

ENTERING 11TH CP AMERICAN LITERATURE READING LIST and
Summer Reading Dialectic Journal Assignment

Each student should read the **two required books** listed below. Directions regarding the reading journal can be found below.

Cold Sassy Tree, by Olive Ann Burns

The Narrative of the Life of Frederick Douglass, an American Slave, by Frederick Douglass

Cold Sassy Tree Instructions:

Submit response journal Monday, August 6, 2018

The term “dialectic” means “using the process of question and answer to investigate the truth of a theory or opinion.” The “dialectic” was the method Socrates used to teach his students how to be actively engaged in the struggle to obtain meaning from an unfamiliar and challenging work. A dialectical journal is a written conversation with yourself about a piece of literature that encourages the habit of reflective questioning. You will use a double-entry format to examine details of a passage and synthesize your understanding of the text. In this process, there is to be NO collaboration with other students. Any assistance from the internet, movies, or secondary sources such as Sparknotes, Cliff Notes, or Wikipedia will be viewed as cheating. If you have questions about format, email me at (thathaway@princeave.org). Your journal is due Monday, August 6, 2018. **You will complete this assignment for *Cold Sassy Tree* only.**

Instructions:

1. Create a computerized response journal (see example). I will NOT accept handwritten work on notebook paper.
2. Divide your novel into ten (10) equal sections and write a response for every section. (E.g.: 391 pages ... 391/10= 39.1. This example shows you should write a response every 39 pages.)
3. Label the left column TEXT and the right column RESPONSE
4. In the TEXT column, copy passages word for word from the novel, including quotations marks and page numbers; you should have TEN.
5. How do you choose what passages to write down? Passages become important if
 - i. Details in the passage seem important to you
 - ii. You have an epiphany
 - iii. You learn something significant about a character
 - iv. You recognize a pattern (recurring images, ideas, colors, symbols, descriptions, details, etc.)
 - v. You agree or disagree with something a character says or does
 - vi. You find an interesting or potentially significant quotation
 - vii. You notice something important or relevant about the author’s writing style
 - viii. You notice effective use of literary devices
 - ix. You think that the passage contributes to or reveals a theme in the novel
6. In the RESPONSE column, write about the passages. DO NOT MERELY SUMMARIZE THE PLOT OR RESTATE THE PASSAGE IN YOUR OWN WORDS.
7. Label each passage with one of the letters below (RE, CH, CO, P, LD, RF, T, M, I). With the exception of literary devices, you may not use the same label more than once.
 - a. (Reaction) RE= Describe what the passage makes you think or how it makes you feel and why.
 - b. (Characterization) CH= Analyze details or dialogue uses to show you aspects of the identities of the characters.
 - c. (Connection) CO= Make connections to other places in the novel or to your life, or to the world, or another story that you have read.
 - d. (Prediction) P= Anticipate what will occur based on what is in the passage.
 - e. (Literary Device) LD= Analyze the author’s writing using literary terms (see list of possibilities below)
 - f. (Reflect) RF= 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 about the way things are?
 - g. (Theme) T= Determine the passage contributes to the author’s overall message or messages about some aspect or aspects of life.
 - h. (Mood) M= Determine the way the passage establishes the mood or tone of a scene and explain how that might be important.
 - i. (Inquiry) I= Ask questions about what is happening, what a detail might mean, or things you are curious about.
8. Each RESPONSE **must be at least 50 words** (include word count at the end of each response. First person writing (using the pronoun “I”) is acceptable in the RESPONSE column

IMPORTANT: It is important to always explain why you think something or like something or don’t understand something.

Sample Journal Entry

TEXT	RESPONSE
<p>“‘He might have hurt me a little,’ Atticus conceded, ‘but son, you’ll understand folks a little better when you’re older. A mob’s always made up of people, no matter what. Mr. Cunningham was part of a mob last night, but he was still a man...So, it took an eight-year-old child to bring ‘em to their senses didn’t it?’” (159-160).</p> <p>NOTE the quotation marks, punctuation, and MLA format</p>	<p>(LD). The tone here is matter-of-fact. Atticus admits that Mr. Cunningham could have harmed him, but he explains that Mr. Cunningham’s actions were not entirely his own; he was influenced by the crowd as is common for many people. It takes Scout recognizing him and talking to him to make Mr. Cunningham realize that what he is doing is wrong. (61 words)</p> <p>NOTE word count; NOTE labeling of response type</p>

Literary Devices you can use for responses

Alliteration	Epic	Onomatopoeia	Subplot	Tone
Allusion	Epic hero	Oxymoron	Suspense	Theme
Antagonist	Fable	Paradox	Symbol	
Autobiography	Foreshadowing	Personification		
Biography	Genre: poetry, prose, drama	Plot: exposition, climax, resolution		
Blank verse	hyperbole	Point of view (1 st , 3 rd , limited, omniscient)		
Characterization	Imagery	Protagonist		
-static, flat, etc	Irony	Repetition		
-direct, indirect	-dramatic, verbal, situational	Rhyme		
Conflict	Metaphor	Satire		
Dialect	Meter	Setting		
Diction	Mood	Simile		

Book 2:

The Narrative...Instructions:

Submit book and chart Monday, August 6, 2018

1. Read “How to Mark a Book” by Mortimer Adler (http://chuma.cas.usf.edu/~pinsky/mark_a_book.htm)
2. Purchase the book and annotate it as you read. There are eleven (11) chapters. You should have at least 11 annotations.

Suggestions for Chapter Notes:

- Note key figures with whom Douglass interacts (family members, overseers, masters)
- Note setting: Where is Douglass and how do different settings impact his experience?
- Note key experiences. This is the narrative of his experiences as a slave but also a chronical of his education. What does he learn and how?
- Note anecdotes: At times Douglass will diverge from his story to relate information about the slaveholding South. Make note of those important observations.
- Make note of central ideas: Throughout the narrative, Douglass continually returns to these central ideas to build his themes/arguments:
 - Unequal justice
 - Education and literacy
 - Treatment of slaves
 - The connection between depravity and slavery
 - Christianity

3. Complete the chart below. Turn in the chart and your annotated book Monday, August 6, 2018

Name _____

Chapter Summary: key figures/ setting/ experiences/ his observations about the South/ central themes and arguments	Central Ideas: unequal justice; education and literacy; treatment of slaves; connection between depravity and slavery; Christianity
Chapter 1	
Chapter 2	
Chapter 3	
Chapter 4	
Chapter 5	
Chapter 6	

Chapter Summary: key figures/ setting/ experiences/ his observations about the South/ central themes and arguments	Central Ideas: unequal justice; education and literacy; treatment of slaves; connection between depravity and slavery; Christianity
Chapter 7	
Chapter 8	
Chapter 9	
Chapter 10	
Chapter 11	
Appendix	