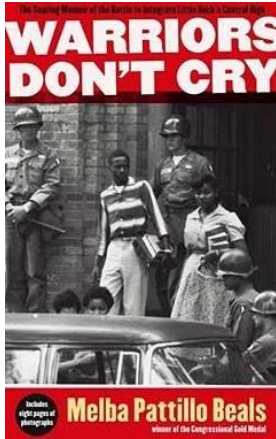


Honor's English 10 Summer Reading Assignment

SCCHS Ms. Sutherland's Class

Step One: Choose one of the following novels to read.
Step Two: Complete a Dialectical Journal for the novel.



Note to parents and students:
These summer reading books are recommended for Honor's English students. The material covered in these books is designed to generate thinking. Please be aware that these novels may have material suited for mature readers. If you have any questions, please contact me!

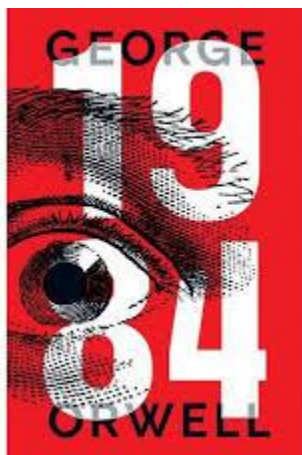
-Ms. Holly Sutherland

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William Golding's 1954 novel *Lord of the Flies* tells the story of a group of young boys who find themselves alone on a deserted island. They develop rules and a system of organization, but without any adults to serve as a civilizing impulse, the children eventually become violent and brutal.

Warriors Don't Cry (abridged version) is a 1997 memoir by Melba Pattillo Beals, detailing the integration of Little Rock's Central High School following the landmark Supreme Court decision in *Brown v. Board of Education*. It outlines Pattillo's experiences as one of the first African American students to attend the school.



Nineteen Eighty-Four is a dystopian social science fiction novel and cautionary tale written by English writer George Orwell.



The Haunting of Hill House book follows four strangers, all of whom come to Hill House, long-rumored to be haunted, under the guidance of Dr. Montague, who is hoping to scientifically prove the existence of the supernatural. Over the course of the summer, the house proves itself to be extremely haunted.

DIALECTICAL JOURNALS

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 the texts you read during this course. Use your journal to incorporate your personal responses to the texts. You will find that it is a useful way to process what you’re reading.

PROCEDURE:

- As you read, choose quotes that stand out to you and record them in the left-hand column the chart (*ALWAYS include page numbers*).
- In the right column, write your response to the text (ideas/insights, questions, reflections, and comments on each passage).
- Your journal must be hand-written.

You **must** label your responses using the following codes:

- (Q) Question – ask about something in the passage that is unclear
- (C) Connect – make a connection to your life, the world, or another text
- (P) Predict – anticipate what will occur based on what’s in the passage
- (CL) Clarify – answer earlier questions or confirm/disaffirm a prediction
- (R) Reflect – think deeply about what the passage means in a broad sense – not just to the characters in the story/author of the article. What conclusions can you draw about the world, about human nature, or just the way things work?
- (E) Evaluate - make a judgment about what the author is trying to say

Sample Dialectical Journal entry:

Quote from the text go on the left side. You must have 25!! Make sure to number them.	Page #	Commentary goes on the right side. Quotes must relate to one of the following codes above. Make sure to use a variety. Using the same codes for most or all your entries will result in a lower score.
1. "The yellow marks in my college textbooks...did not help me very much."	82	(C) I can relate since I often used to highlight what I thought was important and then end up with most of the page highlighted.
2. "Annotations do make me read a lot slower and I wish I didn't have to do them. It is so much harder to fake read if you have to annotate like we have to do now. So now I actually read, because it's too hard to fake annotate"	87	(C) It is harder to fake annotate--it almost takes more time. (R) People are prone to find the easy way to do something. Since there's really no easy way to annotate--fake or real--it makes sense to really read and think about the texts. (Q) Is it really harder to fake read if you have to annotate? Or does it just take longer?

Sample Sentence Starters:

I really don't understand this because...

I really dislike/like this idea because...

I think the author is trying to say that...

This passage reminds me of a time in my life when...

If I were (name of character) at this point I would...

This part doesn't make sense because...

This character reminds me of (name of person) because...

