English I (CP and Honors) Dialectical Journal Assignment (2015)

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 your 9th grade teacher (thathaway@princeave.org). These journals are due the first full day of school, Monday, August 10, 2015.

Instructions:

1. Purchase a spiral bound notebook or composition book OR create a computerized response journal (see example)
2. Write the number of pages in your novel here _______. (Round up or down to the tenth’s place.)
3. Divide your novel into ten (10) equal sections and write a response for every section. (E.g.: 253 pages … 253/10 = 25. This example shows you should write a response every 25 pages.)
4. Draw a vertical line down the middle of the page
5. Label the left column TEXT and the right column RESPONSE
6. In the TEXT column, copy passages word for word from the novel, including quotations marks and page numbers; you should have TEN.
7. 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
8. In the RESPONSE column, write about the passages. DO NOT MERELY SUMMARIZE THE PLOT OR RESTATE THE PASSAGE IN YOUR OWN WORDS.
9. 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.
10. 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

<table>
<thead>
<tr>
<th>TEXT</th>
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<tbody>
<tr>
<td>&quot;The puddle had frozen over, and me and Cathy went stompin in it. The twins from next door, Tyrone and Terry, were swingin so high out of sight we forgot we were waitin our turn on the tire. Cathy jumped up and came down hard on her heels and started tap dancin. And the frozen patch splinterin every which way underneath kinda spooky. ‘Looks like a plastic spider web,’ she said. ‘A sort of weird spider, I guess, with many mental problems’&quot; (35).</td>
<td>[CH] In this first paragraph of the story, Bambara indirectly characterizes the narrator using rural Southern dialect to let us know that the story is set in the South and our narrator is not necessarily educated. We also learn that the characters are children from the activities the author describes. (LD) I also like the imagery of the splintering puddle, which I guess also lets us know that it is winter. I also really like the “tapdancin.” The writer seems to be establishing a humorous and lighthearted mood at the beginning of the story. (94 words)</td>
</tr>
</tbody>
</table>

NOTE the quotation marks, punctuation, and MLA format

**Literary Devices you can use for responses**

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

**Review of Requirements:**

On the cover of your response:

__ Write your name; title of book and author; page count for entire book

TEXT side of journal:

__ You have ten excerpts from ten evenly spaced sections of the novel
__ You have quoted and used quotation marks (watch placement of marks)
__ Your citation has a page number and is according to MLA standards (see example)

RESPONSE side of journal:

__ You have ten responses
__ You have a variety of responses; they are labeled (RE, CH, CO, P, LD, RF, T, M, I)
__ Your response has word count; each must be at least 50 words.
ENTRING 9TH GRADE READING LIST  (CP and Honors)

Parents: Below you will find a list of engaging and well-written stories that represent a variety of genres. Your student should choose one novel from the list below. While we endeavor to choose books that are representative of appropriate content, age level, and maturity, we recommend each family research the suggested selections. You may find sites such as www.squeakycleanreviews.com, www.commonsensemedia.org, or www.thrivingfamily.com helpful as you discern the best publication for your student.

Students: Each student should read one required book and complete a reading journal, due Monday, August 10, 2015. Directions regarding the reading journal can be found attached.

Tuesdays With Morrie
Watership Down
Deadline
And Then There Were None
Sherlock Holmes Mysteries
Through the Gates of Splendor
Alas, Babylon
Love Does
The Princess Bride
Death Be Not Proud
The Splitting Storm
Same Kind of Different as Me
The Dragon and the Raven
All Creatures Great and Small
All Things Bright and Beautiful
The Lost Horizon
Alex Rider series (but not Stormbreaker on 8th grade list)
The Secret Life of Bees
Captains Courageous
A Separate Peace
Beauty
The Terrible Hours: The Greatest Submarine Rescue in History
Christy
Swift Rivers
The Scarlet Pimpernel
The Chosen
Anthem
A Light in the Forest
Ivanhoe
Shane
Day of Pleasure: Stories of a Boy in Warsaw
The Black Arrow
Connecticut Yankee in King Arthur's Court
The Invisible Man and The Time Machine (both)
Deeper Water
The Sacrifice
April 1865: The Month That Saved America

