

Summer Reading Book Tasting Menu (9th Grade)



Directions: Welcome to the **Freshman Summer Reading Book Tasting!** For your first course, you will read *The 7 Habits of Highly Effective Teens* by Sean Covey. For your second course, you will choose a novel from the menu. In order to make the right selection for you, start by reading the menu **DESCRIPTION** of each book. The **RECIPE** lists the major themes found in the novel, and **PAIRS WELL WITH** names what other types of media are similar to that book. Enjoy!

FIRST COURSE (Required for ALL 9th Graders)

The 7 Habits of Highly Effective Teens by Sean Covey

- **Description:** Imagine you had a roadmap—a step-by-step guide to help you get from where you are now, to where you want to be in the future. Your goals, your dreams, your plans...they're all within reach. You just need the tools to help you get there. That's what Sean Covey's landmark book, *The 7 Habits of Highly Effective Teens*, has been to millions of teens: a handbook to self-esteem and success. Now updated for the digital age, this classic book applies the timeless principles of 7 Habits to the tough issues and life-changing decisions teens face. Covey provides a simple approach to help teens improve self-image, build friendships, resist peer pressure, achieve their goals, and appreciate their parents, as well as tackle the new challenges of our time, like cyberbullying and social media. In addition, this book is stuffed with cartoons, clever ideas, great quotes, and incredible stories about real teens from all over the world.

SECOND COURSE (Choose one novel from the menu choices below!)

The Book Thief by Markus Zusak

- **Description:** It is 1939. Nazi Germany. The country is holding its breath. Death has never been busier, and will become busier still. Liesel Meminger is a foster girl living outside of Munich, who scratches out a meager existence for herself by stealing when she encounters something she can't resist—books. With the help of her accordion-playing foster father, she learns to read and shares her stolen books with her neighbors during bombing raids as well as with the Jewish man hidden in her basement.
- **Recipe:** the power of language; kindness and cruelty; Nazi-era Germany; life and death
- **Pairs Well With:** *Life is Beautiful* (film); *The Boy in the Striped Pajamas* (novel and film); *The Tattooist of Auschwitz* (novel)

The Hate U Give by Angie Thomas

- **Description:** Sixteen-year-old Starr Carter moves between two worlds: the poor neighborhood where she lives and the fancy suburban prep school she attends. The uneasy balance between these worlds is shattered when Starr witnesses the fatal shooting of her childhood best friend Khalil at the hands of a police officer. Khalil was unarmed. Soon afterward, his death is a national headline. Some are calling him a thug, maybe even a drug dealer and a gangbanger. Protesters are taking to the streets in Khalil's name. Some cops and the local drug lord try to intimidate Starr and her family. What everyone wants to know is: what *really* went down that night? And the only person alive who can answer that is Starr. But what Starr does—or does not—say could upend her community. It could also endanger her life.
- **Recipe:** race and identity; social justice; community activism
- **Pairs Well With:** *When They See Us* (series); *Dear Martin* (novel); *All American Boys* (novel)

Clap When You Land by Elizabeth Acevedo

- **Description:** Camino Rios lives for the summers when her father visits her in the Dominican Republic. But this time, on the day when his plane is supposed to land, Camino arrives at the airport to see crowds of crying people...In New York City, Yahaira Rios is called to the principal's office, where her mother is waiting to tell her that her father, her hero, has died in a plane crash. Separated by distance—and Papi's secrets—the two girls are forced to face a new reality in which their father is dead and their lives are forever altered.
- **Recipe:** grief; sexual assault; sisterhood; cultural identity
- **Pairs Well With:** *With the Fire on High* (novel); *In the Heights* (musical)

Ready Player One by Ernest Cline

- **Description:** In the year 2045, reality is an ugly place. The only time Wade Watts really feels alive is when he's jacked into the OASIS, a vast virtual world where most of humanity spends their days. When the eccentric creator of the OASIS dies, he leaves behind a series of fiendish puzzles, based on his obsession with the pop culture of decades past. Whoever is first to solve them will inherit his vast fortune—and control of the OASIS itself. Then Wade

cracks the first clue. Suddenly he's beset by rivals who'll kill to take this prize. The race is on—and the only way to survive is to win.

