

**Summer Reading for Sophomore English Courses for Fall 2017
Lawrence Central High School**

Course Name	Expected Title	Author	Assignment
English 10	Two books of the student's choosing. See website for list of suggested titles.		"One pager" assignment for each book. See website for handout.
English 10 Honors	<i>The Secret Life of Bees</i> *Book of Choice	Sue Monk Kidd	Yes, see below for details
English 10 Lyceum	<i>Of Mice and Men</i> Controversial Binder Project	John Steinbeck	Yes, see below for details

(Books are available at Barnes and Noble –Clearwater Crossing and Half Price Books)

Assignment for English 10 Honors

1. Read *The Secret Life of Bees*, by Sue Monk Kidd.
2. Fill out double-entry dialectical journal notes. The format and an example are on the next page. You can fill them out in a notebook or you can print them out and fill them out.
3. **You should find at least 10 quotes/summaries for analysis and complete the analysis/question side for each quote.** This will be graded on the first day, so please bring it with you!
4. Be ready to participate in a Socratic Seminar and take a test over *The Secret Life of Bees* by Sue Monk Kidd during the first week of school.

***Book of Choice Assignment:** You may **choose any book with a Lexile of 1000 or higher.** After reading the book over the summer, be prepared to give a short "book talk" presentation in front of the class.

The "book talk" will be graded as follows:

- Overview of the book—enough to give an idea of what the book is about, without spoiling the ending.
 - An able reading of a paragraph of at least 5 but not more than 20 lines.
 - Describe at least two (2) connections you made to the book. (ie book to self/ book to world/ book to book/ book to movie, character to self or another person/character, etc.) Be specific.
 - Student articulates at least two good reasons for either the paragraph selection or the connections they made to the book.
 - Recommendation to your peers (yes or no)
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Summarizing, Observing, and Questioning Dialectical Journal

Student Resource

Dialectical journals allow you to record a mental conversation with a text. You can use dialectical journals for a variety of tasks: to summarize important ideas in a passage; to ask questions of a text; to record patterns of details, images, and figures of speech; to make inferences; to connect literary elements and techniques to thematic meaning or tone; and to document quotations and evidence.

One kind of dialectical journal is a Summarizing, Observing, and Questioning Journal, which allows you to summarize important points or ideas and to ask questions about a passage. There are three types, or levels, of questions you can ask when completing this type of journal entry:

<p>Level One: Literal Knowledge questions can be answered by skimming the text or doing research. <i>on the line</i></p>	<p>Level Two: Inferential Inference questions require the reader to make educated guesses supported by the text. <i>between the lines</i></p>	<p>Level Three: Thematic Thematic questions connect the text with real life and with universal themes. <i>beyond the lines</i></p>
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Answers to Level One questions can be found directly in the text; you literally can put your finger “on the line” that contains the answer. Level One questions often begin with “What?” “Where?” or “Who?”

Answers to Level Two questions are interpretive, requiring readers to make inferences or assumptions based on evidence in the text. Level Two questions ask “How?” and “Why?”

Level Three questions ask you to consider the universal meaning of texts. When considering Level Three questions, ask “How does this text connect with my life or with life in a larger sense for all human beings?” These questions begin with ideas in the text but move from the “what?” of the text to the “so what?” of abstract issues and thematic concerns.

When you are creating a Summarizing, Observing, and Questioning Dialectical Journal entry, you should follow this procedure:

In the left-hand column

- Summarize or directly quote assigned paragraphs, passages, or chapters.
- Write a synopsis of a specific plot point.

In the right-hand column

- Note patterns of diction, imagery, figurative language, etc.
- Create questions on each of the three levels of questioning.

10 Honors

Summarizing, Observing, and Questioning Dialectical Journal Template (Feel Free to Print!)

