

HONORS ENG II

SUMMER READING ASSIGNMENT

DUE on the FIRST DAY OF SCHOOL

In addition to the school-wide summer reading novel *I Will Always Write Back: How One Letter Changed Two Lives*, HONORS ENGLISH II students are required to read two (2) additional novels:

Required:

Brave New World by Aldous Huxley

https://www.amazon.com/Brave-New-World-Aldous-Huxley/dp/0060850523/ref=sr_1_1?crid=11FBK1WISQE0Y&dchild=1&keywords=brave+new+world+aldous+huxley+paperback&qid=1589996671&srefix=brave+new+world+aldous+%2Caps%2C147&sr=8-1

CHOOSE 1:

The Book Thief by Markus Zusak

https://www.amazon.com/Book-Thief-M-Zusak/dp/1909531618/ref=sr_1_2?crid=2J0UR82QPZSHB&dchild=1&keywords=the+book+thief+novel+by+markus+zusak&qid=1589997047&srefix=the+book+thief+novel+by+mark+%2Caps%2C148&sr=8-2

Snow Flower and the Secret Fan by Lisa See

https://www.amazon.com/Snow-Flower-Secret-2-Jan-2007-Paperback/dp/B011T8BBQS/ref=sr_1_4?dchild=1&keywords=snow+flower+and+the+secret+fan+by+lisa+see&qid=1589997146&sr=8-4

In the Time of the Butterflies by Julia Alvarez

https://www.amazon.com/Time-Butterflies-Julia-Alvarez-ebook/dp/B00APBPAZE/ref=sr_1_1?crid=1YMGOSUSJG8IX&dchild=1&keywords=in+the+time+of+the+butterflies+by+julia+alvarez&qid=1589997243&srefix=in+the+time+%2Caps%2C163&sr=8-1

The Count of Monte Cristo by Alexandre Dumas

https://www.amazon.com/Count-Monte-Cristo-Alexandre-Dumas-ebook/dp/B076XCQKCV/ref=sr_1_1?crid=3SY262QVQM42T&dchild=1&keywords=the+count+of+monte+cristo+book&qid=1589997386&srefix=the+count+of+monte+cristo+%2Caps%2C179&sr=8-1

ANNOTATIONS

Adapted from: MCHS | Assessing Understanding

“Interacting” is a funny way to think about how you read a book, but most educational researchers agree that interacting with what you read (writing down your thoughts, asking questions, responding to the words you read, and so on) is the best way to understand and find meaning in a book. Annotation is just that: interacting with your text and finding meaning in what you read as you read it.

If you have a personal copy of the novel, you may highlight and write your annotations on the pages as you read. If you have a library or BHS copy of the novel, write your annotations on a Post-it note and stick in on the pages.

When you annotate, you will annotate **while** you read.

WHILE YOU READ

There are many ways to interact with what you read, all of which involves recording your thoughts (in your novel or on a Post-it) as they pop into your head. Here are some ideas to get you going...

- Ask questions—Are you confused about something? Write the question down. You might find the answer later, or you might get an opportunity to ask it to your classmates or teacher.
- React to what you read—maybe you just read something that made you mad, startled you, or brought you to tears. Write down your reaction to the text so you remember it later.
- Give an opinion—Do you like or dislike an idea? Do you think the author is too boring? Record this opinion next to the passage that inspired it.
- Locate important passages—Is there a quote that you think is important or thoughtful? Is there an idea you think might be worth remembering? Is there a ‘big idea’ that is at the foundation of the article? These are important to locate, as they are what you might quote in your investigation or written essay later.
- Make connections—Maybe something you read reminds you of an experience you’ve had or parallels a part of your life; record these connections and they will help you find meaning and relevance in what you read.
- Define new words—Too often, reading comprehension problems occur because readers don’t understand words. It’s not too much trouble to look up the word in the classroom dictionary, dictionary.com, or your iPhone app when you are away from a computer or dictionary. If you physically can’t look the word up as you encounter it, highlight it in the moment and look it up at your first opportunity.
- Track themes—If you notice a recurring theme as you read, start

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 text. The process is meant to help you develop a better understanding of it. You will find that it is a useful way to process what you’re reading, prepare yourself for group discussion, and gather textual evidence for a Literary Analysis.

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)
- Reflect on 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

DIRECTIONS: As you read your three summer reading novels, the goal is to keep a dialectical journal. Your journal entries will focus around **3 THEMES of your choice**. I have provided 3 themes per novel, but of course, there are others, so feel free to develop themes that are not listed. Look for quotes that are significant, powerful, and thought provoking.

Your quotes should come from the beginning, the middle, and the end of the novel and should show some progression of understanding and development in relation to the theme.

Also, your quotes should be **AT LEAST 10 PAGES APART**. You will have **5 entries per theme (15 total)** in your journal for EACH NOVEL (45 total for all 3 novels) .

Possible Themes:

Brave New World

- Industrialism and Consumption
- The Cost of Happiness/Individuality
- Control/Totalitarianism

The Book Thief

- Death and Survivor’s Guilt
- The Power of Words and Language
- Color, Beauty and Ugliness

Snow Flower and the Secret Fan

- Friendship
- Betrayal
- Gender Expectations

In the Time of Butterflies

- Empowerment of Women
- Religion as a Force
- Freedom vs. Imprisonment

The Count of Monte Cristo

- Identity
- Revenge and Justice
- Redemption

PROCESS:

- Create an electronic dialectical journal template. You can then either print the pages to take notes as you read, or you can use tabs as you read to mark important quotes and then type your responses. In the end, I want a typed document.
- In the left hand column, write the quote to which you plan on responding in its entirety. Make sure to cite a page number.
- In the right column, write your response to the text (ideas/insights, questions, reflections, and comments on each passage).
- Each response should be a **minimum of 3 sentences**. However, full credit will only be given to thoughtful, well-developed responses.

Sample Dialectical Journal entry: *The Book Thief*

QUOTE	THEME	RESPONSE
“People observe the colors of a day only at its beginnings and ends, but to me it’s quite clear that a day merges through a multitude and shades and intonations, with each passing moment” (4).	Color, Beauty and Ugliness	When he takes a soul, Death remembers the color of the sky to distract himself from his grim work. Death sees the full spectrum of colors in the sky, which we do not usually pay attention to. Colors can be highly symbolic in literature, yet we rarely associate the natural colors of everyday life as such. I wonder just how much meaning the colors of our lives contain. This urges us to take closer notice of how the natural world and spiritual world integrate to create our reality.