Albom, Mitch
Adams, Richard
Arthur, Randall
Christie, Agatha
Doyle, Arthur Conan
Elliot, Elizabeth
Frank, Pat
Goff, Bob
Goldman, William
Gunther, John
Gutteridge, Rene
Hall, Ron
Henty, G. A.
Herriot, James
Herriott, James
Hilton, James
Horowitz, Anthony
Kidd, Sue Monk
Kipling, Rudyard
Knowles, John
McKinley, Robin
Maas, Peter
Marshall, Catherine
Meigs, Cornelia
Orczy, Baroness
Potok, Chaim
Rand, Ayn
Richter, Conrad
Scott, Sir Walter
Shaefter, Jack
Singer, Isaac Bashevis
Stevenson, Robert L.
Twain, Mark
Wells, H.G
Whitlow, Robert
Whitlow, Robert
Winik, Jay
## 9th Grade Summer Reading Journal Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>Exemplary 25</th>
<th>Accomplished 22</th>
<th>Developing 18</th>
<th>Beginning 15</th>
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<td>Meaningful passage selections.</td>
<td>Less detailed, but significant quotes OR missing no more than 1-3 of 10 quotation marks and page numbers</td>
<td>Few significant details from the text OR missing no more than 4-6 of 10 quotation marks and page numbers</td>
<td>Hardly any significant details from the text OR missing no more than 7-9 quotation marks and page numbers</td>
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<td>CITATION OF QUOTE (including page number)</td>
<td>Quote marks and page numbers are provided for ALL 10 citations</td>
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<td>RESPONSE VARIETY (More than one literary device can be identified and used)</td>
<td>Includes a variety of unique comments about passages (10 from list) AND ALL responses are labeled (a-i)</td>
<td>Includes some variety of comments (8 from list) OR 8 responses are labeled (a-i)</td>
<td>Little variety of comments (6 from list) OR 6 responses are labeled (a-i)</td>
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<td>WORD COUNT</td>
<td>Word count (50+) included for each response AND Student name, book title, author, page count</td>
<td>Word count (50+) on at least 8 responses OR Missing one cover item</td>
<td>Word count (50+) on at least 6 responses OR Missing 2 cover items</td>
<td>Word count on at least 4 or less response OR No cover</td>
<td></td>
</tr>
<tr>
<td>COVER PAGE</td>
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<td></td>
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<td></td>
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<tr>
<td>TEACHER COMMENTARY</td>
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Rubric Score _____ (-1 pt for each grammar/spelling mistake) = Final Grade: ____________
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 your 10th grade teacher (kmast@princeave.org). These journals are due the first FULL day of school, Monday, March 10, 2015.

Instructions:

1. **Purchase** a spiral bound notebook or composition book OR **create** a computerized response journal (see example)
2. Write the number of pages in your novel here________. (Round up or down to the tenth’s place.)
3. Divide your novel into ten (10) equal sections and write a response for every section. (E.g.: 253 pages … 253/10= 25. This example shows you should write a response every 25 pages.)
4. Draw a vertical line down the middle of the page
5. Label the left column TEXT and the right column RESPONSE
6. In the TEXT column, copy passages word for word from the novel, including quotations marks and page numbers; you should have TEN.
7. How do you choose what passages to write down? Passages become important if
   i. Details in the passage seem important to you
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   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
8. In the RESPONSE column, write about the passages. DO NOT MERELY SUMMARIZE THE PLOT OR RESTATE THE PASSAGE IN YOUR OWN WORDS.
9. 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.
10. 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.
“The puddle had frozen over, and me and Cathy went stompin in it. The twins from next door, Tyrone and Terry, were swingin so high out of sight we forgot we were waitin our turn on the tire. Cathy jumped up and came down hard on her heels and started tap dancin. And the frozen patch splinterin every which way underneath kinda spooky. ‘Looks like a plastic spider web,’ she said. ‘A sort of weird spider, I guess, with many mental problems’” (35).

(CH) In this first paragraph of the story, Bambara indirectly characterizes the narrator using rural Southern dialect to let us know that the story is set in the South and our narrator is not necessarily educated. We also learn that the characters are children from the activities the author describes. 

