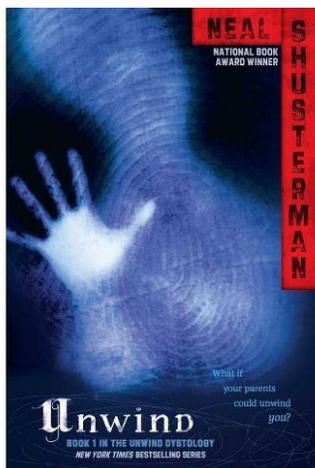


## Honors STEM 9th Grade Literature Summer Reading

Choose one of the following books to read. Then, complete the dialectical journal assignment that follows. These will be uploaded to Turnitin.com. You will have the summer and the first two weeks to complete the assignment as we research biomedical engineering in class. Right now, the **due date for the dialectical journal assignment is Friday, August 13 by 11:59 pm; that date may change.**

Novel Choices:

### ***Unwind* by Neal Shusterman**

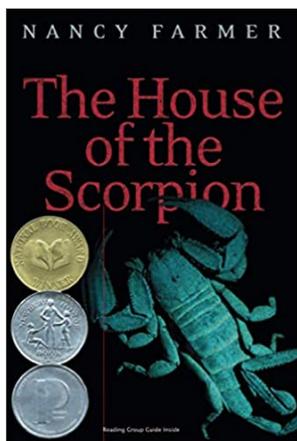


After America's Second Civil War, the Pro-Choice and Pro-Life armies came to an agreement. According to their Bill of Life, human life may not be terminated from the moment of conception until the age of thirteen. But between the ages of thirteen and eighteen, the child may be gotten rid of by their parent through a process called "unwinding."

By repurposing a teen's organs and other body parts in living recipients, the unwound child's life doesn't *technically* end. According to society's leaders, unwinding leads to a healthier and safer community, as troublesome and unwanted teens are used for the greater good.

Curtis is a rebel whose unwinding was ordered by his parents. Rita, a ward of the state, has been slated for unwinding due to cost cutting. And Lev, his parents' tenth child, has been destined for unwinding since birth as a religious tithe. As their paths intersect, they start to fight for their own destinies. But do they stand a chance of escaping their fate or proving their lives are worth saving?

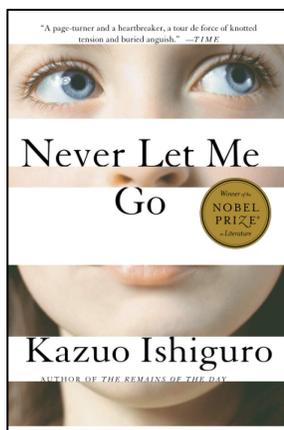
### ***Farmer***



Matteo Alacrán was not born; he was harvested. His DNA came from El Patrón, lord of a country called Opium--a strip of poppy fields lying between the United States and what was once called Mexico. Matt's first cell split and divided inside a petri dish. Then he was placed in the womb of a cow, where he continued the miraculous journey from embryo to fetus to baby. He is a boy now, but most consider him a monster--except for El Patrón. El Patrón loves Matt as he loves himself, because Matt is himself.

As Matt struggles to understand his existence, he is threatened by a sinister cast of characters, including El Patrón's power-hungry family, and he is surrounded by a dangerous army of bodyguards. Escape is the only chance Matt has to survive. But escape from the Alacrán Estate is no guarantee of freedom, because Matt is marked by his difference in ways he doesn't even suspect.

### ***Never Let Me Go* by Kazuo Ishiguro**



As children, Kathy, Ruth, and Tommy were students at Hailsham, an exclusive boarding school secluded in the English countryside. It was a place of mercurial cliques and mysterious rules where teachers were constantly reminding their charges of how special they were. Now, years later, Kathy is a young woman. Ruth and Tommy have reentered her life. And for the first time she is beginning to look back at their shared past and understand just what it is that makes them special—and how that gift will shape the rest of their time together. Suspenseful, moving, beautifully atmospheric, *Never Let Me Go* is modern classic.

