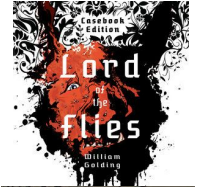


Central High School Honors English I

2019-2020 Reading List

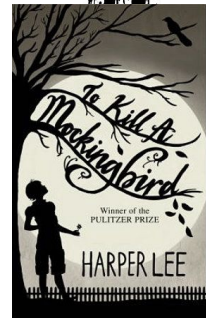
Challenge: Students will be required to read the following texts over the course of the summer. Additionally, students will be required to keep an outline (attached) and a **dialectical journal** as they read each novel. Directions are included below.



Required Reading:

1. *Lord of the Flies* by William Golding
2. *To Kill a Mockingbird* by Harper Lee

Students need to have read both novels by the **FIRST** day of school. Additionally, they should complete an outline as well as a dialectical journal. Please note that the outline is attached along with directions.



Dialectical Journals

- dialectical (die-uh-LEKT-i-cul), n.: the art or practice of arriving at the truth through logical arguments.
- journal (JUHR-nul), n.: a personal record of events, experiences, and reflections kept on a regular basis; a diary

What is a dialectical journal? It is another name for a double-entry journal or a reader-response journal. It's a dialogue, or conversation, between the ideas in the text and the ideas of the reader (your ideas; you are keeping a dialogue with yourself).

What should I use to keep my dialectical journal?

- Composition notebook (single subject notebook) OR binder with perforated sheets.
- Create a Google Doc and label the document Dialectical Journal & your last name (ex: Dialectical Journal Lawson) & share with your Honors English teacher (Whitney.Lawson@knoxschools.org)
- *Loose-leaf paper and folders are **NOT** allowed.*

How do I keep a dialectical journal?

1. Create two columns in your journal
2. Label the left column "Text." As you read, use this column to write down important quotes from your novel. (ALWAYS include page numbers in this section).
3. Label the right column "Response." Use this side to write down YOUR OWN thoughts, commentary, and questions about the text in the left column.
4. If you choose, you can 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
 - (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

How do I decide what text to record in my journal? Look for quotes that seem significant, powerful, thought provoking, or puzzling. Focus on literary elements!!

- 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: recurring images, ideas, colors, symbols or motifs.
- Passages that illustrate a particular character or setting

How do I respond to each text entry? 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.

DO NOT JUST RESTATE THE QUOTE (i.e. *What this means is...*) That's not reflection or analysis.

Some basic responses are to:

- 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, or write about what it makes you think or feel
- Agree or disagree with a character or the author

To make higher-level responses try the following:

- 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

What are the requirements and how will I be graded?

There should be five entries per novel based upon observations in your chosen sections. *To Kill a Mockingbird* has 31 chapters, so you could divide it up into at least six chapters per section, leaving 5 sections. Please be aware that journal entries must be at least 3-4 sentences long. I will grade journals in a variety of ways; if you're only writing one entry per week (the minimum), it should be pretty amazing, with very thorough entries to qualify for the points.

Your journals will be evaluated on the **quality** of your response.

- Number of entries meets requirement
- Detailed, meaningful passages
- Page #s included with passages and recorded in chronological order. Title of the work being cited is included.
- Thoughtful, insightful interpretation, commentary, and connections about the text. Avoids clichés.
- Coverage of text is complete and thorough. (Passages are selected from beginning to end).
- Variety of response types displays ability to think critically.
- Journal is neat, organized, and professional looking; student has followed directions in the organization. Note: If evidence of copying (or sharing your entries with a friend) is found, then each party involved will receive a 0 on the entire assignment. An alternative assignment of greater depth will be considered as replacement.

****This information will be posted on our library website. If you have questions, please feel free to email me at: Whitney.Lawson@knoxschools.org**

Dialectical Journal Lawson/Mashburn

Quote from Section Three

1. “Suddenly Mayella became articulate. ‘I’ve got somethin’ to say’ she said” (TKMB 186).

Entry Instructions

Please note that you do not have to have a response for each one of the forms of commentary below.

- (Q) Question – ask about something in the passage that is unclear
- (C) Connect – make a connection to your life, the world, or another text
- (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

My Response

Q-What has changed? Mayella seems to be more confident here, but she doesn't really have any more power on her side. In fact, she has far less power during this portion of the novel than any other portion. She is like a scared animal backed into a corner.

C-I can relate to Mayella in this scene. I remember a time in my life when I felt like I had reached the end of my patience. Her degree of impatience reminds me of catching someone in a lie who “doesn't want to discuss it anymore” because they feel backed into a corner that would precipitate her either admitting the real truth or accepting the punishment for lying.

CL-I was really hoping that Mayella would display enough remorse to save Tom Robinson's life by telling the truth about what really happened that evening. I was totally disappointed because I so wanted her to say, “I kissed him! I did it, and I will not justify it to anyone.” However, she did not. It makes me wonder if Tom will ever get to go back to his family.

R-It seems her lack of wanting to be questioned further about the situation points to her guilt. She seems to be asserting her freewill to control what she will and will not say and do. In today's society, her speech would illicit sympathy from the audience. However, because of the rampant racism of the early 1960s, this avoidance of answering detailed questions by Atticus Finch would diminish her credibility with the racist members in the courtroom.

E-Is Mayella admitting to having feelings for Tom that she refuses to share with the rest of the room? Was she close to telling the truth about the situation with Tom, or was she afraid that being questioned further would uncover truths about her motivations that she would not want revealed for fear of reprisal from her father?

OUTLINE for SUMMER READING

Directions: Use the outline below to fill in the necessary information needed to develop a foundational knowledge of your summer reading. You need only to outline one novel for grading purposes; however, outlining both is advisable.

Title-	
Author	
Narrator Person who is telling a story. Can be a character in the story or an unknown person.	
Point of View Perspective from which story is told: first person (character in the story) or third person (unknown narrator).	
Tense A story can be told in the past, present, or future tense.	
Tone Manner in which the narrator speaks.	
Protagonist	
Antagonist	
Supporting Characters These are characters that are seen in more than one scene who support the protagonist in some way. Many of these supporting characters are archetypes.	
Minor Characters	
SETTING (Time-Place-Season)	Atmosphere/Mood Feeling created by the narrator's tone and a story's setting that affects the reader's emotions and state of mind.
Conflict Driving force or problem of a story: can be internal or external.	

<p>Exposition-This is the first stage of plot that introduces the main character(s), the conflict, and the setting.</p>	<p>Complications-These are events or issues that get in the way of the the main character being able to find a solution to his/her major conflict.</p>
<p>Rising Action- Events building up of minor conflicts that create either tension or suspense.</p>	<p>Climax- The moment in which the main character either fails or succeeds in solving or coming to terms with his/her problem.</p>
<p>Resolution-The conclusion. This is either happy, sad, or a moment in time connected to a major lesson in one's life.</p>	<p>Theme-NOT MORAL-overall message about life and how humans behave and interact.</p>
<p>SYMBOLS-Concrete objects with abstract meaning</p>	

NOTES: