

English 2 Summer Reading Assignment 2018-2019

Due: Friday, August 10, 2018

Objective: Students will be able to make connections between culture, events, and characters in the novel through the completion of a Dialectical Journal and Questions.

This assignment is due upon entering class on the first day of school for the 2018-2019 school year.
This assignment is the same for all levels of Sophomore English (Regular, Honors, or ESOL).

Assignment:

- 1) Choose a novel to read from the list below.
- 2) As you read, complete one Dialectical Journal entry for each chapter of your novel.
- 3) After completing each chapter, answer any 2 of the 6 questions provided below:
 1. What one theme is developed in this chapter?
 2. What cultural identity or aspect of the character's culture is represented in this chapter? How does it develop characterization?
 3. What is one conflict that is developed in this chapter?
 4. Describe the author's voice/style in this chapter. How is it developed?
 5. What is the argument is the author making? Is it implicit or explicit? How do you know?
 6. Draw a colorful picture of an important scene from this chapter. Explain why you chose this scene and why it is important to the story in 2 sentences.

****Please see the list of literary terms at the end of this packet.**

Novel List—Choose one:

<i>The Absolutely True Diary of a Part-time Indian</i> by Sherman Alexie **	Fiction The story of Junior, a budding cartoonist growing up on the Spokane Indian Reservation. Determined to take his future into his own hands, Junior leaves his troubled school on the rez to attend an all-white farm town high school where the only other Indian is the school mascot.
<i>The House on Mango Street</i> by Sandra Cisneros	The remarkable story of Esperanza Cordero. Her story is told in a series of vignettes – sometimes heartbreaking, sometimes deeply joyous – it is the story of a young Latina girl growing up in Chicago, inventing for herself who and what she will become.
<i>The Joy Luck Club</i> by Amy Tan	Four mothers, four daughters, four families whose histories shift with the four winds depending on who's "saying" the stories. In 1949 four Chinese women, recent immigrants to San Francisco, begin meeting to eat dim sum, play mahjong, and talk. United in shared unspeakable loss and hope, they call themselves the Joy Luck Club. Throughout the novel, the sometimes painful, often tender, and always deep connection between mothers and daughters is examined.
<i>The Other Wes Moore: One Name Two Fates</i> by Wes Moore	Autobiography/Non-Fiction Two kids with the same name lived in the same decaying city. One went on to be a Rhodes Scholar, decorated combat veteran, White House Fellow, and business leader. The other is serving a life sentence in prison. Here is the story of two boys and the journey of a generation.

**Note to parents: These books contain mature content and have appeared on the banned book list.

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Dialectical Journaling:

The purpose of a dialectical journal is to identify important or significant pieces of text and explain their importance. The dialectical serves as another form of highlighting/annotating text and should be used to think about, digest, summarize, question, clarify, critique, and remember what is read. It is a way to take notes on reading so that when you are asked to write an essay—or asked to discuss a piece of writing in class—you have at your disposal quotations to use as supporting evidence for your opinions.

Directions for Dialectical Journal:

- In the left-hand column, you will write sentences or phrases from the text (use an ellipsis [...] if you need to shorten a quote that exceeds one sentence) that you believe illustrate a significant idea. Cite these quotations correctly by putting quotes around them and attributing them to the author; be sure, as well, to note the page number on which the quote was found. Quotes should be from throughout the novel.
- The right-hand column exists for your commentary: explain in your own words what you believe the significance of the passage to be and its relation to culture.

How to Choose Passages from the Text:

Look for quotes that seem significant, powerful, thought provoking or puzzling. For example, you might record:

- Effective and/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 make you realize something you hadn't seen before.
- Examples with confusing language or unfamiliar vocabulary
- Events you find surprising, inspiring, or confusing
- Passage that illustrate a particular character, setting, or event

EXAMPLE:

Title of Work: <i>To Kill A Mockingbird</i>	
Author: Harper Lee	
Evidence: Quotes from the novel	Commentary
<i>"Put the line from the text in quotes"</i> (author's last name and page number).	<i>Respond to the questions about character or motive here. Your work should not repeat or just restate what the author said.</i>
"I was beginning to notice a subtle change in my father these days, that came out when he talked with Aunt Alexandra. It was a quiet digging in, never outright irritation. There was a faint starchiness in his voice when he said, 'Anything fit to say at the table's fit to say in front of Calpurnia. She knows what she means to this family'" (Lee 157).	I think this conversation between Aunt Alexandra and Atticus means he believes that African Americans hold an equal place in his life and his family. At this time, Aunt Alexandra only sees Calpurnia as the hired help, who does not belong in family conversations or affairs. This incident illustrates a divide between not only the African American and white cultures, but also between the blue collared and white collared.

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Literary Term	Definition
Argument	The act or process of arguing that includes the hook (quotation, example, or idea that catches readers' attention), claim (the opinion or thesis statement), support (evidence in the form of facts, statistics, examples, anecdotes, or expert opinions), concession (the writer's admission that the other side of the argument has a valid point), refutation (a well-reasoned denial of an opponent's point, based on solid evidence), and call to action (a request of readers). <u>Explicit Argument</u> is clearly stated by the writer. <u>Implicit argument</u> requires the reader to interpret the argument based on the author's use of evidence and parts of the argument.
Characterization	The methods a writer uses to develop characters. <u>Direct characterization</u> occurs when the writer provides clear details about a character's personality. <u>Indirect characterization</u> requires the reader to interpret the character's personality through their speech, appearance, etc.
Conflict	A struggle or problem in a story. An <u>internal conflict</u> occurs when a character struggles between opposing needs or desires or emotions within his or her own mind. An <u>external conflict</u> occurs when a character struggles against an outside force. This force may be another character, a societal expectation, or something in the physical world.
Cultural Conflict	A struggle that occurs when people with different cultural expectations or attitudes interact
Cultural Identity	The identity or feeling of belonging to a group. It is part of a person's self-conception and self-perception and is related to nationality, ethnicity, religion, social class, generation, locality or any kind of social group that has its own distinct culture.
Culture	The shared set of arts, ideals, skills, institutions, customs, attitude, values, and achievements that characterize a group of people, and that are passed on or taught to succeeding generations
Style	The distinctive way a writer uses language, characterized by elements of diction (word choice), syntax (sentence structure), imagery, organization, and so on
Theme	A writer's central idea or main message
Voice	A writer's (or speaker's) distinctive use of language to express ideas as well as his or her persona