

Summer Reading and Writing Assignment

The following assignment will constitute 20% of the first quarter grade. There will be no extensions. Parts 1 and 2 are due at 7:30 AM on August 28, 2015.

1. Carefully read either...

I AM MALALA: The Girl Who Stood Up for Education and Was Shot by the Taliban by Malala Yousafzai with Christina Lamb
OR

Fist Stick Knife Gun: A Personal History of Violence in America by Geoffrey Canada.

You can find these books as pdf files by simply searching the title and “pdf” on Google. You can also find these books in any library or bookstore.

2. While you are reading, complete a dialectic journal with at least ten substantial (50-100 words of your own response) entries. You must type this journal (Times New Roman, size 12) and upload it to Turnitin.com by 7:30 AM on August 28, 2015. Your dialectic journal will be scored using the attached rubric, adapted from Tualatin School District’s rubric.
3. Be prepared to create a presentation on one assigned section of the book in early September. I will be assigning sections on the first day of class.
4. Be prepared to write an essay based on the book you read that deals with the author’s purpose for writing the book and your opinions on the author’s goals, reasoning, style, methods of persuasion, etc. This essay will be due in the middle of September.

CRITICAL READER (A)	CONNECTED READER (B)	LIMITED READER (C)	LITERAL READER (D)
Insightful responses	Detailed responses	Simple responses	Limited responses
You can “read between the lines” of the text, finding nuanced meaning and purpose in the literary work.	You can correctly identify the main ideas in a text and show some ability to make meaning from what you’re read.	You make connections to your own past experiences, feelings, or knowledge, but don’t explain in enough detail.	You accept the text literally without thinking of different possibilities in meaning; you may sometimes miss the point made by an author.
You think about the meaning of the text in terms of a larger or universal significance, as aspect of self or life in general (THEME).	You make some universal connections to the text, but inconsistently (THEME).	You are unable to discuss the text in terms of universal significance (THEME).	You are unable to discuss the text in terms of universal significance (THEME).
You create your own meaning through insightful personal connections and references to other texts.	You create your own meaning through personal connections and references to other texts, though these may be cliché or general.	You make connections to your own past experiences, feelings, or knowledge, but don’t explain in enough detail how these connect to the text.	You don’t reach beyond the obvious to make connections to the text; you make few connections, which lack sufficient detail.
You consider different possible interpretations as you read.	You can explain the more general significance of the text beyond the facts.	You demonstrate a preconceived, surface understanding of the text.	You are sometimes confused by unclear or difficult sections of the text.
You experiment with different ideas or think up original or unpredictable responses.	Your responses are correct, but don’t reveal deep understanding of the text.	Your responses are only partially correct or too short to discern understanding.	Your responses are incorrect or too short to discern understanding.
You notice and can discuss subtle examples of the author’s purpose in literary devices such as diction, tone, imagery, etc.	You are able to identify and discuss obvious examples of author’s purpose in literary devices.	You inconsistently identify and partially discuss examples of author’s purpose in literary devices.	You attempt to identify examples of author’s purpose in literary devices, but do so incorrectly.

Here are some recommendations for completing a successful dialectic journal from the Fall River Public School System:

- 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)
 - Question – ask about something in the passage that is unclear
 - Connect – make a connection to your life, the world, or another text
 - Predict – anticipate what will occur based on what’s in the passage
 - Clarify – answer earlier questions or confirm/disaffirm a prediction
 - Reflect – think deeply about what the passage means in a broad sense. What conclusions can you draw about the world, about human nature, or just the way things work?
 - Evaluate - make a judgment about the character(s), their actions, or what the author is trying to say

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

Passages from the text	Comments & Questions
<p>"-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"(2).</p> <p><i>*the '(2)' above is the page number</i></p>	<p>(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.</p>

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: 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*. The dialectical journal is a written *conversation* between you and the book—make sure you hold up your end!

Remember that this journal must demonstrate that you have carefully read and understood this book. **DO NOT** simply summarize; you must analyze and evaluate.

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

Higher Level Responses

- Analyze the text for use of literary devices (tone, structure, style, imagery)
- Make connections between different people 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)

Summer Assignment Contract Honors English 4

I, _____ (print name), have read and understood the summer assignment for Honors English 4. I understand the content of the assignment as well as the due date of the assignment and the repercussions for not completing the assignment on time. I understand that there will be a 20 point deduction per 24-hour period for any assignment submitted late. I understand that, if I have any questions regarding this assignment, I must see my senior year English teacher prior to June 18th, 2015.

Signed,

- _____ (print name)
- _____ (sign name)
- _____ (date)

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- *Please complete this form and return it to your current English teacher or your senior year English teacher by June 15th, 2015.