All Glencliff High School students should complete the Nashville Public Library Summer Reading Challenge and read 20 minutes a day, or 600 total minutes, during summer vacation. Students may track their reading online or on a paper tracker and turn it in to their local library this summer or to Glencliff in August. You can find out more information, track your minutes online, or print a minutes tracker at npl.readsquared.com. Students who complete the Summer Reading Challenge will be eligible for prizes at their library, as well as at Glencliff this Fall!

Don’t forget, minutes reading to a younger sibling, listening to audio books, or reading graphic novels all count for your minutes!

We encourage you to take a look at the texts below for suggestions for great reading this summer!

**REQUIRED SUMMER READING FOR HONORS & AP STUDENTS**

Choose two books from the list for your course and complete the Dialectical Journal entries (directions below) for your readings by the first day of school. Additionally, students who read and complete Dialectical Journal entries for four titles from their list below will be entered into a drawing for a gift card!

Don’t forget to count your required summer reading in your minutes for the Nashville Public Library Summer Reading Challenge!

**9TH AND 10TH GRADE HONORS:**
Questions or thoughts? Reach out to Ms. Lilly at KatrinainTN@gmail.com (9th Grade) or Mr. DeFlitch at Brenton.DeFlitch@mnps.org (10th Grade)

- *In the Time of the Butterflies*, by Julia Alvarez
- *The Book Thief*, Marcus Zusak
- *All the Light We Cannot See*, Anthony Doerr
- *Silver Sparrow*, Tayari Jones
- *We Are All Completely Beside Ourselves*, Karen Joy Fowler
- *Quiet: The Power of Introverts in a World that Can’t Stop Speaking*, Susan Cain
- *Mr. Penumbra’s 24-Hour Bookstore*, Robin Sloan
- *We Were the Lucky Ones*, Georgia Hunter
- *The Secret Life of Bees*, Sue Monk Kidd
• Born a Crime: Stories from a South African Childhood, Trevor Noah
• I Am Malala, Malala Yousafzai
• The Joy Luck Club, Amy Tan
• Outcasts United: The Story of a Refugee Soccer Team That Changed a Town, Warren St. John
• Life of Pi, Yann Martel
• When the Emperor was Divine, Julie Otsuka
• Ready Player One, Ernest Cline
• The Code Book: The Science of Secrecy from Ancient Egypt to Quantum Cryptology, Simon Singh

11th and 12th Grade Honors:
Questions or thoughts? Reach out to Ms. Abarquez-New at Jessica.Abarquez@mnps.org (11th and 12th Grade), Mr. McClanahan at Jesse.McClanahan@mnps.org (11th Grade), or Ms. Copas at Donna.Copas@mnps.org (12th grade)
• Blink! The Power of Thinking without Thinking, Malcolm Gladwell
• 12 Years a Slave, Solomon Northup
• Bel Canto, Ann Patchett
• Washington Black, Esi Edugyan
• A Confederacy of Dunces, John Kennedy Toole
• A Short History of Nearly Everything, Billy Bryson
• Love in the Time of Cholera, Gabriel Garcia Marquez
• The Devil in the White City: Murder, Magic, and Madness at the Fair that Changed America, Erik Larson
• The Three Body Problem, Cixin Liu
• The Underground Railroad, Colson Whitehead
• Educated, Tara Westover
• The Nightingale, Kristin Hannah
• Serena, Ron Rash
• The Brief and Wonderous Life of Oscar Wao, Junot Diaz
• David & Goliath: Underdogs, Misfits, and the Art of Battling Giants, Malcolm Gladwell
• Americanah, Chimamanda Ngozi Adichie
• The Remains of the Day, Kazuo Ishiguro
• H is for Hawk, by Helen Macdonald
• The Namesake, Jhumpa Lahiri
• The Alchemist, Paulo Coelho
• The Glass Universe: How the Ladies of the Harvard Observatory Took the Measure of the Stars, Dava Sobel

AP Literature:
Questions or thoughts? Reach out to Ms. Copas at Donna.Copas@mnps.org
• The Scarlet Letter, Nathaniel Hawthorne
• Macbeth, William Shakespeare
• Heart of Darkness, Joseph Conrad
• A Tale of Two Cities, Charles Dickens
• Wuthering Heights, Emily Bronte
• Native Son, Richard Wright
• Cry the Beloved Country, Alan Paton
• A Farewell to Arms, Ernest Hemingway
• The Catcher in the Rye, J.D. Salinger
• Ethan Frome, Edith Wharton
• The Grapes of Wrath, John Steinbeck
• The Things They Carried, Tim O’Brien
• The Handmaid’s Tale, Margaret Atwood
DIALECTICAL READING JOURNAL FOR HONORS & AP STUDENTS

