

Sophomores and Juniors: Summer Reading 2020

Summer reading evaluations will consist of a reading journal (see description below), and a Socratic seminar during the first week of school in September. You will use your reading journal during the Socratic seminar.

Sophomores

- All CP English students will choose **one** book from *either* list and complete a 10-entry dialectical journal
- All Honors English students will choose **one** book from the “contemporary” list and **one** book from the “classic” list and complete a 10-entry dialectical journal for **EACH book**

Contemporary:

- *Feed* by M.T. Anderson
- *The Glass Castle* by Jeannette Walls
- *The Lovely Bones* by Alice Sebold
- *The Curious Incident of the Dog in the Night-Time* by Mark Haddon
- *This is Your Brain on Music: The Science of a Human Obsession* by Daniel Levitin

Classic:

- *The Color Purple* by Alice Walker
- *Anna Karenina* by Leo Tolstoy
- *Fahrenheit 451* by Ray Bradbury
- *Slaughterhouse Five* by Kurt Vonnegut

Juniors

- All CP English students will choose **one** book from *each* list (two total) and complete a 10 entry dialectical journal for each
- All Honors English students will choose **two books** from one list and **one book** from the other list (three total) and complete a 10-entry dialectical journal for EACH book.

Contemporary:

- *The Amazing Adventures of Kavalier & Clay* by Michael Chabon
- *All Souls* by Michael Patrick MacDonald
- *A Thousand Splendid Suns* by Khaled Hosseini
- *Birdsong* by Sebastian Faulkes
- *The Help* by Kathryn Stockett

Classic

- *Cat's Cradle* by Kurt Vonnegut
- *Pride and Prejudice* by Jane Austen
- *Heart of Darkness* by Joseph Conrad
- *Wuthering Heights* by Emily Bronte *Dracula* by Bram Stoker

Dialectical Journal: Grades 10+11

Definition: A dialectic is “discussion and reasoning by dialogue as a method of intellectual investigation.” Philosophers like Socrates loved this type of investigation because it stimulated critical thinking and often led to the revelation of a truth. However, instead of engaging in this type of exchange with another person, you will create one between the text you are reading and your thoughts.

Importance: A dialectical journal will help you think critically about what you read and form interpretations about the text on your own. It will aid in your development as a close-reader and supply you with insightful questions and comments to raise during class discussions and while writing essays.

How it works:

1. Draw a line down the middle of a piece of lined paper **or** create a two column chart in a word document.
2. Label the left side “Text” and the right side “Comments”
3. Copy **direct quotations** and **paraphrased sections** from the text **as you read** in the “Text” column. Be sure to include the **page number** of each quotation or paraphrase.
4. **Comment** on each quotation with questions, connections, judgments, analyses, and other ideas, in the “Comments” column. **Label** each type of comment. See next page on what to comment on and required formatting.

Grading:

A Range: Detailed quotation selections. Thoughtful interpretation and commentary about the text; avoids clichés. Includes comments about literary devices and how each contributes to the meaning of the text. Makes insightful personal connections and asks thought provoking, insightful questions. Coverage of text is complete and thorough. Journal is neat, organized and professional looking; student has followed directions in creation of journal.

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

C Range: Few good details from the text. Most of the commentary is vague, unsupported, or plot summary/paraphrase. Some listing of literary elements; virtually no discussion on meaning. Limited personal connection; 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 has not followed all directions for organization. No page numbers.

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

F (0 points): Journal not turned in on date of collection.

When should you write?

You don't need to record quotations and comments on all of the following for each entry, but you should include many of these aspects. Journals must include **10 quotes and 10 corresponding comments**. Journals must cover the entire page range of the text (the whole book).

- **STYLE:** you notice something specific about the writer's style
 - interesting word choice(diction)
 - particular sentence structures/word order(syntax)
 - unique/unusual dialogue
- ○ shifting perspectives, time sequence changes
- ○ effective use of rhetorical devices
- **COMPARISONS:** you notice metaphors, similes, and/or allusions that convey ideas about theme, characters, plot, etc.
- **PLOT STRUCTURE:** you recognize important elements of the plot, or perhaps the fact that the author has rearranged the traditional plot structure for a particular effect, or perhaps has used foreshadowing to hint at events to come
- **CHARACTERIZATION:** you notice dialogue, narration, and/or descriptions that both directly or indirectly help to develop a character's personality and/or motivation
- **SETTING:** you notice details about the setting that impact the mood, characters, and/or theme
- **IRONY:**
- **EPIPHANIES:**
- **tone shifts/contrasts**
- **symbolism/motifs**
- **QUESTIONS:** something puzzles you or confuses you
- **JUDGMENTS:** you agree or disagree with an observation or idea
- **CONNECTIONS:**
 - circumstances or issues are especially relevant to your life (past or present) or the lives of others you know
 - circumstances or issues are especially relevant to something in history, art, pop-culture, science, current events in the news, etc.

The Great Gatsby Example Entry

TEXT	COMMENTS
1. "Whenever you feel like	1. His dad's advice explains why Nick tries to withhold

<p>criticizing anyone...just remember that all the people in this world haven't had the advantages you've had." (pg.5)</p> <p>2. "...I came back restless. Instead of being the warm center of the world the middle-west now seemed like the ragged edge of the universe – so I decided to go east..." (pg.7)</p> <p>3. "It was a matter of chance that I should have rented a house in one of the strangest communities in North America." Nick explains the differences between West and East Egg and mentions Gatsby for the first time (pgs.9-10)</p> <p>4. "white mansions", "cheerful red and white Georgian Colonial mansion", "reflected gold", "straw-haired man", "bright rosy-colored place", "pale flags", "wine-colored rug", "both in white" (pgs. 10-12)</p> <p>5. Tom describes his racist theories about how the white race is threatened by minorities and that civilization will be ruined if white people don't protect what they have. (pg17)</p>	<p>his judgments of others, and makes me think he's had a relatively comfortable middle-class upbringing. (characterization)</p> <p>2. I felt pretty restless growing up in a small town in PA and can relate to Nick's desire to seek a new life in the big city, although I now know that moving doesn't always solve life's problems. There seems to be a universal idea of searching for identity here. (connection)</p> <p>3. The way Nick describes the differences between West and East Egg in such detail, especially the mansions of East Egg, makes me think that the setting will play an important role. It's ironic that he left the West to strike it rich in the East, only to live on West Egg, which he describes as less fashionable than East Egg. (setting/irony)</p> <p>I think it's strange that he lives next to Gatsby's mansion and he still describes the area as less fashionable than East Egg. Why is that and why does he think the area is so strange? This seems like foreshadowing. (judgment/question)</p> <p>4. Lots of visual imagery with colors here, especially colors that represent wealth. The color white could be symbolic of purity or innocence, but it's too early to tell. Maybe it has to do with the fact that all of the characters that are super rich on East Egg are upper-class white people born into money (motif).</p> <p>5. Now the frequent use of the color white makes more sense! There seems to be a connection here between race and privilege. Tom's racist theories and tactless demeanor show that he's an ignorant, cruel man. (epiphany/characterization)</p>
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