(LD) I also like the imagery of the splintering puddle, which I guess also lets us know that it is winter. I also really like the “tapdancin.” The writer seems to be establishing a humorous and lighthearted mood at the beginning of the story. (94 words)

NOTE the quotation marks, punctuation, and MLA format

**Literary Devices you can use for responses**

- Alliteration
- Allusion
- Antagonist
- Autobiography
- Biography
- Blank verse
- Characterization
- -static, dynamic, flat, round
- -direct, indirect
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- Plot: exposition, climax, resolution
- Point of view (1st, 3rd, limited, omniscient)
- Protagonist
- Repetition
- Rhyme
- Satire
- Setting
- Simile

**Review of Requirements:**

On the cover of your response:

___ Write your name; title of book and author; page count for entire book

TEXT side of journal:

___ You have ten excerpts from ten evenly spaced sections of the novel
___ You have quoted and used quotation marks (watch placement of marks)
___ Your citation has a page number and is according to MLA standards (see example)

RESPONSE side of journal:

___ You have ten responses
___ You have a variety of responses; they are labeled (RE, CH, CO, P, LD, RF, T, M, I)
___ Your response has a word count; each must be at least 50 words.
ENTRING 10th GRADE WORLD LITERATURE (CP and Honors)

Parents: Below you will find a list of engaging and well-written stories that represent a variety of genres. Your student should choose one novel from the list below. While we endeavor to choose books that are representative of appropriate content, age level, and maturity, we recommend each family research the suggested selections. You may find sites such as www.squeakycleanreviews.com, www.commonsensemedia.org, or www.thrivingfamily.com helpful as you discern the best publication for your student.

Students: Each student should read one required book and complete a reading journal, due Monday, August 10, 2015. Directions regarding the reading journal are attached.

Little Women
The Kitchen Boy
Lorna Doone
Fahrenheit 451
To Sir, With Love
Bury My Heart at Wounded Knee
Cold Sassy Tree
Silent Spring
O Pioneers!
My Antonia
Murder on the Orient Express
Death on the Nile
Microbe Hunters
Having Our Say: The Delany Sisters’ First 100 Years
The Robe
Adventures of Sherlock Holmes
Rebecca
My Cousin Rachel
The Autobiography of Miss Jane Pittman
The Maltese Falcon
For Whom the Bell Tolls
Every Living Thing
Hiroshima
Unbroken: An Olympian’s Journey…
Profiles in Courage
That Hideous Strength
John Adams
Billy Bud, Sailor
Bonhoeffer
The Great Fire
The King’s Fifth
The Killer Angels
Frankenstein
Dr. Jekyll and Mr. Hyde
Candide
Up From Slavery
Jimmy
The List
The Picture of Dorian Gray
The Book Thief

Alcott, Louisa Mae
Alexander, Robert
Blackmore, Richard
Bradbury, Ray
Braithwaite, E. R.
Brown, Dee
Burns, Olive
Carson, Rachel
Cather, Willa
Cather, Willa
Christie, Agatha
Christie, Agatha
Delany, Sara and Elizabeth
Douglas, Lloyd C.
Doyle, Arthur C.
DuMaurier, Daphne
DuMaurier, Daphne
Gaines, Ernest
Hammett, Dashiell
Hemingway, Ernest
Herriot, James
Hershey, John
Hillenbrand, Laura
Kennedy, John Fitzgerald
Lewis, C.S.
McCullough, David
Melville, Herman
Metaxas , Eric
Murphy, Jim
O’Dell, Scott
Shaara, Michael
Shelley, Mary
Stevenson, Robert L.
Voltaire
Washington, Booker T.
Whitlow, Robert
Whitlow, Robert
Wilde, Oscar
Zusak, Mark
# 10th Grade Summer Reading Journal Rubric

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Rubric Score _____ (-1 pt for each grammar/spelling mistake) = Final Grade: __________
11th: American Literature Summer Reading Dialectic Journal Assignment

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 (jphillips@princeave.org). Your journal is due Monday, August 10, 2015. You will complete this assignment for THE GRAPES OF WRATH only.