- **Recipe:** reality vs. illusion; competition; friendship
- **Pairs Well With:** *Tron* (film); *Divergent Series* (novels and films); *Ender's Game* (novel and film)

Kindred by Octavia E. Butler

- **Description:** Dana, a modern black woman, is celebrating her twenty-sixth birthday with her new husband when she is snatched abruptly from her home in California and transported to the antebellum South. Rufus, the white son of a plantation owner, is drowning, and Dana has been summoned to save him. Dana is drawn back repeatedly through time to the slave quarters, and each time the stay grows longer, more arduous, and more dangerous until it is uncertain whether or not Dana's life will end, long before it has a chance to begin.
- **Recipe:** power; race and gender; history and trauma
- **Pairs Well With:** *The Parable of the Sower* (novel); *Harriet* (film); *13th* (documentary film)

American Street by Ibi Zoboi

- **Description:** On the corner of American Street and Joy Road, Fabiola Toussaint thought she would finally find *une belle vie*—a good life. But after they leave Port-au-Prince, Haiti, Fabiola's mother is detained by U.S. immigration, leaving Fabiola to navigate her loud American cousins, Chantal, Donna, and Princess; the grittiness of Detroit's west side; a new school; and a surprising romance, all on her own. Just as she finds her footing in this strange new world, a dangerous proposition presents itself, and Fabiola soon realizes that freedom comes at a cost. Trapped at the crossroads of an impossible choice, will she pay the price for the American dream?
- **Recipe:** The American Dream; the immigrant experience; spirituality; trauma
- **Pairs Well With:** *Grown* (novel); *Dear Haiti. Love Alaine* (novel); *Haiti Untold* (documentary film)

Simon vs. the Homo Sapiens Agenda by Becky Albertalli

- **Description:** Sixteen-year-old and not-so-openly gay Simon Spier prefers to save his drama for the school musical. But when an email falls into the wrong hands, his secret is at risk of being thrust into the spotlight. Now change-averse Simon has to find a way to step out of his comfort zone before he's pushed out—without alienating his friends, compromising himself, or fumbling a shot at happiness with the most confusing, adorable guy he's never met.
- **Recipe:** coming-of-age; personal identity; LGBTQ+; social media
- **Pairs Well With:** *Love, Victor* (series); *Like A Love Story* (novel); *Will Grayson*, *Will Grayson* (novel)

The Absolutely True Diary of a Part-Time Indian by Sherman Alexie

- **Description:** Bestselling author Sherman Alexie tells the story of Junior, a budding cartoonist growing up on the Spokane Indian Reservation. Determined to take his future into his own hands, Junior leaves his troubled school on the rez to attend an all-white farm town high school where the only other Indian is the school mascot.
- **Recipe:** alienation; grief; cultural and personal identity; friendship
- **Pairs Well With:** *Reservation Blues* (novel); *The Marrow Thieves* (novel); *Gather* (documentary film)

We Hunt the Flame by Hafsah Faizal

- **Description:** Zafira is the Hunter, disguising herself as a man when she braves the cursed forest of the Arz to feed her people. Nasir is the Prince of Death, assassinating those foolish enough to defy his autocratic father, the sultan. If Zafira was exposed as a girl, all of her achievements would be rejected; if Nasir displayed his compassion, his father would punish him in the most brutal of ways. Both Zafira and Nasir are legends in the kingdom of Arawiya—but neither wants to be. War is brewing, and the Arz sweeps closer with each passing day, engulfing the land in shadow. When Zafira embarks on a quest to uncover a lost artifact that can restore magic to her suffering world and stop the Arz, Nasir is sent by the sultan on a similar mission: retrieve the artifact and kill the Hunter. But an ancient evil stirs as their

journey unfolds—and the prize they seek may pose a threat greater than either can imagine.

- **Recipe:** fantasy; romance; adventure
- **Pairs Well With:** *We Free the Stars* (novel); *Wadjda* (film)

No-No Boy by John Okada

- **Description:** No-No Boy tells the story of Ichiro Yamada, a fictional version of the real-life "no-no boys." Yamada answered "no" twice in a mandatory government questionnaire as to whether he would serve in the armed forces and swear loyalty to the United States. Unwilling to pledge himself to the country that interned him and his family, Ichiro earns two years in prison and the hostility of his family and community when he returns home to Seattle.
- **Recipe:** cultural and personal identity; family divides; prejudice and discrimination; healing after war
- **Pairs Well With:** *Nisei Daughter* (novel); *Citizen 13660* (graphic novel); *American Pastime* (film)

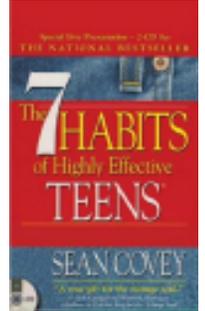
All Boys Aren't Blue by George M. Johnson

