

Summer Reading Project: Desert Christian Academy - English 10 Honors 2017 – 2018

Welcome to Honors English 10! This is a class for students with intellectual curiosity and strong work ethics. All students taking English 10 Honors will participate in a summer reading program. Why? Summer assignments provide several advantages for students: ensuring that students maintain skills over the summer, fostering independent learning, and creating an initial common framework for discussion and study on the first day of school. The summer's reading assignment has been created to give you an introduction to the kinds of reading you will see throughout the course and the types of analysis that will be required of that reading. We want you to build confidence and competence as readers of complex texts. Your assignment is due on your first blocked schedule day of English 10 Honors.

Your Books:

You will read two books over the summer.

1. **The House On Mango Street** by Sandra Cisneros,
2. and a classic novel of your choosing between these three (Pick ONE):
 - a. **Pride and Prejudice** by Jane Austen
 - b. **The Three Musketeers** by Alexandre Dumas
 - c. **A Tale of Two Cities** by Charles Dickens

Directions: You get to choose your grade. Completing Task 1 will earn you a "C" on this assignment. Completing Tasks 1 and 2 will earn you a "B". If you would like to earn an "A", be sure to do all three parts of the assignment. **Parts 2 and 3 should be typed and printed for the first day of class.**

If you have questions, you should email your teacher as soon as possible:

hharrison@desertchristianacademy.org

Task 1—(This part earns you a "C.")

Part I: Major Literary Work Data Sheet

For each book that you read, fill out the Major Literary Work Data Sheet attached to this packet. These worksheets will then be inserted into a 3-ring binder. You will have this 3-ring binder the rest of your high school career as it will become a resource to your approaching AP years. Be sure your name is on the binding of the folder.

Part II: Dialectical Journal

As you read the texts, you will keep a dialectical journal. A full description, instructions, and examples are included on the following pages. Please bring your completed journal with you to class the first day. You should work on this assignment steadily over the summer. If you wait until the weekend before school starts, you will be overwhelmed!

Task 2—(This part, along with Task 1, earns you a "B.")

Part I: Vocabulary

Throughout your reading of the novel, find 20 vocabulary words that are challenging or new to you. Complete a vocabulary chart, like the example attached to this packet.

Part II: Background

The experiences and background of an author give us insights into his/her topic choices, style, and biases for writing. Do a search on the author, and identify at least five important elements, which may have contributed to his/her choice of topic, theme, and symbolism in the novel. Write the five elements (i.e., where s/he grew up, family background, historical context) in a bulleted list and explain IN FULL SENTENCES the function of each element in your novel.

Task 3—(This part, along with Task 1 and 2, earns you an "A.")

Analysis Essay

Write a critical analysis essay on your novel. This does not mean to just say positive or negative things about the book. You are to pick from the following prompts to guide your analysis. Make sure that your essay is well organized. Here is a list of pointers:

1. Make sure you have a THESIS STATEMENT starting your essay.
2. Have at least three body paragraphs.

3. Include a topic sentence for each paragraph.

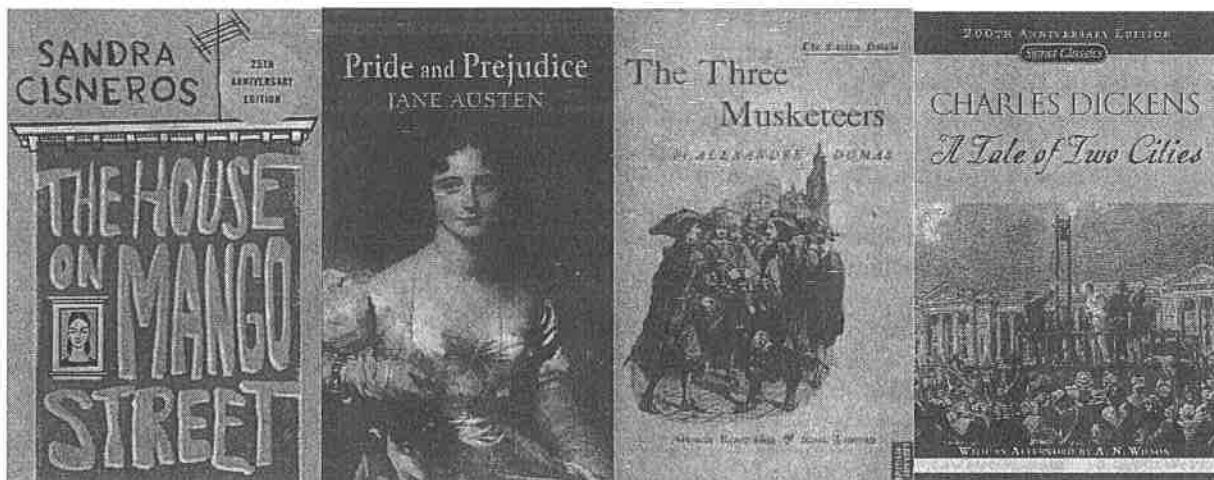
4. Integrate one quote (cited correctly in MLA format) in each body paragraph. Be sure to correctly MLA cite the specific places in the book when you are quoting from the text. Here is an example: In the novel, *The Count of Monte Cristo*, the theme of revenge is expressed through Danglar's assertion: "insert text from the book" (Dumas 25).

Here are the prompts to choose from: (ONLY PICK ONE.)

1. Writers often highlight the values of a culture or a society by using characters who are alienated from that culture or society because of the gender, race, class, or creed. Choose how such a character plays a significant role in the book you read and how the character's alienation reveals the surrounding society's assumptions or moral values. Do not merely summarize the plot. (When you write this essay, think of the character who is not accepted by the society or who distances himself from those around him because of his sex, ethnic background, social status or religious beliefs. How does this alienation affect the character, and what does it reveal about the society's beliefs and behaviors?)

2. Select an important character who is an antagonist. Then, in a well-organized essay, analyze the nature of the character's motivation and show how it enhances meaning in the work. Do not merely summarize the plot. (When you write this essay, think of the character who attempts to obstruct the protagonist's actions and explain what scenes show him or her exhibiting that type of behavior. Explain also how this behavior was important in the book. When a prompt requires a writer to "show how it enhances the meaning of the work" or "how it contributes to the meaning of the work as a whole," think what the writer wanted us to take away from the reading. What is the message or theme?)

3. In works of literature, the setting often affects or mirrors a character's actions and emotions. The cultural, physical, or geographical surroundings may shape the character's psychological or moral traits. In a well-written essay, analyze how the setting of the novel affects one of the main characters and how it relates to the meaning of the work as a whole (theme). (When you write this essay, describe the significant aspects of the setting; this may include the surrounding culture and society as well as the physical setting. Explain how those elements influence a character or parallel a character's emotions. When the prompt requires you to address the "meaning of the work as a whole," think about what the writer wanted us to take away from the reading. What is the message or themes?)



Major Works Data Sheet

| | |
|--|---|
| <p>Title: _____</p> <p>Author: _____</p> <p>Date of Publication: _____</p> <p>Genre: _____</p> | <p>Biographical information about the author:</p> |
| <p>Historical information about the period of publication:</p> | <p>Characteristics of the genre:</p> |
| <p>Plot summary:</p> | |

| | |
|------------------------------|---|
| Describe the author's style: | An example that demonstrates the style: |
|------------------------------|---|

Memorable Quotes: You must have a minimum of five

| Quote | Explain the Significance |
|-------|--------------------------|
| | |

| Characters | | | |
|------------|-------------------|--------------|------------|
| Name | Role in the story | Significance | Adjectives |
| | | | |

| | |
|---|---|
| Setting | Significance of the opening scene |
| | |
| Symbols | Significance of the ending/closing scene |
| | |
| Possible Themes—Please state in complete sentences | |
| | |

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| | Possible Themes—Please state in complete sentences |
| | |

Dialectical Journal Expectations

A dialectical journal provides a venue for you to hold a conversation with the text.

In this journal, we record passages, selections, and thoughts about the reading. The process is designed to help us develop a better understanding of the texts we read. Throughout the course, we will use the journal to process what we read, prepare ourselves for discussions, and gather textual evidence for writing assignments.

Format

You will need a new, 8 ½ x 11, spiral bound notebook with at least 200 pages to use as your journal.

This notebook may not include any additional notes, assignments, marks, or doodles.

1. On the front cover use a permanent marker to write the following in large, neat writing.

Your Name
Honors English 10
Dialectical Journal

Neatness is essential on the cover and in the journal. (AP exam readers must be able to read your answers without difficulty!)

2. The inside of your journal should include pages folded vertically, creating two columns on each page.

3. The first column should be titled *Text and Main Ideas*. In this column, you will quote or paraphrase the section from the text with page number(s). You should quote shorter sections, but may paraphrase longer sections. (A smart use of the ellipse (. . .) may help you here, but make sure to get the main details.)

a) Process Text and Main Ideas (Passage Selection)

As you read, choose passages that seem significant to you. These selections should be thought provoking in that they:

- Demonstrate effective and/or creative use of stylistic or literary devices.
- Represent a structural shift or turn in the plot (fiction).
- Provide examples of patterns (recurring images, ideas, colors, symbols, or motifs.)
- Use confusing language or unfamiliar vocabulary.
- Include events or descriptions you find surprising or confusing.
- Make you realize something you hadn't seen before.
- Remind you of something you have seen before.
- Illustrate a particular character or setting.

4. The second column should be titled *Reactions and Details*. This column will include your responses to the text (reactions, analysis, evaluation, etc.) Please see the response description below.

a) Reactions and Details (Response)

Your responses in your journal are the most important piece of the process. This is where the conversation occurs. Your responses should be specific, providing details and thorough explanations. While basic responses are a valuable part of your journal, most (75%) of your responses should be high-level responses.

Basic Responses Provide a starting point for understanding the text

- Pose questions about events in the plot.
- Raise questions about the beliefs and values implied in the text.
- Discuss the language, ideas, or actions of the author or character.
- Provide a personal reaction. How does the text make you think or feel?
- State whether you agree or disagree with a character or the author. (Provide explanation.)

High-level Responses

Demonstrate a higher level of thought and lead to a deeper understanding of text

- Analyze text for use of literary devices. (What is used and how does it affect text?)
- Make connections between different characters or events in the text.
- Make connections to a different text, song, film, etc.
- Discuss the language, ideas, or actions of the author or character. (Provide analysis and discussion of how it affects other characters, plot, audience, text, etc.)

Sample dialectical journal pages:


| Quotation | Response |
|--|---|
| <p>"I knew then I had to have a house. A real house. One I could point to. But this isn't it. The house on Mango Street isn't it" (5).</p> | <p>Esperanza wants to be proud of her house and the place where she lives. Even though they own the house on Mango Street, she is clearly embarrassed about how her house looks. This is the beginning of an obvious internal struggle that plagues Esperanza. I think she is ashamed of her feelings but desires better things for herself. She feels she can do and have more than she currently does. Now her challenge will be to get off Mango Street. How will she do this? Is it even possible? If she works hard enough, I think she can do it.</p> |

Resources

Vocabulary Organizer

each book
Directions: Find 20 words from ~~The Count of Monte Cristo~~ to use as your vocabulary words from the novel. Using the six categories identified below, create a graphic organizer to keep track of your words. You should pick words that challenge you and that you are unfamiliar with. Avoid using the names of places and characters.

Below is an example of the chart you should make to compile your 20 words.

| Vocabulary Word | Sentence (from the novel with page number) | Dictionary Definition | Synonym | Antonym | Picture or Icon that Represents the Word |
|-----------------|---|---|---------|---------|---|
| Melancholy | The purser was a man of twenty-five or twenty-six with a rather <u>melancholy</u> face, obsequious to his superiors and arrogant to his subordinates (2). | Noun – A deep, pensive, and long-lasting sadness (<i>Oxford English Dictionary</i>) | Gloomy | Excited |  |