

# 8<sup>th</sup> Grade Summer Reading List – GT Academy

All students will read **3 TOTAL books, ONE from each of the 3 categories below.**

The titles listed are only suggestions.

***All categories allow for student choice with parent approval.***

You may use internet sources or consult your local librarian for book recommendations.

\*\*Graphic novels are NOT permitted for this assignment.\*\*

**READ THIS ENTIRE ASSIGNMENT FROM START TO FINISH BEFORE BEGINNING!**

## **Category 1: Contemporary Novel of Choice (fiction)**

A contemporary novel is a book “belonging to or occurring in the present,” meaning it is written by an author who is current and known today. Most of the novels students read by choice fall into this category. ***You may choose any contemporary novel of choice that you have not previously read for this assignment.*** Of course, parent approval—you will be reading this at home—is required.

## **Category 2: Classic Novel of Choice (fiction)**

*Pride and Prejudice* by Jane Austen

OR

*White Fang* by Jack London

OR

*The Outsiders* by S. E. Hinton

OR

*War of the Worlds* by H. G. Wells

OR

*Where the Red Fern Grows* by Wilson Rawls

OR

***Any novel of your choice that was published before 1980.***

Of course, parent approval is required.

## **Category 3: Memoir or Nonfiction**

*Other Side of the Sky: A Memoir* by Farah Ahmed and Timim Ansary

OR

*Gifted Hands: The Ben Carson Story* (memoir) by Ben Carson and Cecil Murphey

OR

*Isaac’s Storm* (nonfiction) by Erik Larson

OR

***Any other contemporary memoir or nonfiction work of comparable merit that you have not read prior to receiving this assignment.*** Of course, parent approval is required.

# Summer Reading Activity

**All students should keep ONE dialectical journal with appropriate information from EACH of the 3 books** they chose formatted exactly according to the *Setting Up Your Dialectical Journal* instructions below. **Students should bring this dialectical journal with them, COMPLETED, to the first day of 8<sup>th</sup> grade class.** A rubric is included on the next page along with the requirements to give students guidance. The instructions below should be followed with care as noted on the rubric.

## **Setting Up Your Dialectical Journal**

Using lined paper, **create 5 sections**, using one piece of paper for each of the literary devices listed below (archetype, imagery, mood/atmosphere, parallelism, and theme). You may add additional pages to any section that requires more space. In other words, you will have one section for archetype, one section for imagery, etc. **Do NOT make a separate section for each book you read.** All examples of archetype from any of the books you choose to read will then go in the one “Archetype” section and so forth.

**Create 2 columns on every page**, one for quotes and one for responding to the quote. Every time you enter a quote, you will enter a detailed, concise response. Quotes<sup>1</sup> should relate to examples/observations about the following literary devices and students should **get between 3 – 5 strong examples of EACH device** in their journals (NOT 3 – 5 from each book, but altogether). **Always put the title and page number after each quote in parenthesis.** Example: (*Isaac’s Storm*, 67)

## **How to Annotate and Respond to Each Required Literary Device**

### 1) Archetype

- a. In the Quote column, quote a brief description of a character/environment or a character’s thoughts/actions that you feel bring out a particular archetype in literature.
- b. In the Response column, explain specifically which archetype the quote brings out and how specifically the quote shows this archetype. ***NOTE: Archetype is much broader than the Hero’s Journey. See the list of possible archetypes attached to this handout. Research them as needed.***

### 2) Imagery

- a. In the Quote column, quote a brief section of text that shows vivid imagery. Choose and highlight words that appeal to the senses and allow the reader to visualize the scene. ***The best choices for imagery are EXPANSIVE, meaning they are NOT just one sentence or a few phrases, but RATHER are longer sections (a paragraph or more) where the author repeatedly appeals to multiple senses (not just sight).***
- b. In the Response column, explain what effect that imagery has on the meaning of the text. Why do you think the author used imagery at this point in the story? What effect does it have on the reader?

### 3) Specific Language That Sets the Mood/Atmosphere

- a. Find a section of maybe a few paragraphs and in the Quote column, **quote individual words/phrases** within the section that bring out the mood. List **JUST the applicable individual words/phrases** within the paragraphs as one entry with commas separating them.
- b. In the Response column, identify exactly what mood the words/phrases bring out and why/how they do it. Don’t respond to each individual word, but the meaning they all create as a whole.

### 4) Parallelisms

- a. In the Quote column, quote text that clearly and purposefully uses some form of parallelism for emphasis and/or effect. ***Name the type of parallelism if you can.*** Research may assist you with this.
- b. In the Response column, explain why the author used the parallelism and its intended effect on the reader. Evaluate the effectiveness of the parallelism on you and/or other potential readers.

### 5) Theme

- a. In the Quote column, find short quotes that you feel imply the theme of the work as a whole or a particular section of the work. ***NOTE: these are often—but not always—found in the end sections of books where the outcomes of the story and their meanings become more evident.***
- b. In the Response column, explain how the quote implies the theme using specific details from the text.

