

# Summer Assignment: English 10 Honors

Welcome to English 10 Honors! In order to prepare you for the level of rigor required in this 9th grade-level course, there's a required summer reading assignment you need to complete. Should you have any questions, please contact Mr. Whedbee: [jwhedbee@soledad.k12.ca.us](mailto:jwhedbee@soledad.k12.ca.us). This assignment is due on the first day of school (August 10).

**This course is intended for high-achieving students with a serious approach to their studies. Students are expected to be mature readers, with exposure to high school-level texts.**

## **Plagiarism**

All student work must be original and not copied in any way from any other source, including print and computer/Internet sources. Proper citation is important to show when you are quoting the text. Under no circumstances should a student copy from another student, either by directly using the person's language or indirectly through the borrowing of unique ideas. Students are not allowed to use or copy someone else's answers, explain what was on an assessment to a student in another class period – nor are they allowed to share answers with anyone else. This is considered "cheating."

You should have checked this book out at SHS by the end of the school year.

- If you were not able to check out the book, please email Annette Aguilar ([aaguilar@soledad.k12.ca.us](mailto:aaguilar@soledad.k12.ca.us)) to schedule a date and time to check out the book at the high school.

Required Book:

***Animal Farm*** by George Orwell

An electronic book is available to download into Adobe Acrobat Reader:

[https://drive.google.com/file/d/1wW6ZyQhmyGldLUPPCIPI6FO0SC4mZG\\_Q/view?usp=sharing](https://drive.google.com/file/d/1wW6ZyQhmyGldLUPPCIPI6FO0SC4mZG_Q/view?usp=sharing)

## **PART 1: Dialectical Journal**

Using 10 quotes throughout the book, complete a dialectical journal. There are 5 sections in the book, so try to find at least one of the quotes that you choose in each section.

*Rationale: The dialectical journal is a double-entry note-taking system. It allows you to gauge your own critical thinking and reading process. It offers you the opportunity to interact with and construct meaning of text. 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 your book. The process is meant to help you develop a better understanding of the texts you read and provide direct feedback to yourself and the teacher on your thoughts and understanding.*

- As you read, mark spots in the book that you feel are impactful (I'd recommend Post-It notes or little flag stickies). Jot down a quick note about your feelings here. You will expand upon these later.
- You should regularly reread your previous quotes and notes, drawing connections as you go.
- Keep in mind: a quote is not necessarily a line of dialogue. Any words contained within the text are fair game. Dialectical journals are not "interpretations" of the text, they are your conversation with it. Do not simply summarize/restate what the author is saying.

## **PART 2: Reaction**

Write a reaction paragraph to your novel. This is not a summary. A reaction paragraph tells me your thoughts and feelings about what you read, and the impact the book had on you. This type of reaction is meant to be personal. There is no "minimum number of sentences" required, however, make sure your paragraph is detailed and thorough. (You are in a ninth grade class, now—so keep that in mind!)

## **Grading**

1. Journals will be evaluated on the quality of your response—so select passages that YOU want to write about.
2. **Required 10 entries in your dialectical journal and your reaction paragraph.** Simply read, think, and write. Be sincere in your writing. Use the suggested questions/ sentence starters below to help you.
3. Everything should be typed—size 12 standard font, although I will accept work NEATLY written in blue or black pen if no computer is available. I do not accept electronic copies emailed to me or assignments written in pencil or something other than blue/black pen. There will be a point penalty for this.

## **Instructions: How to do a dialectical journal**

Draw a line down a sheet of lined paper, making two columns (about a 1/3 column on the left, 2/3 on the right).