- **Description:** In a series of personal essays, prominent journalist and LGBTQIA+ activist George M. Johnson explores his childhood, adolescence, and college years in New Jersey and Virginia. From the memories of getting his teeth kicked out by bullies at age five, to flea marketing with his loving grandmother, to his first sexual relationships, this young-adult memoir weaves together the trials and triumphs faced by Black queer boys.
- **Recipe:** gender identity; family; marginalized communities; triumph over adversity
- **Pairs Well With:** *The Black Flamingo* (novel); *Felix Ever After* (novel); *The Death and Life of Marsha P. Johnson* (documentary film)

Summer Reading Tasks

★ **Task 1:** Read *The 7 Habits of Highly Effective Teens* by Sean Covey and complete the attached **Personal Plan for High School Success**.

★ **Task 2:** Read one of the fiction options from the attached **Book Tasting Menu**. While you read, complete the attached **Dialectical Journal**. This journal will help you prepare for a writing activity we will be working on during the first few weeks of school.



★ **Task 3:** Complete **ONE** of the following assignments based on your chosen novel.

❑ **TikTok Journal**

- Create a TikTok account dedicated **only** to this project.
- Record a series of TikTok videos based on your novel. You should create a minimum of five (5) videos. Any additional videos you create would be appreciated and encouraged, but optional:
- **Once you are finished, share a link to view your TikTok with me at abongiorno@belovedccs.org.**
 - TikTok #1: Record a book review. What are your thoughts on the book as a whole? Thumbs up? Thumbs down? What did you like or dislike? Check out other TikTok book reviews to see some models. #BookTok
 - TikTok #2-TikTok #4: Reenact three favorite scenes from the novel. You may involve parents, siblings, friends--or even pets!--to take on the character roles, in addition to yourself. Or, if you want to do some inventive editing and costume work, you can play all the characters yourself.
 - TikTok #5: Find an existing sound on TikTok that relates to your book in some way. Create a video that demonstrates how the sound ties into the novel.

❑ **Graphic Novel**

- Design and illustrate a graphic novel (comic book) version of an important scene from the novel.

- Your graphic novel should be at least five pages in length. If you are artistically gifted, this is an opportunity to show what you can do!
- You may use this Graphic Novel Template Kit: [Click here!](#)
- **Once you are finished, share your graphic novel with me at abongiorno@belovedccs.org.**

❑ Playlist

- Brainstorm ten (10) songs that would work as a “soundtrack” to the novel.
- Create a slideshow or a list of the songs. For each one, include the song’s title, musical artist, and a 2-3 sentence explanation of how it fits a scene or character in the novel. Your list or slideshow should be colorful and inviting for the viewer. All of your writing should be proofread. Be sure to include specific text evidence to support your choices.
- **Once you are finished, share your Google Slides presentation with me at abongiorno@belovedccs.org.**

❑ Poetry Journal

- Write a collection of original poetry inspired by the characters, events, and themes of your chosen novel.
- You should compose a minimum of five (5) poems. Any additional poems you write would be appreciated and encouraged, but optional.
- Each poem should be at least ten lines in length. Your poetry may rhyme, or not (or some combination). You have creative control!
- **Once you are finished, share your Google Doc with me at abongiorno@belovedccs.org.**

❑ Songbook

- Write a collection of original songs inspired by the characters, events, and themes of your chosen novel.
- If you are going to submit recording(s) or video(s) of your songs being performed, you should compose a minimum of three (3) songs. Your songs must include lyrics.
- If you are simply going to write the songs without recording any performance, you should compose a minimum of five (5) songs.
- **Once you are finished, share your Google Doc with me at abongiorno@belovedccs.org.**

❑ Social Media Profile

- Create social media profiles for three characters in your novel.
- Each character's social media profile should include captioned photos, a full character bio, and at least five (5) "posts." Should be based on *Instagram*, *Facebook*, or *Twitter*.
- There should be communication between the characters as if they are experiencing the events of the novel in real time.
- You may create actual accounts or simply create "mock" accounts on Google Docs or Google Slides.
- **Once you are finished, share the link to view your social media profiles or your Google Doc/Google Slides with me at abongiorno@belovedccs.org.**

❑ Trading Cards

- Create a collection of trading cards based on the characters from your novel.
- The front side of each card should feature a photo or illustration of the character. The back side of each card should feature a short bio, strengths, weaknesses, allies, and enemies. Also include one quote from the character, cited from the novel.
- Your collection should be well-designed, colorful, and detailed. Each card should be at least 3" x 5" in size.
- This project should be chosen for novels that have at least five major characters.



