Honors English: Summer Break Reading Requirement

For your Honors Summer Reading Assignment, get a copy of the book for your grade level. Books and resources for obtaining them are listed below. As you read, you will be asked to complete several tasks. These are described in further detail on the following pages.

Regardless of when your class begins (Fall or Spring Semester), all assignments are due on the FIRST DAY OF SCHOOL: Monday, August 27th, 2018. Your writing should be turned in to the teacher listed on your schedule. However, if you are unsure about who your teacher is, ASK any English teacher on the hall on the first day of class! Don’t let confusion keep you from turning in your project on time.

Finally, make plans to bring your book with you on the first day your class meets. This book will be the subject of class work and assessments early in the semester.

Book Assignments

- **Honors English II: A Thousand Splendid Suns** by Khaled Hosseini
  
  This story, by the acclaimed author of *The Kite Runner*, focuses on two Afghan women of very different generations and beliefs who are brought together by war, loss, and fate. As they endure the ever escalating dangers of the world around them, they come to form a bond that will ultimately alter the course not just of their own lives but of the next generation.
  
  *NOTE:* This novel includes some violent scenes and brief sexual content.

- **Honors English III: The Glass Castle: A Memoir** by Jeannette Walls
  
  Jeannette Walls grew up with parents whose ideals and stubborn nonconformity were both their curse and their salvation. Walls’ father Rex was a charismatic, brilliant man who, when sober, captured his children’s imagination, teaching them physics, geology, and above all, how to embrace life fearlessly. Rose Mary, who painted and wrote and couldn’t stand the responsibility of providing for her family, called herself an "excitement addict." As the dysfunction of her family grew, Jeannette and her brother and sisters learned to fend for themselves, supporting one another as they weathered their parents’ betrayals and, finally, found the resources and will to leave home.
  
  *NOTE:* Contains explicit language and references to physical and sexual abuse.

- **Honors English IV: The Other Wes Moore** by Wes Moore
  
  Two kids named Wes Moore were born blocks apart within a year of each other. Both grew up fatherless in similar Baltimore neighborhoods and had difficult childhoods; both hung out on street corners with their crews; both ran into trouble with the police. How, then, did one grow up to be a Rhodes Scholar, decorated veteran, White House Fellow, and business leader, while the other ended up a convicted murderer serving a life sentence? Wes Moore, the author of this fascinating book, sets out to answer this profound question. In alternating narratives that take readers from heart-wrenching losses to moments of surprising redemption, this book tells the story of a generation of boys trying to find their way in a hostile world.
  
  *NOTE:* Contains explicit language and references to drugs, sex, and violence.

Resources for Obtaining your Summer Reading Novel

- Local Bookstores: The Regulator (on Ninth Street), Barnes and Noble (at New Hope Commons and at Southpoint Mall)
- Amazon.com (when ordering, be sure to check the “used” category for the best deals)
- Durham Public Library
- Northern High School Library (limited copies available)

If you are having problems ordering a book or are experiencing financial hardship, please see your teacher as soon as possible *before the exam period ends*, or email Mr. Spencer (matthew.spencer@dpsnc.net) or Ms. Baker (catherine.baker@dpsnc.net). **Remember, your project is due on August 27th, so please do not wait until the last minute to get your book.**
The Project: 2 Parts

Before you begin reading your book, check out the page count. Decide on a logical halfway stopping point; for example, if your book is 300 pages long, choose a spot at the end of a chapter around page 150.

PART 1: COMPLETE AFTER READING THE FIRST HALF OF YOUR BOOK

• 5 Dialectical Journal Entries
  o When you reach the halfway point of your book, pause and reflect on the **five most important moments** from the text. These moments can be pieces of dialogue, significant events, claims the author is making, or moments that help to develop a major theme or reveal something about a character. All five of these moments should be from the first half of the book, but should not all be from the same section/chapter; think about spreading them out over the whole first half.
  o Once you have decided on your five moments, complete a Dialectical Journal Entry for each. See the section “*What is a Dialectical Journal Entry?*” for further information.

• 1 ACES paragraph (8-10 sentences)
  o Choose from the following prompts below and compose 1 well-developed ACES paragraph in response, including at least 3 pieces of evidence from the text (direct quotes). See the section “*What is an ACES paragraph?*” for further information.
    ▪ Pick a main character from the first half of the book. How does the author characterize this person? Support your answer with evidence that reveals something significant about the character.
    ▪ In the first half of the book, how does setting impact the story or the characters? (Setting = place and historical time period.) Feel free to discuss one particular setting or multiple important settings.
    ▪ Choose one symbol or motif from the first half of the book. How does the author use this symbol or motif to get across a bigger idea or a theme?
    ▪ What is the central conflict emerging in the first half of the book?
    ▪ So far, what seems to be an important message (about society, human beings, or life in general) the author is trying to convey through this book?

