

English III Summer Reading Assignment 2018-2019

Theme: The American Dream

Due Date: Extra Credit on the first day of school. Assignments will not be accepted after 8/24/18. Instructions will be available at open house for submitting the work electronically by the first day of school.

Reading text: *Of Mice and Men* by John Steinbeck (Type of writing: a novella – a long short story or a short novel) A paperback copy of the book is available from many online and storefront sources such as Barnes and Noble or Books-A-Million. The reading text in its entirety can also be found electronically online on the school's website: <http://riverviewhs.mysdhc.org/> You may download the full electronic text. Or, Direct link to the full text of - *Of Mice and Men*: <http://www.westfieldschoolsheffield.org.uk/media/faculty-english/Steinbeck,%20John%20-%20Of%20Mice%20and%20Men.pdf>

American Dream defined: 1. the ideal that every US citizen should have an equal opportunity to achieve success and prosperity through hard work, determination, and initiative 2. the ideals of freedom, equality, and opportunity traditionally held to be available to every American

Introduction: The two main characters, George and Lennie, in *Of Mice and Men* have a dream regarding their future. The characters' dreams are representative of what many people consider to be the American Dream. Our English III Spring Board Unit One is about exploring the American Dream. This summer reading assignment is meant to assist you with your understanding of the American Dream. The assignment will help you be better prepared to actively participate in class conversations, as well as help you to write better essays concerning the American Dream.

Part 1 (100 Points): As you read the novella, complete the Dialectical Journal (instructions attached) by citing **two** passages from each section with a focus on literary devices and the ideas concerning the American Dream. Refer to the rubric for grading.

Part 2 (100 Points): Once you have completed the novella and your dialectical journal, follow the essay writing directions.

Part 3 (100 Points): In class reading comprehension test on the novella which will be administered during the first few weeks of school.

ESSAY DIRECTIONS: Write a multi-paragraph essay response to the prompt below.

- Use the information you have gathered in your dialectical journal to help you respond.
- Answer the essay prompt and include a minimum of **THREE QUOTES** from the novella.
- Highlight each quote and underline each claim statement in green.
- Your essay must be typed.

ESSAY PROMPT:

George and Lennie had a dream for their future. Their dream drives them toward a desire for a more satisfying and successful life.

How does John Steinbeck utilize literary devices to illustrate the American Dream?

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Dialectical Journal

The term “Dialectic” means “the art or practice of arriving at the truth by using conversation involving question and answer.” Think of your dialectical journal as a series of conversations with the texts we read during this course. The process is meant to help you develop a better understanding of the texts we read. Use your journal to incorporate your personal responses to the texts, your ideas about the themes we cover and our class discussions. You will find that it is a useful way to process what you’re reading, prepare yourself for group discussion, and gather textual evidence for your Literary Analysis assignments.

PROCEDURE:

- As you read, choose two passages from each section that stand out to you and record them in the left-hand column of the chart. Choose passages that will help you respond to the essay you will be writing in response to the novella.
- In the center column record the page number and the paragraph where the passage is located.
- In the right column, write your response to the text (ideas/insights, questions, reflections, and comments on each passage)

CHOOSING PASSAGES FROM THE TEXT:

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

- o Effective &/or creative use of stylistic or literary devices
- o Passages that remind you of your own life or something you’ve seen before
- o Structural shifts or turns in the plot
- o A passage that makes you realize something you hadn’t seen before
- o Examples of patterns: recurring images, ideas, colors, symbols or motifs.
- o Passages with confusing language or unfamiliar vocabulary
- o Events you find surprising or confusing
- o Passages that illustrate a particular character or setting

RESPONDING TO THE TEXT:

You can *respond* to the text in a variety of ways. The most important thing to remember is that your observations should be *specific and detailed*. You should write enough to demonstrate understanding and insight that can be used later in response to your essay prompt.

Basic Responses

- o Raise questions about the beliefs and values implied in the text
- o Give your personal reactions to the passage
- o Discuss the words, ideas, or actions of the author or character(s)
- o Tell what it reminds you of from your own experiences
- o Write about what it makes you think or feel
- o Agree or disagree with a character or the author
- o Predict- anticipate what will occur based on what’s in the passage

Higher Level Responses

- o Analyze the text for use of literary devices (tone, structure, style, imagery)
- o Make connections between different characters or events in the text
- o Make connections to a different text (or film, song, etc...)
- o Make a judgement about what the author is trying to say.
- o Consider an event or description from the perspective of a different character
- o Analyze a passage and its relationship to the story as a whole
- o What conclusions can you draw about the world, about human nature, or just the way things work?

