Summer Reading Assignment for Honors 10th Grade World Literature 2016-2017
Teachers: Ms. Ashley Mize and Mr. Timothy Morris
Brave New World by Aldous Huxley and The Book Thief by Markus Zusak

Summer Reading Assignment Rational

1. **Book:** Brave New World by Aldous Huxley

2. **Assignment:** Dialectical Journal. See handout. Students pull quotations and respond in a paragraph or two. All assignments must be submitted to www.turnitin.com by the assigned date—students will create www.turnitin.com accounts during the first week of school. No hand-written assignments will be accepted.

3. **Purpose for assignment:** One purpose is to allow students to begin engaging a text in multiple ways, allowing them to start thinking about how they arrive at the understanding they get from a text. This helps them work through the text and gives a framework for how to read and analyze texts we will read throughout the year. Another purpose is to allow me to gauge a student’s ability to read and respond to text. The journals are not due until the third week of school (DUE AUGUST 19, 2016), so if a student was not here to receive the assignment (move-ins, transfers, etc.), this allows him/her to read the text and journal.

   We then use the journals as we dissect the text over the next few weeks, making the journal a valuable tool for discussion. I make copies of strong entries to distribute to those whose early journals are vague, unsupported, or poorly done so they can improve their skill in both reading text and writing about it.

   The assignment will be graded very supportively for this is the first experience (for most students) with Dialectical Journaling. It will count as a quiz grade so that any qualifying students who miss out are not doomed to failing and/or dropping.

4. **Standards:** The assignment develops the reading standards primarily, but eventually leads to development of the writing standards as well.

**READING**

**Key Ideas and Details**

ELACC9-10RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC9-10RL2: Determine a theme or central idea of text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

ELACC9-10RL3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
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Craft and Structure

ELACC9-10RL4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone.)

ELACC9-10RL5: Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

WRITING

Text Types and Purposes

ELACC9-10W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
IT IS HIGHLY SUGGESTED THIS ASSIGNMENT BE COMPLETED DURING THE SUMMER. ELEMENTS OF THE STORY WILL BE DISCUSSED DURING THE FIRST FEW WEEKS OF SCHOOL. IF YOU CHOOSE NOT TO COMPLETE IT OVER THE SUMMER, YOU WILL HAVE A FEW WEEKS TO DO SO AFTER THE START OF SCHOOL, BUT KEEP IN MIND YOU WILL ALSO BE RESPONSIBLE FOR ANY OTHER ASSIGNMENTS GIVEN DURING THOSE FIRST FEW WEEKS.

DIALECTICAL JOURNALS

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 passages that stand out to you and record them in the left-hand column of a T-chart (ALWAYS include page numbers).
- In the right column, write your response to the text (ideas/insights, questions, reflections, and comments on each passage)
- You must label your responses using the following codes:
  - (Q) Question – ask about something in the passage that is unclear
  - (C) Connect – make a connection to your life, the world, or another text
  - (P) Predict – anticipate what will occur based on what’s in the passage
  - (CL) Clarify – answer earlier questions or confirm/disaffirm a prediction
  - (R) Reflect – think deeply about what the passage means in a broad sense – not just to the characters in the story. What conclusions can you draw about the world, about human nature, or just the way things work?
  - (E) Evaluate – make a judgment about the character(s), their actions, or what the author is trying to say
- Complete journal entries for at least two passages per chapter.

Sample Dialectical Journal entry: THE THINGS THEY CARRIED by Tim O’Brien

<table>
<thead>
<tr>
<th>Passages from the text</th>
<th>Pg#s</th>
<th>Comments &amp; Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;they carried like freight trains; they carried it on their backs and shoulders and for all the ambiguities of Vietnam, all the mysteries and unknowns, there was at least the single abiding certainty that they would never be at a loss for things to carry&quot;.</td>
<td>Pg 2</td>
<td>(R) O’brien chooses to end the first section of the novel with this sentence. He provides excellent visual details of what each soldier in Vietnam would carry for day-to-day fighting. He makes you feel the physical weight of what soldiers have to carry for simple survival. When you combine the emotional weight of loved ones at home, the fear of death, and the responsibility for the men you fight with, with this physical weight, you start to understand what soldiers in Vietnam dealt with every day. This quote sums up the confusion that the men felt about the reasons they were fighting the war, and how they clung to the only certainty - things they had to carry - in a confusing world where normal rules were suspended.</td>
</tr>
</tbody>
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Choosing Passages from the Text:
Look for quotes that seem significant, powerful, thought provoking or puzzling. For example, you might record:

- Effective &/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 makes you realize something you hadn’t seen before
- Examples of patterns or archetypes: recurring images, ideas, colors, symbols or motifs.
- Passages with confusing language or unfamiliar vocabulary
- Events you find surprising or confusing
- 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 can write as much as you want for each entry. You can use loose-leaf paper for your journals or download the template.

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

Sample 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…

Higher Level Responses
- Analyze the text for use of literary devices (tone, structure, style, imagery)
- Make connections between different characters or events in the text
- Make connections to a different text (or film, song, etc…)
- Discuss the words, ideas, or actions of the author or character(s)
- Consider an event or description from the perspective of a different character
- Analyze a passage and its relationship to the story as a whole

Variations on the Dialectical Journal Format
- Metacognitive Journal – what I learned/how I figured it out (incl. pg. #s)
- Synthesis Journal – at the end of a weekly cycle, consider your Dialectical Journal entries, group work & participation in class discussion. Analyze your overall progress as a reader & writer.
1. **Book:** *The Book Thief* by Markus Zusak

2. **Assignment:** There is no assignment that students are to complete over the summer; however there will be an assignment given during the first week of school. This assessment/assignment will be given the first week and will be **due on September 2, 2016.** While this gives students a chance to read the novel after returning to school, it is encouraged that they read the novel before the assignment is given, as they will be responsible for all current classwork and assignments at the same time.

3. **Purpose for assignment:** The assignment given to students will give them a chance to express themselves creatively, while showing content knowledge and a deeper understanding of themes and literary elements within the novel. Students will have an option of which assessment to complete, each one covering a different form of Gardner’s Multiple Intelligences. The assignment serves to show a novel that covers serious issues in a thought-proving and creative manner.

4. **Standards:**

**ELACC9-10RL1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**ELACC9-10RL3:** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

**ELACC9-10RL4:** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone.)

**ELACC9-10RL5:** Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

**ELACC9-10RL6:** Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

**ELACC9-10RL9:** Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
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**ELACC9-10RL7**: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée de Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).

**ELACC9-10W3**: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**ELACC9-10SL4**: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**ELACC9-10SL5**: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**ELACC9-10SL6**: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 for specific expectations.)