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 texts you read. The process is meant to help you develop a better understanding of each text. Use your journal to incorporate your personal responses to the texts, your ideas about the text’s themes, and your outside knowledge of other books and facts. You will find that it is a useful way to process what you’re reading, prepare yourself for group discussions, and gather textual evidence for your assignments and tasks in school.

Procedure:
- As you read, choose passages that stand out to you and record them in the left-hand column of a T-chart (ALWAYS include page numbers).
- In the right column, write your response to the text (ideas/insights, questions, reflections, and comments on each passage)
- If you choose, you can label your responses using the following codes:
  - (Q) Question – ask about something in the passage that is unclear (limit to only two) - be sure to respond to/reflect upon your question if/when you find an answer.
  - (C) Connect – make a connection to your life, the world, or another text
  - (CL) Clarify – answer earlier questions or confirm/disaffirm a prediction
  - (R) Reflect – think deeply about what the passage means in a broad sense – not just to the characters in the story. What conclusions can you draw about the world, about human nature, or just the way things work?
  - (E) Evaluate - make a judgment about the character(s), their actions, or what the author is trying to say
- Provide at least ten (10) entries for each book. Each entry must be at least 3 sentences long.

Sample Dialectical Journal entry: The Things They Carried, by Tim O’Brien

<table>
<thead>
<tr>
<th>Passages from the text</th>
<th>Pg#s</th>
<th>Comments &amp; Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>“-they carried like freight trains; they carried it on their backs and shoulders-and for all the ambiguities of Vietnam, all the mysteries and unknowns, there was at least the single abiding certainty that they would never be at a loss for things to carry”.</td>
<td>Pg 2</td>
<td>(R) O’Brien chooses to end the first section of the novel with this sentence. He provides excellent visual details of what each soldier in Vietnam would carry for day-to-day fighting. He makes you feel the physical weight of what soldiers have to carry for simple survival. When you combine the emotional weight of loved ones at home, the fear of death, and the responsibility for the men you fight with, with this physical weight, you start to understand what soldiers in Vietnam dealt with every day. This quote sums up the confusion that the men felt about the reasons they were fighting the war, and how they clung to the only certainty - things they had to carry - in a confusing world where normal rules were suspended.</td>
</tr>
</tbody>
</table>
Choosing Passages from the Text:
Look for quotes that seem significant, powerful, thought provoking or puzzling. For example, you might record:

- Effective &/or creative use of stylistic or literary devices
- Passages that remind you of your own life or something you’ve seen before
- Structural shifts or turns in the plot
- A passage that makes you realize something you hadn’t seen before
- Examples of patterns: recurring images, ideas, colors, symbols or motifs.
- Passages with confusing language or unfamiliar vocabulary
- Events you find surprising or confusing
- Passages that illustrate a particular character or setting

Responding To the Text:
You can respond to the text in a variety of ways. The most important thing to remember is that your observations should be specific and detailed. You can write as much as you want for each entry. Use loose leaf paper for your journals. Students also have the option of typing their responses.

Basic Responses
- Raise questions about the beliefs and values implied in the text
- Give your personal reactions to the passage
- Discuss the words, ideas, or actions of the author or character(s)
- Tell what it reminds you of from your own experiences
- Write about what it makes you think or feel
- Agree or disagree with a character or the author

Sample Sentence Starters:
I really don’t understand this because...
I really dislike/like this idea because...
I think the author is trying to say that...
This passage reminds me of a time in my life when...
If I were (name of character) at this point I would...
This part doesn’t make sense because...
This character reminds me of (name of person) because...

Higher Level Responses
- Analyze the text for use of literary devices (tone, structure, style, imagery)
- Make connections between different characters or events in the text
- Make connections to a different text (or film, song, etc.)
- Discuss the words, ideas, or actions of the author or character(s)
- Consider an event or description from the perspective of a different character
- Analyze a passage and its relationship to the story as a whole

Important information:
You must complete at least 10 entries in your Dialectical Journal for each book!
Your summer reading assignment is due on the first day of class!