---

<sup>1</sup> Quotes are words copied directly from the text (can be narration or dialogue).

# SUMMER READING DIALECTICAL JOURNAL RUBRIC

*This rubric must be turned in with the journal, so don't lose it! ☺*

Name: \_\_\_\_\_

Category 1 Novel: \_\_\_\_\_

Category 2 Novel: \_\_\_\_\_

Category 3 Novel: \_\_\_\_\_

The parent signature below indicates approval of the 3 novels listed above. *This signature is required; journals will not be graded (receiving a zero) without this signature.*

Parent signature: \_\_\_\_\_ Date: \_\_\_\_\_

Skill	Not Meeting Standard	Progressing	Proficient	Exemplary
<b>Dialectical Journal</b>	<p>The student evaluates material so <b><u>inconsistently</u></b> that it is impossible to determine a meaningful opinion or may not have identified any specific examples from the text to support opinions.</p> <p style="text-align: center;">AND/OR</p> <p><b><u>The journal is extremely unorganized, which halts the understanding of the student's thought process.</u></b> The teacher never truly is able to gain insight into the student's thought process while reading.</p>	<p>The student evaluates material <b><u>inconsistently</u></b> or may not have identified enough specific examples from the text to support opinions.</p> <p style="text-align: center;">AND/OR</p> <p><b><u>Some teacher inferences may be needed</u></b> in order to give the teacher insight into the student's thought process while reading.</p> <p style="text-align: center;">AND/OR</p> <p>The journal is <b><u>somewhat unorganized</u></b>, which requires significant effort on the teacher's part to sort through in order to gain a meaningful understanding of the student's thought process.</p>	<p>The student evaluates material <b><u>competently, but not comprehensively</u></b>. Overall, the student is <b><u>able to communicate effectively with specific comments about the text</u></b></p> <p style="text-align: center;">AND/OR</p> <p>Student may have written a little too much or too little for the journal to be completely effective.</p> <p style="text-align: center;">AND/OR</p> <p>Student attends to MOST, but not ALL of the formatting specifics.</p>	<p>The student evaluates material <b><u>comprehensively with insight</u></b>, giving the teacher insight into the student's thought process while reading.</p> <p style="text-align: center;">AND</p> <p>Student <b><u>formats</u></b> dialectical journal according to the instructions and <b><u>attends to the specifics</u></b> highlighted in the section entitled "How to Annotate and Respond to Each Required Literary Device."</p> <p><b>NOTE:</b> It is acceptable to create the journal in <b><u>DIGITAL form</u></b>! However, the document must be <b><u>completely original</u></b>—no shared documents are allowed.</p>

## Background Research Recommendation for Individual Novels and Literary Terms

**NOVELS:** It is highly recommended that before reading any of the selections on the list or choosing a book of their own that students use the internet to research background information on the content to determine a historical context and gain perspective on the content before beginning to read or even making a choice to start reading. Many students in the past have complained about a book for summer reading, and we have asked them, "Why didn't you pick something else if you didn't like it?" Their nearly identical answer is always, "Well, I started it and I didn't want to start another one." By doing a small amount of research up front and going to a book store and reading the first few pages of each book, students are much more likely to pick a book that is at an appropriate reading level and that will interest them.

**LITERARY TERMS:** All the literary terms included in the dialectical journal are "review" terms that have been studied in 7<sup>th</sup> and/or 6<sup>th</sup> grade. That being said, if you are at all unclear on any of the terms, it is IMPERATIVE (that means very important) that you research the terms to clarify your understanding of them. It is very difficult, perhaps impossible, to find good examples of a term in the novels if you do not have a clear understanding of what the term is. Use the internet or other sources to solidify your understanding of the terms prior to working on this assignment.

## Archetypes Beyond the Hero's Journey

Do not settle for only the archetypes you learned in 6<sup>th</sup> grade. Use this list as a source of other possible archetypes. Research what they are, if needed.

Actor	Gambler	Pioneer
Addict	God	Pirate
Advocate	Goddess	Poet
Alchemist	Gossip	Priest
Altruist	Guide	Prince
Angel	Healer	Princess
Artist	Hedonist	Queen
Athlete	Hermit	Rebel
Beggar	Hero/Heroine	Rescuer
Bully	Judge	Samaritan
Clown	King	Scholar
Coward	Knight	Scribe
Companion	Liberator	Shaman
Damsel	Lover	Seeker
Destroyer	Magician	Servant
Detective	Martyr	Shape-shifter
Deva	Mentor	Slave
Dilettante	Messiah	Storyteller
Don Juan	Midas/Miser	Student
Engineer	Monk/Nun	Teacher
Entrepreneur	Mother	Thief
Exorcist	Mystic	Trickster
Father	Networker	Vampire
Femme Fatale	Peacemaker	Visionary
Fool	Philosopher	Warrior
		Wizard
		Wanderer