Instructions:

1. Purchase a spiral bound notebook or composition book OR create a computerized response journal (see example).
2. Draw a vertical line down the middle of the page.
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:
   a. Choose 15 passages of at least 25 words from the novel, but no two passages should be from the same chapter.
   b. 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.
5. In the RESPONSE column, reflect upon the passages. DO NOT MERELY SUMMARIZE THE PLOT OR RESTATE THE PASSAGE IN YOUR OWN WORDS:
   a. Record questions you have or details that confuse you.
   b. Describe what the passage makes you think or how it makes you feel and why. (Reaction)
   c. Analyze details or dialogue uses to show you aspects of the identities of the characters. (Characterization)
   d. Make connections to other places in the novel or to your life, or to the world, or another story that you have read. (Connection)
   e. Anticipate what will occur based on what is in the passage. (Prediction)
   f. Analyze the author’s writing using literary terms (Literary Device – see list of possibilities below).
   g. 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? (Reflection)
   h. Determine the passage contributes to the author’s overall message or messages about some aspect or aspects of life. (Theme)
   i. Determine the way the passage establishes the mood or tone of a scene and explain how that might be important. (Mood)
   j. Ask questions about what is happening, what a detail might mean, or things you are curious about. (Inquiry)
6. Write down your thoughts, questions, insights, and ideas while you read or immediately after reading a section of the book so the information is fresh.
7. Each RESPONSE must be at least 50 words (include word count at the end of each response).
8. As you take notes, you should regularly re-read your previous pages of notes and comments.
9. First person writing (using the pronoun “I”) is acceptable in the RESPONSE column.
10. Remember the quotations in the TEXT column do not have to be dialogue!

IMPORTANT: It is important to always explain why you think what you think about the passage or like the passage or don’t understand the passage.
**Sample Journal Entry**

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<td>“The puddle had frozen over, and me and Cathy went stompin in it. The twins from next door, Tyrone and Terry, were swingin so high out of sight we forgot we were waitin our turn on the tire. Cathy jumped up and came down hard on her heels and started tapdancin. And the frozen patch splinterin every which way underneath kinda spooky. ‘Looks like a plastic spider web,’ she said. ‘A sort of weird spider, I guess, with many mental problems’” (35).</td>
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<tr>
<th>RESPONSE</th>
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<tr>
<td>In this first paragraph of the story, Bambara indirectly characterizes the narrator using rural Southern dialect to let us know that the story is set in the South and our narrator is not necessarily educated. We also learn that the characters are children from the activities the author describes. I also like the imagery of the puddle freezing over, which I guess also lets us know that it is winter. I also really like the imagery of the splintering puddle and the “tapdancin.” The writer seems to be establishing a humorous and lighthearted mood at the beginning of the story. I wonder if the mood will stay lighthearted. (110)</td>
</tr>
</tbody>
</table>

**Grading Rubric:**

A (100-90) = Meaningful passages, plot, and quotation selections. Thoughtful interpretation and commentary about the text; avoids clichés. Includes comments about literary devices such as theme, narrative voice, point of view, imagery, conflict, symbols, etc., and how each contributes to the meaning of the text. Makes insightful personal connections and asks thought-provoking questions. Coverage of text is complete and thorough. Journal is neat, organized, and professional looking; student has followed all directions in creation of journal.

B (89-80) = Less detailed, but significant, meaningful plot and quote selections. Some intelligent commentary; addresses some thematic connections. Includes some literary devices, but less on how they contribute to the meaning. Some personal connections; asks pertinent questions. Adequately addresses all parts of reading assignment. Journal is neat and readable; student has followed the directions in the organization of journal.

C (79-70) = Few significant details from the text. Most of the commentary is vague, unsupported, or plot summary/paraphrase. Some listing of literary elements; virtually no discussion of meaning. Limited personal connections; asks few, or obvious questions. Addresses most of the reading assignment, but is not very long or thorough. Journal is relatively neat, but may be difficult to read. Student s not followed all directions for organization; loose-leaf; no columns; no page numbers, etc.

D (69-60) = Hardly any significant details from the text. All notes are plot summary or paraphrases. Few literary elements, virtually no discussion of meaning. Limited personal connections; no good questions. Limited coverage of the text. Much too short. Did not follow directions in organizing journal; difficult to follow or read. No page numbers.

