



Karns High School
Summer Reading/Watching/Listening 2017
9 Honors



Learning or reading skill losses during the summer months are cumulative, creating a wider gap each year between more proficient and less proficient students. In an effort to minimize skill losses and to create a relevant, engaging experience from which students will gain greater cultural awareness, I have created the following assignment for students to complete during the break.

1. Summer Reading/Watching/Listening:

Attached, you will find lists of some of the most celebrated works of literature, film, and music from our culture. Students should *read* **ONE novel**, *watch* **TWO films**, and *listen to* **TWO albums** from the lists. Upon return to school, students will write their first essay on these, and our first classes will consist of discussions over the relevance of these works. Students are responsible for obtaining their own copies of these works either from a bookstore or a local library. The Knox County Library has copies of the vast majority of the films and albums. Many can also be found on Netflix, Spotify, and iTunes.

*** Some of these works are for a mature audience. Those that are definitely controversial in nature are indicated with a *. Still, **students should talk with their parents before reading, watching, or listening to ANY of the works.** I highly encourage parents to read/watch/listen to and discuss them with their children. This can be an enjoyable experience for everyone in the family!

2. Dialectical Journal:

Students should complete a dialectical journal as they read/write/listen. This journal is due on the first day of class. See attached information on how to format entries.



Feel free to email Mrs. Monday if you have a question. Please allow a minimum of 24 hours to respond.

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Guidelines for the Dialectical Journal

First and foremost, I hope that you will enjoy the works that you choose to read/write/listen to this summer. Second, realize that these are some of the most important works of art in our culture. Consider why and what makes them lasting. To help you in this process, and to share your discoveries with me, you will use a dialectical journal.

Dialectic means “the art or practice of arriving at the truth by using conversation involving question and answer.” The “dialectic” was the method Socrates used to teach his students how to be actively engaged in the struggle to obtain meaning from an unfamiliar and challenging work. A dialectical journal is a written conversation with yourself about a text that encourages the habit of reflective questioning. You will use a double-entry form to examine details of a passage and synthesize your understanding of the texts.

Procedure:

- Purchase a spiral bound notebook or composition book.
- Divide pages into three columns (see examples that follow).
- As you read, choose passages that stand out to you, and record them verbatim in the left hand column. You should choose one passage for each chapter/section in your book. For films, you will simply have one long response to each film. For the albums, you will have a response for each track.
- In the right hand column, write your response to the text. **For the novel**, you must label your responses using the following codes:
 - **(Q) Question** - ask about something in the text that is unclear.
 - **(C) Connect** - make a connection to your life, the world, or another text.
 - **(P) Predict** – anticipate what will occur based on info in the text.
 - **(CL) Clarify** – answer earlier questions or confirm/disaffirm a prediction.
 - **(R) Reflect** – think deeply about what this passage means in a broad sense. What is the author trying to say about the world or human nature? What implications might this have for future reading?
 - **(E) Evaluate** – make a judgment on the value of this particular section.
- For the films, consider how the filmmaker uses shot composition, soundtrack, scripting, etc, to communicate the message to the viewer. What is the message and why is it so important? For albums, consider how the lyrics and melody work together to communicate a specific mood. Why might the artist’s message have been so important during the time the album was released? What is it about this work that has helped it to stand the test of time? REMEMBER – You will not have coded entries for the films or albums, but your commentary should still be thoughtful and thorough.

Sample Dialectical Journal Entry – *The Hunger Games*

Passages from the text - Make sure to number them.	Page #	Response to the passage – Each response must pertain to one of the codes listed above. Be sure to use a variety. Using the same codes for most or all of your entries will result in a lower score.
“This teaming up with the Career wolf pack to hunt down the rest of us. No one from District 12 would think of doing such a thing! Career tributes are overly vicious, arrogant, better fed, but only because they are the Capitol’s lapdogs. Universally, solidly hated by all but those from their own districts. I can imagine the things they’re saying about him back home now. And Peeta had the gall to talk to me about disgrace?”	162	(E) It’s things like this that make me truly dislike Katniss. I know there wasn’t really a way for her to know that Peeta was just tricking the Careers, but she should have more faith in the boy! Peeta is kind, considerate, generous and an empathizer. Katniss is none of these. The only people she really cares about are Gale, her sister and mother (kind of). Other than that she tends to keep people at a distance. Is that a defense mechanism, or is she just cruel?

Sample Dialectical Journal Entry – *Star Wars: A New Hope*

<i>Note that for a film, you need only record a response.</i>		Wow! I had never seen this before, and now I understand what all the fuss is about! I found it fascinating how well this matches up with most “hero quest” stories that I have read. In fact, Luke seems like he might fit the paradigm of an epic hero, though whether or not he is a perfect match remains to be seen. I like the way that George Lucas sets the tone immediately through the epic, sweeping music along with the words on the screen during the first shot...(your response will be longer☺)
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Sample Dialectical Journal Entry – Prince – *Purple Rain*

Track number and title		Response
1. “Let’s Go Crazy”		Interesting how this opens with the famous “We are gathered here to get through this thing called life” intro. It kind of sounds like a eulogy which is strange because the song is so upbeat. Also, why begin an album with words that signal an ending? I kind of like that unexpected juxtaposition, and it completely works with the mood of both the album, and the song. I mean, the whole idea of going crazy – doing something different and outside of what is expected. The guitar at the end – woah... I’m sure this was an unusual sound even in the 1980s when it was released. The blend of R&B and rock – I can see why Prince is so lauded.

