

PART 1

2017 Summer Reading Assignment for Pre-AP English I

Mesquite ISD

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NOTE TO PARENTS AND STUDENTS: PLEASE READ THE ENTIRE ASSIGNMENT BEFORE YOU BEGIN WORKING.

Please do not wait until the last minute to complete your summer reading assignment. I know you are excited about summer and you are ready to enjoy your break from school, but don't procrastinate and cause yourself stress by putting these assignments off until the day or week before school begins. Remember this assignment will be my first impression of you, so put in your best effort. I am looking forward to seeing all that you are capable of. ☺ This is due the FIRST DAY OF SCHOOL.

PART 1 – SELF-SELECT NOVEL

A. Select and read ONE novel from the following list:

The Princess Bride by William Goldman
Alice's Adventures in Wonderland by Lewis Carroll
Going Bovine by Libba Bray
The Wonderful Wizard of Oz by L. Frank Baum
Around the World in 80 Days by Jules Verne
Treasure Island by Robert Louis Stevenson
Kaffir Boy by Mark Mathabane
I Am the Cheese by Robert Cormier
I Am Malala by Christina Lamb, Malala Yousafzai
A Long Way Gone by Ishmael Beah
The Book Thief by Markus Zusak

B. While you are reading this novel, you will need to create a dialectical journal that contains at least 10 quotes from the novel which reveal how the protagonist of the story you are reading is a hero. We will be using these journals during the first weeks of school to discuss the various types of heroes readers come across in literature.

As you read your self-selected novel, split the novel into three equal sections: beginning, middle, and end. Pull 3-4 quotes from each section that you feel best show the protagonist(s) of your story's heroic nature. You will need a total of 10 quotes from your novel. You will make a dialectical journal using the 10 quotes.

I would suggest annotating, or making notes about all important quotes which show heroic traits as you are reading in a journal or in the margin of your book, then I would go back and choose the 10 BEST quotes which show how your protagonist is a hero to include in your dialectical journal.

Please follow these directions and use this format to complete your dialectical journal:

1. Choose a passage from the book that is significant to you because it shows a characteristic of the type of archetypal hero that is in your book (*see notes on Archetypal heroes on Page 3*), and copy it word for word on the left half of the page. Be sure to put it in quotation marks. Also, include the page number.
2. On the right side of the page, directly across from the quote, write your personal reactions to the quote. The following suggestions might be helpful in thinking about the passage. Think about what you already know about heroes from movies and T.V. Then, think about the following aspects of the hero from your book:
 - Physical appearance
 - Motivations behind his/her actions
 - Relationships to other characters
 - Personality (especially changes in personality)

Also consider the following questions: How does the hero in your book fit the mold of a hero? How is the hero in your book different from other heroes? Does he/she always do the right thing? Is he/she flawed? What lessons do they learn? How does he/she change through the challenges he/she faces? Does your hero always succeed, or does he/she sometimes face defeat?

3. Your reaction should be longer than your quote.
4. Repeat the above process until you have 10 quotes and responses.
5. CAUTION: Do not choose a quote just because it's short!
6. REMINDER: A quote is anything taken from the book—not just when a character is speaking. (You do not have to see quotation marks in the book for it to be a quote!)

EXAMPLE:

IMPORTANT PASSAGES

1. Write the page number of passage and the words of the quote (quotes DO NOT have to be long).

MY THOUGHTS

Why this passage made you stop and think. Your comments should reflect DEEP THINKING!
(see my example)

- 2.

3.

You can find an example of this below. You can type or hand-write your journal. Of course, typing is preferred.

Some specifics for your dialectical journal:

- Please read the directions carefully and look at the example.
- Please type your responses if possible.
- The “MY THOUGHTS” column should reflect a close reading of the book.
- I will check your dialectical journal for a grade. **Please bring it on the first day of class.** Please do not put your assignment in a spiral, journal, or folder.
- You need to complete your dialectical journal soon after reading the book while the story is fresh in your mind.