F (59-0) = Did not complete or plagiarized.

1. Points will be deducted on the TEXT side for failure to document accurately and completely according to the model provided. (MLA style)
2. Points will be deducted on the RESPONSE side for superficial and/or incomplete responses.

**Literary Devices**

<table>
<thead>
<tr>
<th>Alliteration</th>
<th>Epic</th>
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<tr>
<td>Allusion</td>
<td>Epic hero</td>
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<td>Antagonist</td>
<td>Fable</td>
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<td>Autobiography</td>
<td>Foreshadowing</td>
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<tr>
<td>Biography</td>
<td>Genre: poetry, prose, drama</td>
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<td>Blank verse</td>
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<td>Characterization</td>
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<td>Allusion</td>
<td>Oxymoron</td>
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<td>Subplot</td>
<td>Paradox</td>
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<tr>
<td>Tone</td>
<td>Symbol</td>
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<td>Onomatopoeia</td>
<td>Personification</td>
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<tr>
<td>Suspense</td>
<td>Plot: exposition, climax, resolution</td>
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<tr>
<td>Theme</td>
<td>Point of view (1st, 3rd, limited, omniscient)</td>
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<tr>
<td>Rhyme</td>
<td>Protagonist</td>
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<td>Drama</td>
<td>Persona</td>
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<td>Setting</td>
<td>Satire</td>
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<td>Simile</td>
<td>Tone</td>
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A. STUDENTS ENTERING 11th GRADE AMERICAN LITERATURE (CP)

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

The Grapes of Wrath, John Steinbeck
The Trial, Robert Whitlow

B. ENTERING ENGLISH LANGUAGE AND COMPOSITION (AP)

Parents: Below you will find a list of engaging and well-written stories that represent a variety of genres. While we endeavor to choose books that are representative of appropriate content, age level, and maturity, we recommend each family research the suggested selections on the Recommended Reading List. You may find sites such as www.squeakycleanreviews.com, www.commonsensemedia.org, or www.thrivingfamily.com helpful as you discern the best publication for your student.

Students: Each student should read the two required books listed below and choose one other novel from the Recommended List. Directions regarding the reading journal can be found attached.

Narrative of the Life of Frederick Douglass, an American Slave, Douglass, Frederick
The Scarlet Letter, Hawthorne, Nathaniel

Selected Recommended Reading List for AP English Language and Composition

Winesburg, Ohio
Go Tell It on the Mountain
Bury My Heart at Wounded Knee
Cold Sassy Tree
Death Comes for the Archbishop
My Antonia
The Ox-Bow Incident
The Last of the Mohicans
Invisible Man
As I Lay Dying
Autobiography
A Painted House
A Farewell to Arms
Their Eyes Were Watching God
The Turn of the Screw
Babbitt
Moby-Dick

Anderson, Sherwood
Baldwin, James
Brown, Dee
Burns, Olive Ann
Cather, Willa
Cather, Willa
Clark, Walter Van T.
Cooper James Fenimore
Ellison, Ralph
Faulkner, William
Franklin, Benjamin
Grisham, John
Hemingway, Ernest
Hurston, Zora Neale
James, Henry
Lewis, Sinclair
Melville, Herman

Gone With the Wind
The Fountainhead
Giants in the Earth
Killer Angels
The Jungle
The Grapes of Wrath
Love is Eternal
Uncle Tom's Cabin
Walden
Driving Miss Daisy
All the King's Men
The Age of Innocence
Ethan Frome
Bridge of San Luis Rey
Look Homeward, Angel
The Poisonwood Bible
Black Boy
Native Son

Mitchell, Margaret
Rand, Ayn
Rollevaag, O.E.
Shaara, Michael
Sinclair, Upton
Steinbeck, John
Stone, Irving
Stowe, Harriet Beecher
Thoreau, Henry
Uhry, Alfred
Warren, Robert
Wharton, Edith
Wharton, Edith
Wilder, Thornton
Wolfe, Thomas
Kingsolver, Barbara
Wright, Richard
Wright, Richard
STUDENTS ENTERING 12th GRADE CP BRITISH LITERATURE

Students and Parents: Below you will find a list of engaging and well-written stories that represent a variety of genres. While we endeavor to choose books that are representative of appropriate content, age level, and maturity, we recommend each family research the suggested selections on the Recommended Reading List. You may find sites such as www.squeakycleanreviews.com, www.commonsensemedia.org, or www.thrivingfamily.com helpful as you discern the best publication for your student.