IMPORTANT:

- Write down your thoughts, questions, ideas, and insights **while you read** or **immediately after reading a chapter**. DO NOT try to write all entries after finishing the book. You will find this to be extremely tedious and not worth your efforts. The whole point is that this will help you to think deeply about the text **AS YOU READ**.

GRADING SCALE:

- A - Meaningful passages, plot, and quotation selections. Thoughtful interpretation and commentary about the text; avoids clichés. Includes comments about literary devices such as theme, narrative voice (POV), imagery, conflict, etc. and how each contributes to the meaning of the text. Makes insightful personal connections and asks thought-provoking questions. Coverage of text is complete and thorough. Journal is neat, organized and professional-looking; student has followed directions in creation of journal. A variety of entry codes are used.
- B - Less detailed, but good plot and quote selections. Some intelligent commentary; addresses some thematic connections. Includes some literary devices, but less on how they contribute to the meaning. Some personal connections; asks pertinent questions. Adequately addresses all parts of reading assignment. Journal is neat and readable; student has followed directions in the organization of journal. A variety of entry codes are used.
- C - Few good details from the text. Most of the commentary is vague, unsupported, or plot summary / paraphrase. Some listing of literary elements; virtually no discussion of meaning. Limited personal connection; asks few, or obvious questions. Addresses most of the reading assignment, but is not very long or thorough. Journal is relatively neat, but may be difficult to read. Student has not followed all directions. Lacking variety in entry codes.
- D - Hardly any good details from the text. All notes are plot summary or paraphrase. Few literary elements, virtually no discussion on meaning. Limited personal connections, no good questions. Limited coverage of the text; way too short. Did not follow directions in organizing journal; difficult to follow or read. No page numbers. No variety in entry codes.
- F - Did not complete or plagiarized.

The List

Books: (From the Knox County Schools' Approved Titles List) – READ ONE

**The Adventures of Huckleberry Finn* by Mark Twain
All Quiet on the Western Front by Erich Maria Remarque
Animal Farm by George Orwell
A Death in the Family by James Agee
A Farewell to Arms by Ernest Hemingway
Great Expectations by Charles Dickens
The Hobbit by JRR Tolkien
**I Know Why the Caged Bird Sings* by Maya Angelou
Jane Eyre by Charlotte Bronte
The Joy Luck Club by Amy Tan
Life of Pi by Yann Martel
The Metamorphosis by Franz Kafka
The Old Man and the Sea by Ernest Hemingway
The Picture of Dorian Gray by Oscar Wilde
Pride and Prejudice by Jane Austen
Things Fall Apart by Chinua Achebe

Movies: (From the American Film Institute's 100 Greatest American Movies of All Time) – WATCH TWO

2001: A Space Odyssey (1968, G)
Breakfast at Tiffany's (1961, NR)
Casablanca (1942, NR)
Citizen Kane (1941, NR)
Close Encounters of the Third Kind (1977, PG)
Cool Hand Luke (1967, PG)
**Dances with Wolves*(1990, PG-13)
Dr. Strangelove (1964, NR)
Gone with the Wind (1939, NR)
The Gold Rush (1925, NR)
Jaws (1975, PG)
My Fair Lady (1964, G)
Rear Window (1954, PG)
Rebel Without a Cause (1955, PG-13)
Rocky (1976, PG)

The Tennessee Theatre's "Summer Movie Magic" series will include a screening of *Gone with the Wind*.
Check their website
www.tennesseetheatre.com for
showtimes.



Albums: (From *Rolling Stone's* 100 Best Albums of All Time and *The Guardian's* 50 Albums That Changed Music) – LISTEN TO TWO

The Beach Boys – *Pet Sounds*
The Beatles – *Sgt. Pepper's Lonely Hearts Club Band*
The Byrds – *Sweetheart of the Rodeo*
Johnny Cash – *At Folsom Prison*
Ray Charles – *Modern Sounds in Country and Western Music*
Miles Davis – *Kind of Blue*
Bob Dylan – *Highway 61 Revisited*
Aretha Franklin – *I Never Loved a Man the Way I Love You*
Marvin Gaye – *What's Going On*
The Grateful Dead – *American Beauty*

Michael Jackson – *Thriller*
Led Zeppelin – *Physical Graffiti*
Joni Mitchell – *Blue*
Van Morrison – *Astral Weeks*
**Nirvana – Nevermind*
Pink Floyd – *Dark Side of the Moon*
Elvis Presley – *Elvis Presley (1956)*
**Radiohead – OK Computer*
Run DMC – *Run DMC*
Frank Sinatra – *In the Wee Small Hours*
Bruce Springsteen – *Born to Run*
U2 – *The Joshua Tree*
Stevie Wonder – *Innervisions*

