

RISING 11th GRADE

SUMMER ASSIGNMENT

Dear Rising 11th Graders:

Congratulations on finishing your sophomore year of high school! Junior year is an incredibly important year, as it is the year that you prepare for your future: you take the SATs to prepare for college applications in senior year, you take the majority of the Regents that you will need to graduate and earn a Regents Diploma, and you begin preparing, academically and socially, for the responsibilities of college. You will be asked to do much more work independently, and this work will inform your class participation and learning.

With this in mind, you will find your summer assignment on the following pages. This assignment is mandatory, will count in your first marking period grade as a major assignment and will be referenced throughout your junior year in English class. You will be required to garner a copy of Harper Lee's novel *To Kill a Mockingbird*. This book is quite established in literary circles, so finding a copy should not be difficult: dust off your library cards or go to your nearest book store. In the event that these are not options available to you, there is a digital copy to be found on the school website.

While reading the novel, you will complete a dialectical journal. The term dialectical comes from the Greek word *dialektos*, which means 'conversation, discussion.' An important part of reading is having a conversation with the text. I am not advocating having one-sided conversations with your books, as others may find this strange to behold (although if you are into that, by all means, go for it)--instead, having a conversation with the text means having an internal discussion in which we question why an author has placed emphasis on something, or why an author has chosen a particular title or name or object to place in the text, among other things. A dialectical journal is a great way to become actively involved in what you are reading, and whether you know it or not, you already do it.

This dialectical journal assignment will allow you to explore those conversations that you will be having with the text, ensuring that you actively make meaning of what you are reading. When you have completed your journal, not only will you have a directed summary of the reading, you will also have discussion points for class in the fall. This journal will also provide ample textual evidence for focused discussions and writing assignments. This journal will help facilitate a deeper understanding of the iconic American novel *To Kill a Mockingbird*.

On the following page, I have broken down the assignment into chapters and entries, and have also generously provided examples for each section. Below is a more detailed explanation of the journal. Should you have any questions or concerns during the course of this assignment,

please feel free to solicit my help by emailing me at tstein@tcs-nyc.org. This assignment is due on Wednesday, September 15th. I look forward to seeing you then!

Sincerely,

Mr. Stein

TASK:

You may type or handwrite your Dialectical Journal. You will divide your paper into two columns. One column will be labeled TEXT while the other will be labeled RESPONSE. As you read, you will record important quotes in the TEXT column. Remember to include an in-text citation for each quote you include. Include quotes that are interesting, raise questions or respond to literary terms, such as characterization or symbolism (among others). Also consider:

- epiphany – seeing something you didn't see before
- character insights – motives, symbolic representation, reasons for conflicts/relationships
- recognition of patterns – overlapping images, repetitions of idea, details
- structural or content shifts
- author's style – use of certain words, phrases, sentence structures, tone, etc.
- effective use of stylistic/literary devices – interpret imagery, figures of speech, symbols, allusions, etc. and give possible explanations
- realization of a deeper meaning or theme that is running throughout the novel

In the RESPONSE column, you should record your responses to the quotes you have chosen. You may annotate, or note, any questions, comments, and ideas right next to the part of the text that piqued your interest or curiosity, or addressed the literary terms or questions given. These entries will be used in class to raise questions that you may have had or to indicate thoughts and reflections that occurred while you were reading. In essence, the RESPONSE section becomes an intellectual history of your reading. This will also serve as a basis for writing that may be done with regard to your reading; it makes a great study guide for upcoming exams as well! Your responses should be *at least* three sentences long.

A. Read chapters 1-5: 5 entries

TEXT	RESPONSE
“ ‘Recon I have,’ said Walter. ‘Almost died first year I come to school and et them pecans – folks say he pizened ‘em and put ‘em over on the school side of the fence’ “ (Lee 23).	Lee uses <i>dialect</i> to create a realistic portrayal of Walter and the townspeople. Through this dialect, she highlights the setting of the story--Alabama. It also is quite interesting and fun to read, as it realistically depicts the people in the town.

B. Read chapters 6-10: 5 entries

TEXT	RESPONSE

C. Read chapters 11-15: 5 entries

TEXT	RESPONSE

D. Read chapters 16-20: 5 entries

TEXT	RESPONSE

E. Read chapters 21-25: 5 entries

TEXT	RESPONSE

F. Read chapters 26-31: 5 entries

TEXT	RESPONSE

Congratulations! You have completed this task! Have a wonderful summer :)