| <b>Left Side: ANCHOR SIDE</b>   | <b>Right Side: REACTION SIDE</b>   |
|---|--|
| <p>Direct lines from the text that “speak to you.” These are not necessarily quotes from characters, but simply any text that makes you react. . . think. . . take a pause.</p> <p>Include the page number.</p> | <p>Your comments about the text on the left side.</p> <p>May Include:</p> <ul style="list-style-type: none"><li>● Personal reactions—What are you feeling?</li><li>● What the passage prompts in your thinking</li><li>● Feelings about the words—What’s the impact?</li><li>● Words or passages not understood/confusing and why</li><li>● Words or passages you feel are important to the plot</li><li>● Connections<ul style="list-style-type: none"><li>● Text to text: an insight gained through connecting the reading to other familiar texts</li><li>● Text to self: a personal connection made between the text and your own life experiences</li><li>● Text to world: a connection between the text and how the world/culture words. This goes beyond just personal experience</li></ul></li><li>● Feelings about the ideas, tone, and/or style of the text</li><li>● Speculation about the significance of images that stand out in the text</li><li>● Speculation about the theme(s)</li><li>● Figurative language you think is particularly effective</li></ul> |

Sample Entry Text Title: "The Jacket" by Gary Soto

| <i>Reference to the Text</i>   | <i>Response to the Text</i>  |
|--|--|
| <p>Pg 56<br/>"I hurled orange peels at the mouth of an open garbage can, and when the peels were gone I watched the white puffs of my breath thin to nothing."</p> | <p>The mouth of the trash can reflects the image of a monster eating orange peels. When the boy is throwing orange peels into the trash can, I think it symbolizes that the jacket is peeling and that he wants to throw it away.</p> <p>The "breath thin[s] to nothing" is used to show that the boy is watching his life disappear. I feel that even though he can do something about it, he doesn't. In turn, he is throwing his life away</p>  |
| <p>Pg 58<br/>"Finished, I went outside with my jacket across my arm. It was a cold sky. The faces of clouds were piled up, hurting."</p>                           | <p>The personification of the clouds' faces, "piled up and hurting," reflects the boy's mood and view towards the jacket.</p> <p>The cold sky symbolizes that life isn't fair, and it's not going to give the boy a break. The cold sky also shows that it is cold outside and that he depends on the jacket to keep him warm, even though he doesn't want to depend on it.</p> <p>The clouds remind me of a time when I was in a bad mood—mad at my parents. It's almost like the cloudy day set the stage for the huge fight with my parents about my cellphone.</p> |
| <p>Pg 58<br/>"I started up the alley and soon slipped into my jacket, that green ugly brother who breathed over my shoulder that day and ever since."</p>          | <p>The metaphor and personification of the jacket, "that green ugly brother," shows that the jacket is ghastly, but like a brother, it can't be thrown away. I think this will change his life and show that he has given up. The fact that the jacket represents a "brother" shows how important that jacket is to Victory Maybe it represents poverty? Insecurity?</p>   |

**Questions & Sentence Starters to Assist You**

*Optional questions that may help you/you may wish to consider as you read. Your answers would be the responses to the text you selected and go on the right side of your chart.*

1. What does the passage mean or suggest to you?
2. Why do you think this is important—to you personally and/or to the whole text?
3. What confuses you about the passage? Why is understanding this passage important to your response to the whole text?
4. How does the passage connect to other ideas in the text?
5. How do you think the author feels about the ideas, events, or characters he/she is presenting?
6. If the passage suggests a problem, what solution(s) might exist?
7. What might have caused the problem?
8. Do the characters remind you of anyone else—in fiction, history, or your own life?
9. What is revealed about the character(s) through this passage?
10. How are the characters' actions revealed? What do their actions tell you about their motivations?
11. How does this passage relate to other texts you have read?
12. How does this passage relate to your personal experience?
13. What words of art, music, dance, or movie does this passage remind you of? How? How does making this connection help you get more out of the passage?

**Sentence Starters**

- |                               |  |   |
|-------------------------------|--|---|
| 1. I wonder                   | 9. I don't see how                           | 16. I can't believe                               |
| 2. I don't really understand  | 10. I think the author is trying to say      | 17. If I were (character) at this point, I would. |
| 3. Why did. . .               | 11. I disagree with this because             | 18. I was surprised that/when                     |
| 4. I began to think of        | 12. I like the idea                          | 19. It bothers me when                            |
| 5. I disliked it when         | 13. I am reminded of                         |   |
| 6. How did. . .               | 14. This event seems to be important because |   |
| 7. I think the author intends | 15. I noticed that                           |   |
| 8. I agree with this because  |  |   |