Summary/Quote	Observations and Questions
<ul style="list-style-type: none">• “Perhaps it's impossible to wear an identity without becoming what you pretend to be” (page 115).	<ul style="list-style-type: none">• How does this quote fit with the characters in the story? Ender is told that he is one thing, but feels another. Does pretending to be what is expected of him make him into the person that he is at the end of the book? If I pretend to be confident, will that make me confident?

Summer Reading for Incoming Sophomore Lyceum Students
2017-18

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Novel *Of Mice and Men*, Steinbeck

Be prepared for a quiz, a writing assignment, and Socratic discussion over this book on the first day of class.

Controversial Issue Binder – Due on the first day of class

Basic Assignment: Become an expert on a controversial issue of national importance over the summer by finding, printing, reading and highlighting/annotating articles that you will collect in a binder. The binder is due on our first class meeting.

Purpose:

- To ensure that you are reading nonfiction
- To prepare you to write a documented persuasive paper and present a persuasive speech later in the first grading period next year.

Basic Expectations:

- Submit a binder of articles on the first day of class
- Discuss your issue and answer questions in a Socratic Seminar during the first week of school

Instructions:

1. Choose a current issue, similar to those listed on the next page. The topic must be controversial and deal with some policy (rule, law, bill, etc.)
2. Collect, read, highlight, and annotate a minimum of **fifteen (15) articles** on this subject over the summer. Highlighting must be done with a manual highlighter. Do not highlight with the device on your word processor. [Reading a recent (last three years) book on the subject would reduce the number of articles to 8. In this case you must write a one-page typed summary of the book.]
3. Sources may include any legitimate newspaper, magazine or web site.

Examples: *Christian Science Monitor*, *Wall Street Journal*, *Indianapolis Star/News*, *Newsweek*, *U.S. News and World Report*, *Time*, *Business Week*, etc.

Articles without legitimate sources will not be accepted. (No blogs!) Articles obtained online must meet one of the following criteria:

- a. Recognized authority—author must hold a degree, a title, position, etc.
 - b. News source—CNN, Associated Press (AP), Reuters, or any legitimate news source like those under item #3)
 - c. Recognized organization (MADD, NRA, Red Cross, NOW, etc)
4. You must obtain your 15 articles from a minimum of five (5) different sources.
 5. You should be reading throughout the summer. Reading everything in late July won't prepare you well for the fall projects.
 6. Articles must be organized chronologically BY PUBLISHING DATES, not by when you read them or printed them.
 7. Don't let a week go by without reading AND PRINTING.
 8. Do not highlight long passages. A sentence or two (occasionally a paragraph) will usually help you more.
 9. Highlight unusual or surprising information on both (all?) sides of the controversy. **Write notes in the margin for commentary.**

Examples of Current Event Areas

Assisted Suicide	Funding Education	Defense Spending
AIDS Research	AIDS Treatment	Political Corruption
Airline Safety	Trade Policies	Drug War in Mexico
Job Outsourcing	Foreign Aid	Sexual Harassment
IRS Reform	Gun Control	Govt. Funding of Embryonic Stem Cells
Gay Marriage	Bullying	Domestic Animal Abuse
Use of Animals in Labs	Driving and Cell Phones	Presidential Race
Catholic Priests Scandal	Identity Theft	Nuclear Weapons
Nuclear Reactors	Palestinian/Israeli Conflict	Interrogation Techniques
Human Rights Violations	Homeland Security	Obesity in Youth
Standardized Tests	In-Vitro Fertilization	Genetically Modified Foods
Charter Schools	School Vouchers	Handicapped Accessibility

These are just examples. You are welcome to choose one of the topics above; however, I would prefer that you select something that is NOT on this list. Some of the topics on this list may be rather dated by now; therefore, you may not be able to find any recent articles on the topic. If that is the case, choose a different topic.

Some of the topics above are also rather broad and should be narrowed. Please be as specific as you can when signing up. Definitely avoid very broad labels such as Health Care, Economy, Genetic Research, Crime, Violence, Space Program, etc. Understand that these are all good topics, but they contain several subtopics that would be more appropriate for this assignment.