Students: You should read one required book listed below. Students will compose an essay about the book’s author and take a 33 question multiple-choice test the first full day of school, Monday, August 10, 2015.

Book list:
Pride and Prejudice               Austen, Jane
Jane Eyre                       Bronte, Charlotte
Wuthering Heights              Bronte, Elizabeth
The ABC Murders                Christie, Agatha
A Tale of Two Cities           Dickens, Charles
The Hound of the Baskervilles  Doyle, Sir Arthur Conan
Surprised by Joy                Lewis, C.S.
Frankenstein                   Shelley, Mary

Notes from the text may be taken as the student reads; these notes can be used for the multiple choice test. Notes must be handwritten and no longer than two pages in length. The total assessment of the summer reading assignment will include a 33 multiple-choice question test AND a 300 word essay.

MULTIPLE CHOICE TEST:

1. Know the major and minor characters along with their purposes in the novel.
2. Understand the when and where of main events.
3. Identify and elaborate on the various themes throughout the book.
4. Comprehend and identify the major conflicts, climax, anticlimax and resolution of the novel.

ESSAY:
The topic of the essay is the chosen book’s author. The student will determine the specific thesis statement. An attached rubric is provided which must be followed in order to have a passing grade.
**RUBRIC FOR BRITISH LITERATURE SUMMER READING ESSAY**

**Introduction & Conclusion**
- Lead sentence somehow indicates or is related to the paper’s topic in a concrete rather than abstract way. First sentence is *not* a general statement.
- Introduction developed with appropriate background information that will allow the reader to follow the paper’s main points.
- Introduction leads logically/transitions seamlessly into an arguable thesis.
- Conclusion: author avoids merely restating the paper’s points; rather author situates topic within larger conversation/uses conclusion to tell the reader where the author has arrived in his or her argument. What do we now know that we would not have known if this paper hadn’t been written? What ultimate conclusion should the reader take from the paper? Why is this paper significant? Author may use conclusion to accomplish any one of these things but must not restate main points of paper.

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<tr>
<th>Does Not Meet</th>
<th>Approaches</th>
<th>Meets</th>
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**Thesis**
- Contains a center of gravity, a unifying and controlling purpose, an argumentative thesis or claim, which is maintained throughout the paper.
- Thesis makes an arguable statement that fully addresses prompt/topic
- The thesis fully answers the question asked of the author. A thesis is an interpretation of a question or subject, not the subject itself.
- Thesis should appear as the final sentence of the introductory paragraph. Thesis can sometimes (when appropriate) be two sentences.

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**Evidence and Interpretation**
- Develops appropriate, logical, and relevant supporting detail/evidence – audience awareness and coherence
- Author backs up all claims with evidence from the text or material and documents all quotations.
- Employs specific, concrete evidence/details rather than opinion or abstract general commentary
- Author interprets evidence and relates evidence back to thesis. Author balances interpretation with evidence.
- Author integrates quotes seamlessly into his or her own writing.

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**Paragraphs and Paragraph Structure**
- Paragraphs progress according to a logical, discernible structure
- Author includes transitions at the beginning of each paragraph (except the first body paragraph) that indicate the relationship of each paragraph’s point to the paragraph that precedes it
- Each paragraph begins with a topic sentence that indicates the main point of that paragraph
- Each paragraph develops one major point rather than two or more.
- Paragraphs develop internally (from sentence to sentence) in a logical, coherent way
- Author varies sentence structure and uses rhythm and phrasing to indicate relationships between sentences within each paragraph

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**Language and Mechanics**

- Uses strong, vivid diction and active sentence structures to develop powerful and effective paragraphs
- Author avoids clichés and uses strong, unique, distinctive language to develop an interesting and identifiable authorial voice
- Uses correct grammar, punctuation, word usage, and where appropriate, MLA documentation throughout
- Uses 4+ sources. Wikipedia, Cliff Notes, Sparknotes, and blogs are not acceptable as sources for this paper.
- 300 words of content

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*Type your essay in 12-point TNR & be sure to double space. Name & date go in the top left hand corner.*
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. This is required for *The Scarlet Letter* only. This assignment will be due on August 10, 2015.

