

# English 10 Honors Summer Reading

## 2011-2012 School Year

Dear Parents and Incoming Sophomore Honors Students,

Recent research suggests that today's teens do not read enough outside of school. As part of a district goal to expand reading opportunities for students, the English Departments in Plainfield Unit School District 202 are requiring that all honors students read a novel over the summer. We believe this assignment will strengthen our students' skills as readers and also as writers. Additionally, many honors students will take the AP examinations during their junior year; thus it is imperative that each student is exposed to a wide range and background of literature, especially in the area of twentieth century authors and issues. Like Stratford P. Sherman, author of *America Won't Win Till it Reads More*, we believe "Reading transcends the mere transmission of information: It fosters an imaginative dialogue between the text and the reader's mind that actually helps people think."

Over the past few months, English teachers have read and discussed many possible titles for this summer reading program. We have chosen the following selections for incoming sophomore honors students. Please, choose **one novel** and complete a **typed dialectical journal** (the directions are on the back) to be turned in to the English 10 Honors teacher the **FIRST** day of student attendance. You will also be required to turn in your dialectical journal to **turnitin.com** after the first day of class when you receive your class id and password from your teacher.

We will alert the managers of the local Barnes and Noble Bookstores so that they know there will be a demand for these novels this summer. This letter and the actual assignment are also included in the English Department's section of the school web site at: <http://www.psd202.org/PNHS/English/englishindex.htm>

- ※ *Things Fall Apart* (Achebe)
- ※ *Martian Chronicles* (Bradbury)
- ※ *The Joy Luck Club* (Tan)
- ※ *Cat's Cradle* (Vonnegut)
- ※ *The Book Thief* (Zusak)

If you have any questions about the summer reading, feel free to contact Mrs. Zack at [kzack@psd202.org](mailto:kzack@psd202.org). We wish you an enjoyable summer and eagerly anticipate classes beginning in August.

Thank you,

- The English Faculty of Plainfield Schools

Course Change:

From February 18<sup>th</sup> through July 31<sup>st</sup> of 2011, **no** course changes will be made as the 2011-12 master schedule will be in the development stage.

From August 1<sup>st</sup> through the last day before school starts, students may make changes to their 2011-12 course requests **IF** there is available space in the course they are requesting. **A parent signature is REQUIRED for ANY change to a student's course requests to ensure parent knowledge. Please contact Student Services for course change request form.**

# English 10 Honors Dialectical Journals

To encourage active reading, you are required to complete a **Dialectical Response Journal**. Below are the general requirements as well as a list of prompts for you to consider as you complete your dialectic response journal.

The term “**dialectical**” describes “the art or practice of arriving at the truth by using conversation involving questions and answers.” The “dialectic” was the method Socrates used to teach his students how to be actively engaged in the struggle to derive meaning from an unfamiliar and challenging work. Think of your dialectical journal as a series of conversations with the texts we read during the course.

In a dialectical journal, students divide their paper into two columns. One column is for the text and the other is for your response (**see sample**). Use your journal to incorporate your personal responses to the texts.

## Requirements

1. You must have a minimum of 10 entries for your summer reading novel. These entries should be relatively evenly-spaced through the novel.
2. Entries must be long enough to develop an idea and reveal impressive depth of thought.
3. Your entries must be typed in a standard, 12-point font (**Times New Roman or Calibri**) and must include the date the entry was written. **See examples provided.**
4. **Be sure** to elaborate with specific examples from the text as you express your thoughts.
5. Dialectical Journals must be typed and written in final draft quality. No taboo words! Use formal language!
6. A template is available on the school’s website ➔ Departments ➔ English ➔ scroll down


## Journal Prompts

A thoughtful reader is continuously having a conversation with the text and with the author. Why? Ask this question as you read. Why did the author interject that particular event or setting or conversation? Why did that last passage cause you to become frustrated or weary or entertained? Was that last comment foreshadowing? Why do you think so? Each entry should have a point. Please do not comment on superficial ideas. Each entry should push the depth of your thinking.

As you are reading your novel, try to focus on one of the following topics.

- At least one area of social criticism that the author clearly exposes in the novel
- The role of religion in the novel
- The familial relationships in the novel
- How change and/or traditions affect various characters in the novel
- The role of gender in the novel

# Dialectical Journal Example

Taking Notes (quotations taken from reading)	Making Notes (response to the quotations selected)
<p><b>September 9, 2010</b></p> <p>“The house on Mango Street is ours, and we don’t have to pay rent to anybody, or share the yard with the people downstairs, or be careful not to make too much noise, and there isn’t a landlord banging on the ceiling with a broom” (Cisneros 3).</p>  <p>Note: Citation includes the <b>author’s last name</b> and the <b>page number</b> where the quotation was found.</p>	<p><b>I noticed that</b> she is listing experiences people who rent homes and apartments might have experienced as well. This might pull those readers closer to her through common experience. It also serves to pull the reader who has never rented into her narrative. She lists multiple inconveniences and negative aspects of this lifestyle (paying rent, sharing yard, having to be quiet) and this begins to create an image. While Esperanza’s family no longer has to deal with these problems their neighbors on Mango Street do. It provides a window into a lifestyle. While Esperanza’s family no longer has to deal with these problems, the neighbors on Mango Street do. Overall, this passage provides a window into the setting of this novel.</p>
<p><b>September 10, 2010</b></p> <p>“But my mother’s hair, my mother’s hair, like little rosettes, like little candy circles all curly and pretty because she pinned it in pincurls all day, sweet to put your nose into when she is holding you, holding you and you feel safe, is the warm smell of bread before you bake it, is the smell when she makes room for you on her side of the bed” (Cisneros 6).</p>	<p><b>Something I concluded</b> here is that the long list of similes and metaphors describing her mother’s hair must be important. She describes her father’s hair in one sentence – as well as the hair of the other family members. The repetition of “holding you” is a clue as well. She obviously has a strong connection to her mother and it must be the most important relationship in her life – at least in her family. Other evidence of this closeness is the association of a smell – the smell of bread – with her mother. Olfactory memories are some of the strongest. It reminds me of smell associations I have. Like Coppertone sunscreen and the trip my husband and I took to Pie de la Cuesta just before we moved away from Mexico. Every time I smell it I am transported back to that carefree time – and for this reason I keep buying it. Warm bread connotes comfort and care. It takes time and patience to bake bread – just like being a mom.</p>