PART 2: COMPLETE AFTER READING THE SECOND HALF OF YOUR BOOK

• 5 Dialectical Journal Entries
  o Again, reflect on the **five most important moments** from this portion of the text. All five of these moments should be from the second half of the book, but should not all be from the same section/chapter; think about spreading them out over the whole second half.
  o Once you have decided on your five moments, complete a Dialectical Journal Entry for each. See the section “*What is a Dialectical Journal Entry?*” for further information.

• 1 ACES paragraph (8-10 sentences)
  o Choose from the following prompts below and compose 1 well-developed ACES paragraph in response, including at least 3 pieces of evidence from the text (direct quotes). See the section “*What is an ACES paragraph?*” for further information.
    ▪ Pick a main character from the book. How does this character change over the course of the book? What events, people, or realizations prompt this change?
    ▪ Choose one symbol or motif from the book. How does the author use this symbol or motif in the second half of the book to reveal something important to the readers?
    ▪ How is the central conflict of the book resolved or not resolved by the end?
    ▪ Reflecting on the book as a whole, what do you see as the most important message (about society, human beings, or life in general) the author is trying to convey?
    ▪ Is the overall tone of this book more hopeful or hopeless?
What is a Dialectical Journal Entry?

Dialectical journal entries should contain the following three parts:

<table>
<thead>
<tr>
<th>Component</th>
<th>Textual Moment (Words from the Text)</th>
<th>Context (2-3 sentences)</th>
<th>Analysis (3-5 sentences)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What You Need to Do</strong></td>
<td>Copy down 1-3 sentences that capture the moment that you want to discuss and analyze. Be sure to include the page number.</td>
<td>Explain the situation of the moment you recorded.</td>
<td>Explain what the author is doing through this moment in the text.</td>
</tr>
</tbody>
</table>
| **What You Should Think About** | When selecting your 5 moments from each half, consider:  
  - Moments that mark important changes in character and/or plot  
  - Moments that seem to connect to a larger message of the novel  
  - Moments that connect to or repeat key details, ideas, or images  
  - Moments that surprise you, seem odd or strange, or seem especially beautiful | When explaining the context, you should explain ALL of the following:  
  - Whether the quotation is dialogue, narration, or description  
  - Who is involved in the situation (Is someone speaking? Thinking? Being described?)  
  - What’s happening just before and during this moment in the text | Your analysis should address at least one of the following questions:  
  1. How does this quotation relate to or develop one of the novel’s themes?  
  2. What does this quotation reveal about a particular character?  
  3. How does the text make use of a literary technique, such as diction, imagery, figurative language?  
  4. What tone (author’s attitude towards the subject) is developed in this passage? |

Rubric for Scoring: All teachers will be using the following guidelines to score your work.

<table>
<thead>
<tr>
<th>Category</th>
<th>Exemplary (A-level)</th>
<th>Proficient (B-level)</th>
<th>Developing (C-level)</th>
<th>Emerging (D-level)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textual Moment</td>
<td>Textual moments demonstrate engagement with the entire book.</td>
<td>Textual moments demonstrate engagement with the majority of the book.</td>
<td>Textual moments demonstrate incomplete engagement with the book.</td>
<td>Textual moments demonstrate engagement with only a small portion of the book.</td>
</tr>
</tbody>
</table>
| Context      | Context always meets all 3 criteria:  
  - Type of quotation  
  - Who/what is involved  
  - Where moment falls within the narrative | Context usually meets all 3 criteria:  
  - Type of quotation  
  - Who/what is involved  
  - Where moment falls within the narrative | Context frequently meets only 2 of the 3 criteria:  
  - Type of quotation  
  - Who/what is involved  
  - Where moment falls within the narrative | Context frequently meets only 1 or none of the 3 criteria:  
  - Type of quotation  
  - Who/what is involved  
  - Where moment falls within the narrative |
| Analysis     | Analysis demonstrates thorough understanding of the text and insightfully explains the significance of the textual moment. | Analysis demonstrates understanding of the text and thoughtfully explains the significance of the textual moment. | Analysis demonstrates incomplete understanding of the text but attempts to explain the significance of the textual moment. | Analysis demonstrates incomplete understanding of the text and makes little attempt to explain the significance of the textual moment. |
| Complete     | 10/10 entries                                                                       | 8/10 entries                                                                         | 7/10 entries                                                                         | 6/10 entries                                                                                                   |
## Dialectical Journal Examples

### Exemplary (A) Journal Entry From *The Cat in the Hat* by Dr. Seuss

<table>
<thead>
<tr>
<th>Textual Moment</th>
<th>Context</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Now! Now! Have no fear. Have no fear!&quot; said the cat. &quot;My tricks are not bad,&quot; said the Cat in the Hat. &quot;Why, we can have lots of good fun, if you wish, with a game that I call, UP-UP-UP with a fish!&quot;</td>
<td>In this passage, the Cat is speaking to the 2 children who are the main characters of the story and are currently alone in the house. Just before this moment, the Fish has told the children that the Cat should leave because he does not have permission to be there.</td>
<td>This passage reveals the dark side of the Cat’s character. After being asked to leave, the Cat threatens the only responsible character in the house. By ignoring the request to leave, the Cat demonstrates his disregard for authority and the feelings of others. The Cat's dismissive tone – seen in the repetition of the phrase &quot;have no fear!&quot; - emphasizes his desire to have fun regardless of the consequences.</td>
</tr>
</tbody>
</table>