**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 jphillips@princeave.org.

**Instructions:**

1. Purchase a spiral bound notebook or composition book.
2. Draw a vertical line down the middle of the page.
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:
   a. Choose 1 passage from every chapter that you read.
   b. 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.
5. In the RESPONSE column, reflect upon the passages:
   a. Raise questions about the beliefs and values implied in the text.
   b. Give your personal reactions to the passage, the characters, the situation.
   c. Discuss the words, ideas, or actions of the author or character.
   d. Compare the text to other characters or novels.
   e. Write about what it makes you think or feel.
   f. Write about questions you have or details that confuse you and why.
   g. Argue with or speak to the characters or author.
   h. Make connections to any themes that are revealed to you.
   i. Make connections among passages or sections of the work.
   j. Make prediction about the characters’ futures.
   k. **DO NOT MERELY SUMMARIZE THE PLOT OR RESTATE THE PASSAGE IN YOUR OWN WORDS.**
**Sample Journal Entry:**

(TEXT) "The puddle had frozen over, and me and Cathy went stompin in it. The twins from next door, Tyrone and Terry, were swingin so high out of sight we forgot we were waitin our turn on the tire. Cathy jumped up and came down hard on her heels and started tapdancin. And the frozen patch splinterin every which way underneath was kinda spooky. ‘Looks like a plastic spider web,’ she said. ‘A sort of weird spider, I guess, with many mental problems’" (35).

(RESPONSE) (CH) In this first paragraph of the story, Bambara indirectly characterizes the narrator using rural Southern dialect to let us know that the story is set in the South and our narrator is not necessarily educated. We also learn that the characters are children from the activities the author describes. I also like the imagery (LD) of the puddle freezing over, which I guess also lets us know that it is winter. I also really like the imagery of the splintering puddle and the “tapdancin.” (M) The writer seems to be establishing a humorous and lighthearted mood at the beginning of the story. I wonder if the mood will stay lighthearted. (110)
Grading:

A = Meaningful passages, plot, and quotation selections. Thoughtful interpretation and commentary about the text; avoids clichés. Includes comments about literary devices such as theme, narrative voice, point of view, imagery, conflict, symbols, etc., and how each contributes to the meaning of the text. Makes insightful personal connections and asks thought-provoking questions. Coverage of text is complete and thorough. Journal is neat, organized, and professional looking; student has followed all directions in creation of journal.

B = Less detailed, but significant, meaningful plot and quote selections. Some intelligent commentary; addresses some thematic connections. Includes some literary devices, but less on how they contribute to the meaning. Some personal connections; asks pertinent questions. Adequately addresses all parts of reading assignment. Journal is neat and readable; student has followed the directions in the organization of journal.

C = Few significant details from the text. Most of the commentary is vague, unsupported, or plot summary/paraphrase. Some listing of literary elements; virtually no discussion of meaning. Limited personal connections; asks few, or obvious questions. Addresses most of the reading assignment, but is not very long or thorough. Journal is relatively neat, but may be difficult to read. Student s not followed all directions for organization; loose-leaf; no columns; no page numbers, etc.

D = Hardly any significant details from the text. All notes are plot summary or paraphrases. Few literary elements, virtually no discussion of meaning. Limited personal connections; no good questions. Limited coverage of the text. Much too short. Did not follow directions in organizing journal; difficult to follow or read. No page numbers.

F = Did not complete or plagiarized.

(1) Points will be deducted on the TEXT side for failure to document accurately and completely according to the model provided.
(2) Points will be deducted on the RESPONSE side for superficial and/or incomplete responses.

