

Dear Students and Parents:

Welcome to Basha High School’s Pre AP English program. In order to provide our students with an opportunity to complete their reading during the summer and not be too overwhelmed when school resumes, we have outlined below specific reading activities that will be due early in August. If you have any questions during the summer about the assignment, please contact any of the Honors English 9 teachers by email:

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Throughout high school you will be reading a variety of classical and modern literary works. For your summer reading project, you should read the following text:

- *To Kill a Mockingbird* by Harper Lee

### Literary Exploration Part I – Reading the Novel

Read the novel thoroughly and keep a dialectical journal, which will be one of your first graded homework assignment for the year. This reading journal must be typed since it will be submitted electronically. It is strongly suggested that you spread the reading out and write periodically WHILE you complete the reading, instead of reading the whole novel and completing the entire dialectical journal in one sitting. The text is filled with deeper meaning, so it is important to give it the proper amount of attention and time. The entries in your dialectical journal should cover the topics/elements of literature noted in the chart below. While it is not necessary to cover all of the topics or elements, you should have a variety throughout your journal. Furthermore, many times more than one can be addressed within an entry. **ALWAYS record page numbers for reference.**

Elements of Literature				Topics			
Style	Foreshadowing	Theme	Point-of-view	Society	Gothic lit	Gender Roles	Coming of Age
Setting	Characterization	Satire	Connotation	Courage	Racism	Prejudice	Discrimination
Motif	Repetition	Irony	Symbolism	Femininity			
Tone	Mood						
*Please feel free to use OTHER elements of literature, too!							

**\*\*Please see the next page for a complete description of the dialectical journal assignment which includes example entries.**

### Literary Exploration Part II – Vocabulary

Although Harper Lee uses diction (word choice) specific to the time period and setting by using dialect and the vernacular, she also includes academic vocabulary as well. As you read, create a list of 25 upper-level vocabulary words. For example, in Chapter 1, Lee uses words like “piety”, “dictum”, “unsullied”, etc. These words are ones with which you probably are not familiar – those are the types of words you should be looking for. As you create your list of 25 words, please do the follow for each:

- note the word citing the page from which it was taken
- give the definition and part of speech
- create your own sentence using that word (please underline or highlight the vocabulary word within the sentence)

Example vocabulary entry:

unsullied (5)

not soiled, untarnished– adj.

Since the girl once again earned all As, her report card remained **unsullied**.

## ***To Kill a Mockingbird* Dialectical Journal**

For your summer reading project, you will be reading Harper Lee's novel *To Kill a Mockingbird*. As you read, you will be responsible for completing a dialectical journal. Your entries should cover the topics/elements of literature noted in the chart on the 1<sup>st</sup> page.

### **What is a Dialectical Journal?**

A Dialectical Journal is a journal in which a reader maintains a written conversation with the text. You should use this journal to:

- Summarize and question the text
- Pose questions about what you have read
- Take notes on details, images, diction, etc.
- Notice patterns
- Write analysis and make connections
- Connect method to purpose, effect, and meaning
- Make choices about evidence
- Document quotes
- Make inferences about characters, symbols, etc.
- Write analysis justifying an assertion

Basically as you are reading, you should be looking for passages that stand out to you and then responding as to why they did so. What is so important or significant about the passages to the novel? Explain this importance or significance using the methods listed above.

### **How should I set up my Dialectical Journal?**

This is how you will set up each chapter's entry:

Chapter #: Title goes here (the chapters are not titled, you will make this up)	
<p><b>Text and main ideas</b></p> <p>Quote goes here – you may quote a phrase, sentence, or section of the text. Also include proper parenthetical documentation (page).</p> <p>In this section, record quotes that contain unique examples of author's style, figurative language, thematic elements, character and plot development, etc.</p>	<p><b>Reactions and details</b></p> <p>Your reaction goes here – opinion, question, comment, reaction, etc.</p> <p>This reaction should be real, candid, honest, and school appropriate.</p> <p>Demonstrate insight and analysis!</p>

### **Example Entry 1:**

Chapter 9: Trust takes courage	
<p>“What did Francis call him?” ‘A n-lover. I ain’t very sure what it means, but the way Francis said it – tell you one thing right now, Uncle Jack, I’ll be – I swear before God if I’ll sit there and let him say somethin’ about Atticus” (114).</p>	<p>Scout shows much courage by trusting her Uncle Jack to not tell Atticus what her fight was really about. Most children listen to their parents, but Scout is different. She is trying to be more independent by thinking for herself by defending Atticus. That takes courage of its own, but telling her uncle takes so much more. He easily could have ratted her out and got her in more trouble, but he didn’t. Uncle Jack had some courage of his own, not telling his brother that his daughter had broken a very important rule.</p>