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Possible Sentence Starters:

- I really don't understand this because...
- I really dislike/like this idea because...
- I think the author is trying to say that...
- This passage reminds me of a time in my life when...
- If I were (name of character) at this point, I would...
- This part doesn't make sense because...
- This character reminds me of (name of person) because...
- This idea/event seems to be important because...
- _____(situation or character in the story) is similar to _____ (another character or situation in the story) because ...
- I think _____ will happen because _____.
- I think _____(character, situation, statement, or occurrence) is important to the story because ...
- This _____(statement, story, line) is an example of _____(literary device). It is important because...
- _____(character, situation, issue, or action from the story) reminds me of _____(person, situation, issue, or story from your own life) because...
- If this _____ had happened, the story would have changed in the following way.
- I disapprove of _____ (character, action, or policy within the story) because...
- _____ (scene, dialogue, or character) should have been deleted from the story because...
- The author used _____ (literary device) to produce _____ (effect).
- The author included _____ (character, scene, action, or dialogue) to show...
- If I could _____ (an action related the story), I would _____.
- This statement means _____. It helps the story by_____.
- A solution to _____ (the story's conflict) would be to _____ (your answer).
- This is still an issue today in _____ (where and how it is still and issue). It remains an issue because _____.
- _____ (character) seems to be _____ (description of character's personality, feelings, emotions, and actions). For this reason, I think _____ (your thoughts about the character and their importance to the story).

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Rubric for Dialectical Journal

	Level 4 Mastery Level 95	Level 3 Proficient Level 85	Level 2 Familiarity Level 75	Level 1 Perfunctory Level 65
Quotations and Plot Details	<ul style="list-style-type: none"> Quotes are relevant, important, thought provoking, and meets or exceeds the requirements of the assignment 	<ul style="list-style-type: none"> Your quotes are relevant and meet the requirements of the assignment A solid effort is evident 	<ul style="list-style-type: none"> You include an insufficient number of entries You selected quotes that may be interesting to you, but that don't necessarily meet the requirements of the assignment 	<ul style="list-style-type: none"> You include very few entries lack of effort is evident
Coverage of the Text	<ul style="list-style-type: none"> Coverage of the text is complete and thorough 	<ul style="list-style-type: none"> Less detailed, but good quotations 	<ul style="list-style-type: none"> Addresses most of the reading assignment; there are gaps in coverage 	<ul style="list-style-type: none"> Limited coverage of the text; sections with few entries or not covered Most entries are plot summaries or paraphrased
Commentary: Interpretation and Literary Analysis	<ul style="list-style-type: none"> Thoughtful interpretation and commentary You carry on a dialogue with the writer. You question, agree, disagree, appreciate, and object Metacognitive and Inference skills evident 	<ul style="list-style-type: none"> Some insightful commentary Entries exhibit insight and thoughtful analysis Metacognitive and inferencing skills are emerging 	<ul style="list-style-type: none"> Entries exhibit insight and thoughtful analysis at times You may agree or disagree, but don't support your views Metacognitive and Inferencing skills shown at a limited level 	<ul style="list-style-type: none"> Entries exhibit limited insight or none at all You create little or no meaning from the text
Questions and Connections	<ul style="list-style-type: none"> Makes insightful personal connections and asks thought-provoking, insightful, questions 	<ul style="list-style-type: none"> You create some new meaning through connections with your own experiences and the text. You raise interesting questions 	<ul style="list-style-type: none"> You make connections, but explain with little detail You ask simple questions of the text 	<ul style="list-style-type: none"> You find the text confusing, but make no attempt to figure it out You make an occasional connection to the text, but the ideas lack development
Organization and Presentation	<ul style="list-style-type: none"> Journal is neat, organized and professional looking; student has followed directions in the organization of the journal Sentences are grammatically correct with correct spelling and punctuation 	<ul style="list-style-type: none"> Adequately addresses all sections of the reading assignment Journal is neat and legible; student has followed directions in the organization of the journal Sentences are somewhat grammatically correct with minor errors in spelling and punctuation 	<ul style="list-style-type: none"> Journal is fairly neat; may be difficult to read; did not follow all directions in the journal organization Sentences contain grammatical errors with careless spelling and grammatical errors 	<ul style="list-style-type: none"> Did not follow directions in organizing journal; difficult to read or follow; evidence of having been hurriedly done in one sitting Sentences contain numerous grammatical and spelling errors