Literary Devices

**allegory** - An extended metaphor.

Ex: "This is a valley of ashes--a fantastic farm where ashes grow like wheat into ridges and hills and grotesque gardens, where ashes take forms of houses and..of men...” ---Fitzgerald, GREAT Gatsby

**allusion** - A reference in a written or spoken text to another text or to some particular body of knowledge.

Ex: "I doubt if Phaethon feared more -- that time/ he dropped the sun-reins of his father's chariot/ and burned the streak of sky we see today" (Dante's Inferno).

**antagonist** - A character in a story or poem who deceives, frustrates, or works against the main character, or protagonist, in some way.

Ex: The Joker is antagonist to Batman.
**direct characterization** - the writer makes direct statements about a character’s personality and tells what the character is like

**dynamic character** – a character who, as a result of the action in a story, undergoes some change.

Ex: Opie, in “The Andy Griffith Show,” is a dynamic character.

**flashback** - an interruption of the chronological sequence (as of a film or literary work) of an event of earlier occurrence

Ex: In the movie *Forrest Gump*, the story of Forrest’s life is told in flashbacks.

**flat character** - a figure readily identifiable by memorable traits but not fully developed.

Ex: Gomer, in “The Andy Griffith Show,” is a flat character.

**hyperbole** - An exaggeration for effect.

Ex 1: "I told you a billion times not to exaggerate."

Ex 2: "…we scattered light through half Astoria…” (Fitzgerald 72).

**imagery** - A passage of text that evokes sensation or emotional intensity.

Ex: "Waves crashing on the ocean look like knives."

**indirect characterization** - the writer reveals information about a character and his personality through that character's thoughts, words, and actions, along with how other characters respond to that character, including what they think and say about him.

**inference** - A conclusion that a reader or listener reaches by means of his or her own thinking rather than by being told directly by a text.

Ex: I infer that America became isolationist during the 1920s because of the horrors of World War I.

**irony** - a literary term referring to how a person, situation, statement, or circumstance is not as it would actually seem. There are three types: verbal, situational, and dramatic.

**loose sentence** - A sentence that adds modifying elements after the subject, verb, and complement.

Ex: "Bells rang, filling the air with their clangor, startling pigeons into flight from every belfry, bringing people into the streets to hear the news."

**metaphor** - An implied comparison that does not use the word like or as.

Ex: "No man is an island" (Donne).

**oxymoron** - Juxtaposed words with seemingly contradictory meanings.

Ex: "O miserable abundance! O beggarly riches!" (Donne).

**personification** - a figure of speech where animals, ideas or inorganic objects are given human characteristics.

Ex: The sun smiled down on the playing children.
point of view - The perspective or source of a piece of writing. A first-person point of view has a narrator or speaker who refers to himself or herself as "I." A third-person point of view lacks "I" in perspective.

Ex: The Great Gatsby is written in first-person point of view.

protagonist - The major character in a piece of literature; the figure in the narrative whose interests the reader is most concerned about and sympathetic toward.

Ex: Tom Joad is the protagonist in The Grapes of Wrath.

round character – a complex character, one who is like a real person, in a story

Ex: Aunt Bea, in “The Andy Griffith Show,” is a round character.

setting - The context--including time and place--of a narrative.

Ex: The area surrounding New York City, Long Island, in the 1920s is the setting of The Great Gatsby, by F. Scott Fitzgerald.

simile - A type of comparison that uses the word like or as.

Ex: "There was something gorgeous about him, some heightened sensitivity to the promises of life, as if he were related to one of those intricate machines that register earthquakes ten thousand miles away” (Fitzgerald 2).

static character – a character who does not change throughout a story.

Ex: Otis Campbell, the town drunk in “The Andy Griffith Show,” is a static character.

syntax - The order of words in a sentence.

Ex: "The dog ran" not "The ran dog."

theme - The message conveyed by a literary work.

Ex: The decline of the American dream is the major theme in The Great Gatsby by F. Scott Fitzgerald.

tone - The writer's or speaker's attitude toward the subject matter.


understatement - Deliberate playing down of a situation in order to make a point.

Ex: "I think there's a problem between Shias and Sunnis in Islam."

unity - The sense that a text is, appropriately, about only one subject and achieves one major purpose or effect.

Ex: In Pride, by Dagoberto Gilb, the author’s one goal is to define pride and what it means to him.