EXAMPLE of DIALECTICAL JOURNAL ENTRIES

Student Name

Ms. Mayson

English I, Pre-AP

August __, 2015

Dialectical Journal

The Odyssey

Quotes

“Now, by the gods, I drove my big hand spike deep in the embers, charring it again, and cheered my men along with battle talk to keep their courage up: no quitting now” (1218).

My Reactions

This really makes Odysseus sound god-like at this point in the story. He is about to face a giant Cyclops that has already killed several of his men, yet he gathers the courage to face him anyway. Not only does he set his mind to killing the Cyclops (which would put his own life at risk), but he also cheers his men on to act courageously as well. Would I be willing to do something this bold? He sets his mind to it and decides he won't quit, plain and simple. He is willing to risk his life to defeat this enemy, something only an epic hero would do.

PART 2

Dialectical Journal – ARCHETYPAL HERO NOTES

Below is some extra information that we will discuss during school which may help you understand the concept of the archetypal hero. Be looking for these aspects of archetypal heroes in your book as you read and use this information to help you find and discuss the quotations you include in your dialectical journal:

Archetypal Heroes:

What is an archetype?

An archetype, also known as universal symbol, may be a character, a theme, a symbol or even a setting. Many literary critics are of the opinion that archetypes, which have a common and recurring representation in a particular human culture or entire human race, shape the structure and function of a literary work.

The ARCHETYPAL HERO

The archetypal hero appears in all religions, mythologies, and epics of the world. He is an expression of our personal and collective unconscious (experiences shared by a race or culture), as theorized by Carl Jung and Joseph Campbell.

All archetypal heroes share certain characteristics:

- Unusual circumstances of birth; sometimes in danger or born into royalty
- Leaves family or land and lives with others
- An event, sometimes traumatic, leads to adventure or quest
- Hero has a special weapon only he can wield
- Hero always has supernatural help
- The Hero must prove himself many times while on adventure
- The Journey and the Unhealable Wound
- Hero experiences atonement with the father
- When the hero dies, he is rewarded spiritually

PART 2 – ARCHETYPES RESEARCH

A. You will need to complete some research on heroes. You will use the Poteet High School Virtual Library database to conduct your research.

1. Article #1
 - a. Go to <http://www.mesquiteisd.org/phs/home/>
 - b. Click on the “Library” tab at the top of the page. Then select “Poteet Library Online”
 - c. On the left-hand side of the page, select “Online Research”
 - d. **In order to use the Online Resources from home, you will have to enter a username and password.**

Username: mesquite

Password: schools

- e. Find and click on the resource titled “Gale Virtual Reference Library”
- f. In the search bar at the top of the page, type in “Heroes”
- g. The second article on the page should be entitled “Heroes” by Robert A. Segal
- h. Click on the link, read the article, and complete the assignment listed in Part B

B. As you read the article, you will need to respond to the reading by creating a chart or graphic organizer for the article. You will choose 5 quotes from the article.

COLUMN 1: SAYS - What does the text say? What is the information presented?
What are the facts as presented?

COLUMN 2: MEANS - What does this information mean? What is the implication inherent within the text? What thoughts and emotions does the text evoke?

COLUMN 3: MATTERS - So what? We have the facts and we have the implications, what does it all matter? What is the significance of this text? How does it impact the rest of the text/novel/story/work? How does it impact the world? What challenges can we present to the text or because of the text?

Example of ‘Says, Means, Matters’ Chart

“NAME OF ARTICLE”

SAYS	MEANS	MATTERS
“All students are expected to accomplish the standards established for this course. Because we recognize that not all students enter with the same skills, some students may require more time and may need to submit several revisions of their work. Every student is encouraged to revise and resubmit their work for reconsideration as often as necessary. The ultimate goal is to master the standards.”	This means that the quality of the student work counts. This also means that you have to redo your work until it is your best.	This matters because the teacher wants everyone to be accomplished. The teacher is willing to reread and regrade your work until you do it well. The teacher understands that you may not have the same skills, but she’s there as long you need her to help you to achieve them. It also means that shoddy, incomplete, or missing work is not acceptable.

If you have any questions or concerns about the summer reading assignment, please feel free to email me at imayson@MesquiteSD.org.

Happy summer! :-)

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