**Summer reading Dialectical Journal Assignment: Honors STEM 9th Grade Literature**

You will create a dialectical journal for the novel you choose to read this summer. When you are done, you should have 10 entries total. These will be uploaded to Turnitin.com. You will have the summer and the first two weeks to complete the assignment. Right now, the **due date is Friday, August 13 by 11:59 pm; that date may change.**

What is a dialectical journal? A dialectical journal is a journal in which the student keeps records of their observations and reactions to literature while also making connections to structure, literary devices, narrative devices, etc. It is created using a two-column system with one side including chosen passages from a text and the other side including the notes from the student.

Coding: To help organize your notes, code them using the following key (you can color-code as well but it is not required):

- **PR:** Personal Reaction-Describe what the passage makes you think about or how it makes you feel (Text-to-Self connections)
- **LD:** Literary Device-Identify literary devices and how they impact the meaning (alliteration, allusion, Imagery, symbolism, metaphor, simile, personification, Irony, paradox, suspense, tone, etc.)
- **ND:** Narrative Device-conflict (man v man, man v self, man v nature, man v society), setting (location and time period), plot structure (chronological? flashbacks? Exposition, rising action, climax, falling action, resolution)
- **CH:** Characterization-direct and indirect characterization; static/dynamic characters, protagonist, antagonist, secondary characters
- **CO:** Connection-Make connections to other works, including books, short stories, poems, movies, etc. (Text-to-Text connections)
- **TH:** Theme-Message conveyed; lesson taught/learned in the story
- **DL:** Diction and Language-anaphora, parallel structure, repetition, unknown words, connotation/denotation of words.
- **Q:** Question-ask a question and ponder the answer.

\*\*\*With all your passages, you must make THREE of these notations. Your notes must specifically reference the passage you selected and must be thorough. Also, please make sure your selected passages are from varying parts of the book (beginning, middle, and end of the book). NO ONE WORD RESPONSES! All codes must be used at least once in this assignment.

### **Example:**

“A Study in Scarlet” (Sherlock Holmes)

Passage:

Notes:

<p>From Part II:</p> <p>“As the weeks went by, my interest in him and my curiosity as to his aims in life, gradually deepened and increased. His very person and appearance were such as to strike the attention of the most casual observer. In height he was rather over six feet, and so excessively lean that he seemed to be considerably taller. His eyes were sharp and piercing, save during those intervals of torpor to which I have alluded; and his thin, hawk-like nose gave his whole expression an air of alertness and decision. His chin, too, had the prominence and squareness which mark the man of determination. His hands were invariably blotted with ink and stained with chemicals, yet he was possessed of extraordinary delicacy of touch, as I frequently had occasion to observe when I watched him manipulating his fragile philosophical instruments.”</p>	<p><b>CH:</b> In this passage Watson is describing what Sherlock Holmes looks like. “Six feet tall” and “excessively lean” and “thin, hawk-like nose” are all examples of direct characterization because Doyle is telling the reader what they need to know about his appearance. The entire passage is a physical description of Sherlock Holmes through Watson’s eyes. “Philosophical Instruments” is indirect characterization—we can infer that Sherlock’s faith is in science, not in religion.</p> <p><b>DL:</b> Torpor—means a state of physical or mental inactivity; lethargy. Other interesting words that show Sherlock as a dichotomous character: excessively lean, sharp eyes and torpor eyes, stained hands from work but also delicate.</p> <p><b>LD:</b> “Hawk-like” is a simile; accurate because hawks are sharp hunters, and Sherlock almost always catches the criminal like a hawk catches its prey.</p> <p><b>CO:</b> Sherlock “manipulating his fragile philosophical instruments” reminds me of Gil Grissom from the TV Show CSI because he was hyper intelligent and was always turning to science for answer to solving crimes. Grissom was the Sherlock of CSI 😊</p>
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If you have any questions, please email Mrs. Ann Tucker: [ann.tucker@cobbk12.org](mailto:ann.tucker@cobbk12.org)