



2011-2012 – Summer Reading - CGS Social Studies– Entering Grade 9

You must read the one book listed from the culture you have chosen:

Chinese Social Studies: Red Scarf Girl, by Ji-Li Jiang. A memoir of the Cultural Revolution in China.

Japanese Social Studies: Hiroshima, by John Hersey. The survivors tell the story of the first atomic bomb and its effects.

Middle East Social Studies: Habibi, by Naomi Shihab Nye. A young Arab-American girl returns to Palestine and discovers her heritage and issues of conflict. **If you have trouble finding this book at your library, contact us. We have copies we can loan you.**

ASSIGNMENT:

Using the “Double-Entry Journal” sheet (see below) as a guide, compile 10 entries as you read the novel. Be sure that you are following the directions and format! Within the first week of class, you will have a project on this assigned reading. Keep this in mind as you keep your Double-Entry Journal.

Double-Entry Journal

One of the best ways to engage with a literary text (story, novel, poem, play) is to have a conversation with it or its author. The DOUBLE-ENTRY JOURNAL allows you to do just that. It can be used for many purposes, from getting more deeply into the text for class discussion or short assignments to generating ideas for analytical papers.

You can format your journal by drawing a line down the center of a page (though it’s better to use facing pages, which will give you more room to write) or, on computer, as below, creating a table with one row and two columns.

In the left-hand page or column, copy a quote or describe an event which is intriguing, puzzling, or moving, or which connects to a previous entry or situation. In the right-hand page or column, react to the quotation or event. Entries are made whenever a natural pause in the reading occurs (like the end of a chapter or a significant event), so that the flow of reading is not constantly interrupted.

| Left-Hand Side | Right-Hand Side |
|--|---|
| Quote or event from the text + <i>speaker (if applicable) and pg #</i> | Reactions (“This bugs, annoys, moves . . . me because . . .”), reflections (“I wonder if. . .”), musings (“Hmmm...”), questions (“I wonder why...”) with possible answers (“Maybe because . . .”) |
| Quote or event from the text + <i>speaker (if applicable) and pg #</i> | Connections *Text to other text(s) *Text to self *Text to world |
| Quote or event from the text + <i>speaker (if applicable) and pg #</i> | Significance in relation to piece as a whole; relating part to whole. |
| Quote or event from the text + <i>speaker (if applicable) and pg #</i> | Social Questions (history, race, class, culture, gender issues) |
| Quote or event from the text + <i>speaker (if applicable) and pg #</i> | Naming Literary Techniques (metaphor, foreshadowing) |

Your Task:

1. Be sure to complete all required summer reading before the 1st day of school.
2. You should have a total of 10 entries.
3. Your right-side reactions should be a minimum of 2-3 sentences. Explain your point with the passage thoroughly.

Example:

| | |
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| <p>“Shoulder up, I reeled around to face Boo Radley and his bloody fangs; instead, I saw Dill ringing the bell with all his might in Atticus’s face.” <i>Scout (narrator), page 48.</i></p> | <p>This whole scene was entertaining, but this last line was hysterical to me. Scout’s imagination is so vivid that she automatically assumed that bloody fangs were going to eat her! Also, I pictured little Dill standing there, saying nothing, but ridiculously ringing a bell in Atticus’s face as a warning to Scout and Jem that the coast isn’t clear. I think this would be a funny scene in the movie because the kids are just so young and ridiculous.</p> |
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BMHS classes: Please check the BMHS website for any other classes you are taking for their summer assignments.