### **Example Entry 2:**

Chapter 12: Jem is Becoming a Gentleman
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<p>“This change in Jem had come about in a matter of weeks. Mrs. Dubose was not cold in her grave—Jem had seemed grateful enough for my company when he went to read to her. Overnight, it seemed, Jem had acquired an alien set of values and was trying to impose them on me: several times he went so far as to tell me what to do. After one altercation when Jem hollered, ‘It’s time you started bein’ a girl and acting right!’ I burst into tears and fled to Calpurnia” (115).</p>	<p>This passage is important to the characterization of both Jem and Scout. In the beginning of the novel, Jem and Scout are like partners in crime. They play games together with Dill and seem to have strong brother-sister relationship. At this point, Jem is twelve and is about to be a teenager. He is changing and growing up. In this quote, Scout explains her frustration and confusion that her brother is different. While Jem is suddenly concerned about her role as a girl and wants her to “act right,” Scout is still very much a tom-boy and does not understand his new “alien” values. This quote signifies that one sibling is growing up while the other struggles to understand it.</p>
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***To Kill a Mockingbird*-Summer Reading Dialectical Journal Rubric**

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
<b>Quotations &amp; Plot Details (25 pts)</b>	Demonstrates a comprehensive and highly insightful understanding of the significant ideas in the passages. Chooses passages worthy of in-depth analysis.	Demonstrates a comprehensive understanding of the significant ideas in the passages. Chooses passages worthy of analysis.	Demonstrates a competent understanding of the significant ideas in the passages. Chooses passages that are worthy of only the most basic analysis.	Demonstrates limited understanding of the significant ideas in the passages. May place too heavy an emphasis on textual summary. Passages are not worthy of analysis.	Demonstrates poor (or no) understanding of the significant ideas in the passages. May simply summarize the text. Passage seems randomly chosen.
<b>Interpretation (25 pts)</b>	Analyzes with mastery aspects of the text. No summary or summary is used purposefully and minimally.	Analyzes aspects of the text but is not as thorough. VERY minimal use of summary.	Occasionally analyzes aspects of the text. Interpretation may be vague, unsupported, or contain some plot summary.	Rarely analyzes aspects of the text. Interpretation is vague, unsupported, and/or contains mostly plot summary.	Does not analyze aspects of the text. Interpretation is comprised of plot summaries and paraphrases.
<b>Literary Elements (25 pts)</b>	Demonstrates a thorough understanding of the author’s use of topics and elements of literature, an appreciation of the effects created, and how these	Demonstrates an understanding of the author’s use of topics and elements of literature, an appreciation of the effects created, and a less thorough	Demonstrates basic understanding of the author’s use of topics and elements of literature, some appreciation of the effects created, and little	Demonstrates limited understanding of the author’s use of topics and elements of literature, little appreciation of the effects created, and little to no	Demonstrates poor (or no) understanding of the author’s use of topics and elements of literature. Offers no discussion of meaning.

	contribute to meaning.	discussion of how these contribute to meaning.	discussion of how these contribute to meaning.	discussion of how these contribute to meaning.	
<b>Questions and Connections (15 pts)</b>	Masterfully identifies and assesses the impact of perceived ambiguities, nuances, and complexities within the text. Regularly explores the relationship between the texts and the student's own personal experiences. Poses insightful, thought-provoking questions.	Identifies and assesses the impact of perceived ambiguities, nuances, and complexities within the text. Makes some personal connections. Poses some basic questions based on the text.	Rarely identifies or assesses the impact of perceived ambiguities, nuances, and complexities within the text. Makes few personal connections. Poses obvious questions.	May not identify and assess the impact of perceived ambiguities, nuances, and complexities within the text. Rarely explores the relationship between the texts and the student's own personal experiences.	Does not identify and assess the impact of perceived ambiguities, nuances, and complexities within the text. Never explores the relationship between the texts and the student's own personal experiences.
<b>Presentation and Conventions (10 pts)</b>	Neat, organized, looks professional, follows directions. There are no significant errors in the area of conventions.	Neat, organized, follows directions. There are a few minor errors in the area of conventions.	A little sloppy or difficult to read, or it may seem unorganized. Follows directions for the most part. Quite a few errors in conventions.	Very sloppy or difficult to read, and/or it may seem unorganized. Follows directions for the most part. Quite a few errors in conventions.	Extremely sloppy and/or difficult to read overall. There is no attempt at organization. Fails to follow directions. Major errors in the area of conventions.