Personal Plan for High School Success

Directions: Respond to each one of the following based on your reading of *The 7 Habits of Highly Effective Teens* by Sean Covey. For each prompt, 1) write a thoughtful, detailed response and 2) include a piece of text evidence from Sean Covey that supports your response. Use the example below as a model of what will be expected from your responses. Note the level of self-reflection and detail. You may type your responses or handwrite them neatly.



Example:

Discuss one way you plan to Be Proactive in high school.

I have always been someone who struggles in math class. For some reason, numbers have just never been my thing. Now that I'm starting high school, I just know math classes are only going to get more difficult. I thought a lot about my past habits in math and realized that I have too often been reactive instead of proactive. For example, if I fell behind, I would beat myself up mentally, blame the teacher, and then avoid doing my work so I wouldn't have to think about it. This only led to failing grades and disappointment. My new plan is to be proactive. I am going to speak to the teacher at the beginning of the year and tell them about my past experiences with math and ask if they can help hold me accountable. I'm also going to keep an eye on the way I respond to challenges. I can't control my past mistakes. If I do poorly on a quiz, I'm not going to beat myself up anymore or let myself fall even further behind--I am going to accept the outcome, seek help for the future, and keep it positive!

Support your response with a piece of text evidence from "Habit 1: Be Proactive."

"But there is one thing we can control: *how we respond to what happens to us*. And that is what counts! This is why we need to stop worrying about things we can't control and start worrying about things we *can*" (Covey 23).

1. Discuss one way you plan to Be Proactive in high school.

2. Support your response with a piece of text evidence from “Habit 1: Be Proactive.”

3. Discuss one way you plan to Begin with the End in Mind in high school.

4. Support your response with a piece of text evidence from “Habit 2: Begin with the End in Mind.”

5. Discuss one way you plan to Put First Things First in high school.

6. Support your response with a piece of text evidence from “Habit 3: Put First Things First.”

7. Discuss one way you plan to Think Win-Win in high school.

8. Support your response with a piece of text evidence from “Habit 4: Think Win-Win.”

9. Discuss one way you plan to Seek First to Understand, Then Be Understood in high school.

10. Support your response with a piece of text evidence from “Habit 5: Seek First to Understand, Then Be Understood.”

11. Discuss one way you plan to Synergize in high school.

12. Support your response with a piece of text evidence from “Habit 6: Synergize.”

13. Discuss one way you plan to Sharpen the Saw in high school.

14. Support your response with a piece of text evidence from “Habit 7: Sharpen the Saw.”

Dialectical Journal

The term “Dialectic” means “the art or practice of arriving at the truth by using conversation involving question and answer.” Think of your dialectical journal as a series of conversations with the text you are reading this summer. The process is meant to help you develop a better understanding of your chosen novel. Later, you will use your journal to incorporate your personal responses to the text and your ideas about its themes into our class discussions and writing activities. You will find that it is a useful way to process what you’re reading, prepare yourself for class discussions, and gather textual evidence.

PROCEDURE:

1. As you read, choose passages that stand out to you and record them in the left-hand column of the chart. Include the page number.
2. In the right column, write your response to the text (ideas/insights, questions, reflections, and comments on each passage)
3. You must label your responses using the following **codes**:
 - **(Q) Question** – ask about something in the passage that is unclear
 - **(C) Connect** – make a connection to your life, the world, or another text
 - **(P) Predict** – anticipate what will occur based on what’s in the passage
 - **(CL) Clarify** – answer earlier questions or confirm/disaffirm a prediction
 - **(R) Reflect** – think deeply about what the passage means in a broad sense – What conclusions can you draw about the world, about human nature, or just the way things work?
 - **(E) Evaluate** – make a judgment about what the author is trying to say
4. **Use this chart to analyze twenty (20) text passages minimum.** Passages should be from the novel as a whole, not just one section. Track the passages in order. **Also, use each response code 3-4 times so you are practicing all of the dialectical journal skills.**

Example

Quote	Page	Code	Response
“The Radley Place fascinated Dill. In spite of our warnings and explanations it drew him as the moon draws water, but drew him no nearer than the light-pole on the corner, a safe distance from the Radley gate. There he would stand, his arm around the fat pole, staring and wondering.”	6	C	This reminds me of a house in my neighborhood, just around the block from mine. It looks old and abandoned. My friends and I used to be really fascinated by the mystery of it. We would tell stories about what had happened to the family who lived there. Now that I’m older, the house looks less frightening to me. Now it just makes me sad. I wish a new family would move in and spruce it up.



Novel Title:

Author:

Quote	Page	Code	Response

