrie food because it's the only thing he feels he can contribute. How is sharing food a powerful and symbolic gesture for human beings?
- Prompt 2: The big aphorism in "We Talk About Death" is, "Once you learn how to die, you learn how to live" (Albom 82). How does Morrie explain this aphorism? What does it mean?
- Prompt 3: Pick one piece of advice that Morrie gives in "The Seventh Tuesday: We Talk About the Fear of Aging." Write down this quote, and then explain why it is important and meaningful to the story.

### 2) Book of choice from the list provided:

#### Assignment part 1- Book talk:

- You will be expected to give a book talk presentation during the 1st week of school. Please see the attached rubric to help ensure you understand the guidelines.
- Ensure that you have a hard copy of your book (or the copy of your book on your ipad) for the presentation
- You may use note cards if you desire and feel more comfortable

#### Assignment part 2- Reader response journal

- As you read your novel, you will keep a reader response journal (rrj) in which you notice and respond to specific passages in the novel. You will note:
  - Questions - ask something about the passage that is unclear that you would like answered by the end of the story. (x5)
  - Connections- make a connections to your life, the world, or another text as you read (x5)
  - Reflect- think deeply about what the passage means in a broad sense – not just to the characters in the story/author of the story. What conclusions can you draw about the world, about human nature, or just the way things work? (x5)
- Format your journal like this (use a dedicated spiral notebook)**
  - 1) Begin the entry by numbering it and then quoting the relevant passage (give page number also). If it is a long passage, use ellipsis to shorten it unless you are commenting about the writing style- then be sure to quote all of the relevant passage. At the end of your quoted passage, note page number in parentheses.
  - 2) Skip one line under the passage and then begin your commentary, which may vary in length depending on the type of response. Your commentary should be a minimum of 4 sentences long. Label your commentary with "Question", "Connections", or "Reflect".
  - 3) Skip another line and begin your next entry (be sure to number it)
  - \*\*You will need to have 5 entries of each type for your novel.** They should be evenly distributed throughout the novel.
  - Finally, create a 2 paragraph response connecting your book to a biblical application. How does the story connect to a story, lesson, or teaching from scripture?**

**Rubric for Book Talk**

Category	Points Available
<p><b>Content and Details:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provides thorough and interesting summary including plot, setting and characters, remembering not to give too much of the book away.</li> <li><input type="checkbox"/> Discusses the theme in an insightful, analytical way.</li> </ul>	<p>...../10</p>
<p><b>Personal Application:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student provides his/her opinion of whether or not to read the book with at least 3 supporting reasons.</li> <li><input type="checkbox"/> Student also provides 2 clear examples of his/her personal connection with the book.</li> </ul>	<p>...../10</p>
<p><b>Presentation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Student is prepared.</li> <li><input type="checkbox"/> Voice is clear, words are pronounced correctly and at an appropriate pace.</li> <li><input type="checkbox"/> Eye contact is maintained with the audience.</li> <li><input type="checkbox"/> Minimal “ums” or “uhs.”</li> </ul>	<p>...../10</p>
<p><b>Use of Persuasion:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Speaks in an enticing way to draw the audience to want to read the book.</li> </ul>	<p>...../5</p>
<p><b>Basics:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Book is brought in to show off.</li> <li><input type="checkbox"/> The 3-5 minute time limit is met.</li> <li><input type="checkbox"/> The student mentions the book title and author.</li> </ul>	<p>...../5</p>
<p><b>Participation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Participation as an audience member is respectful, engaged and appropriate</li> </ul>	<p>...../5</p>
<p><b>Video Creation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students will create a 20-30 second video using their device that creatively summarizes the book they've read.</li> <li><input type="checkbox"/> Students are encouraged to use sounds, original dialogue, and/or video captions to enhance their videos.</li> <li><input type="checkbox"/> Must cover the entirety of the book.</li> </ul> <p><b>**Video DOES NOT contribute to the required 3-5 minute Book Talk time limit.</b></p>	<p>...../10</p>

Total

-----/55