### Other Levels of Analysis for the above entry:

<table>
<thead>
<tr>
<th>Proficient (B) ANALYSIS</th>
<th>Developing (C) ANALYSIS</th>
<th>Emerging (D) ANALYSIS</th>
</tr>
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<tbody>
<tr>
<td>The Cat sounds pushy. This is partly because of the repetition 'Now! Now! Have no fear. Have no fear!' It is also partly because of the use of exclamation marks.&quot;</td>
<td>The cat comes off as fun but also like someone who doesn't care much about others.</td>
<td>The cat is suggesting a game to play.</td>
</tr>
</tbody>
</table>

### Exemplary (A) Journal Entry From *Night* by Elie Wiesel

<table>
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<tr>
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</tr>
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<tbody>
<tr>
<td>&quot;Twenty bodies were thrown out of our wagon. Then the train resumed its journey, leaving behind it a few hundred naked dead, deprived of burial in the deep snow of a field in Poland&quot; (67).</td>
<td>Elie and his father are travelling by train from one concentration camp to another as the Nazis are fleeing the approaching Russian army. During the journey, a number of passengers die. In this moment, the narrator is describing the bodies being thrown out.</td>
<td>The author's diction reinforces the sense of dehumanization that has been developed throughout the novel. The narrator never refers to the deceased individuals by name, or even as human beings. Words like “bodies,” “naked,” and “dead” reveal the loss of identity and even humanity among these victims of the Holocaust.</td>
</tr>
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<td>This passage creates a very cold feeling. This is partly because it talks about bodies in the 'deep snow.' And it is also because the author does not use any words that feel very emotional.</td>
<td>The passage gives another example of how badly prisoners were treated.</td>
<td>The author uses great imagery. The imagery helps the reader see what's going on.</td>
</tr>
</tbody>
</table>
### What is an ACES paragraph?

<table>
<thead>
<tr>
<th>Category</th>
<th>What does that stand for?</th>
<th>What does that mean?</th>
<th>Example</th>
</tr>
</thead>
</table>
| A          | Answer the question       | This is your topic sentence. This sentence should flip the question and make a strong claim that tells your reader what you are going to prove. | Question: Is the Cat, from Dr. Seuss's *The Cat in the Hat*, a menace to society?  
**Topic Sentence:** In Dr. Sesuss’s *The Cat in the Hat*, the cat is a menace to society. |
| C          | Cite evidence             | This is your support for your claim. Use quotes from the text that help answer the question and back up your argument. | One reason why the cat is a menace to society is that he enters the house without anyone's permission or invitation. The fish, an actual resident of the house, tells the children, "He should not be here when your mother is out" (7). |
| E          | Explain / Elaborate       | Explain how the textual evidence you used connects back to your answer to the question. This sentence should make sure that your reader understands why your evidence matters. | Despite the warning comment from the fish, the Cat not only refuses to leave but also brings his friends, Thing One and Thing Two, into the house. This type of disregard for the wishes of others clearly demonstrates the cat's lack of moral fiber. |
| S          | Summarize                 | Restate your claim in a fresh way. Leave the reader with your final thoughts. | In conclusion, these examples clearly show that the cat is both a negative role model and a criminal. |

### Rubric for Scoring: All teachers will be using the following guidelines to score your work.

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<tbody>
<tr>
<td><strong>Answer (CLAIM)</strong></td>
<td>You made a strong claim that deep understanding of the question.</td>
<td>You made a clear claim that shows understanding of the question.</td>
<td>You made a claim statement, but your argument is not entirely clear.</td>
<td>You did not provide a clear claim statement.</td>
</tr>
<tr>
<td><strong>Cite Evidence</strong></td>
<td>You gave at least 3 strong, direct quotes as evidence to support your answer. All evidence clearly connects to your claim.</td>
<td>You gave at least 2 strong direct quotes as evidence to support your answer. Most of your evidence clearly connects to your claim.</td>
<td>You gave only 1 or 2 direct quotes as evidence. Some of your evidence does not clearly connect to your claim.</td>
<td>You gave no evidence to support your answer.</td>
</tr>
<tr>
<td><strong>Explain/Elaborate</strong></td>
<td>You clearly and thoroughly explain how your evidence supports your answer.</td>
<td>You explain how the evidence supports your answer.</td>
<td>You did not clearly explain how your evidence supports your answer.</td>
<td>You made no attempts to explain how the evidence supports your answer.</td>
</tr>
<tr>
<td><strong>Summarize</strong></td>
<td>You clearly and thoroughly summarize your argument and leave us with a little more.</td>
<td>You clearly summarize your argument.</td>
<td>You did not clearly summarize your argument.</td>
<td>You did not summarize your argument.</td>
</tr>
</tbody>
</table>