

**Summer Reading for Sophomore English Courses for Fall 2018
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> Informative 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)

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?

Name: _____

Period: _____

One-Pager Assignment - Complete the Following:

Title: _____

Author: _____

Date started/date completed: _____

Pages read: _____

Rating of book (1-10) _____

Choose five (5) of the following sentence starters and write a brief reflection for each. Attach your reflections to this sheet:

I noticed...

I wonder...

I was reminded of...

I think...

I'm surprised that...

I'd like to know...

I realized...

If I were...

The central issue(s) is (are)...

One consequence of _____ could be...

If _____ then...

I'm not sure...

Although it seems...

Author's purpose:

Intended audience(s):

Academic honesty

By signing below, I am indicating that the information on this page is accurate:

Summer Reading for Incoming Sophomore Lyceum Students 2018-19

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317-964-7473

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.

Informational Research Project – Due on the second day of class

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

Purpose:

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

Basic Expectations:

- Submit a binder of articles on the second day of class
- Discuss your topic and answer questions in front of class on one of the first days of class

Instructions:

1. Choose an informative topic, similar to those listed on the next page. The topic must be something where your classmates will gain a **new** understanding of your subject; do not choose a topic that is common knowledge unless you can expand it so that students learn something **new**.
2. Collect, read, highlight, and annotate a minimum of **five (5) articles** on this subject over the summer.
3. Sources may include any legitimate newspaper, magazine or website.

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. Highlight unusual or surprising information. **Write notes in the margin for commentary.**

Procedure for Signing up for Topics

1. When you are fairly sure you have found a topic that will work for you, simply complete all columns of the list on the clipboard located in your English 9 Lyceum class.
2. Before you sign the list, read **all** of the topics that are already on the list. I want to limit duplicated topics.
3. **Tuesday, May 22nd -- Topic due** on the clipboard. If your name and topic are not on the clipboard by the end of the day on Tuesday, May 22, I will **deduct 10 points** from your binder grade.

Changing Topics

1. After May 22nd, the clipboard will be in Mrs. Foley's Room 106. You need to see Mrs. Foley to change or add your topic. (There is no penalty for narrowing or broadening your topic.)
2. After school is out, I am generally not inclined to accept changes. So, choose your topic carefully. You should know whether or not there are current articles on the subject before you sign the clipboard. However, email me trindafoley@msdlt.k12.in.us if something prevents you from completing the topic you have chosen.

Possible Topics:

Academic Eligibility
Aerosols and the Envir.
Affirmative Action
Age Discrimination
AIDS: Global Responses
Air Bags
Air Pollution
Air Safety
Alcohol Issues
Alternative Education Programs
Alternative Medicine
Americans with Disabilities Act
Animal Rights
Anorexia and the Media
Artificial Sweeteners
Arts Education
Asbestos Removal
Aspirin and Heart Disease
Assisted Suicide
Automobile Safety
Beauty Pageants
Bilingual Education
Birth Order
Cable Television Regulation
Campaign Finance Reform
Celebrity Privacy
Censorship
Census Sampling
Children of Alcoholics
Children's Television
Cloning
College Entrance Exams
Constitutional Amendments
Crime and Race
Cults (how they influence)
Dangers of Junk Food
Domestic Violence
Ebonics
Education Standards
Effectiveness of MADD
Effectiveness of SADD
Effects of Diet on the Brain
Endangered Species Act
Espionage
FDA Drug Approval Process
Federal Reserve System
Feminism
Food Additives
Food Safety
Foster Parenting
Fuel Prices
Genetically Engineered Food
Gifted Education
Gulf War Syndrome
Gun Control Update
Hate Speech
Hazing
Hedonic Treadmill
Hearing Disorders
Herbal Supplements
Home Schooling
Human Genome Research
Illiteracy in America
International Terrorism
Iraq Crisis
Judicial Double Jeopardy
Juvenile Detention Centers
Juvenile Justice
Labor Unions
Land-Mine Ban
Latchkey Kids
Learning Disabilities
Line-Item Veto
Logging in National Forests
Managed Health Care
Mars Exploration
Media Bias
Medical Ethics
Medical Malpractice
Medical Records Confidentiality
Medical Uses of Hypnosis
Medicare's Future
Memory (how it works)
Mental Health Policy
Mideast Peace Process
Military Preparedness
Miranda Warnings
Missile-Defense Program
Morality in America
Music Therapy
Native American's Rights
NATO Expansion
Nuclear Disarmament
Nuclear Energy
Nursing Homes
Only Child vs. Siblings
Organ Allocation
Organ Transplants
Parole
Patients' Rights Laws
Performance Enhancing Substances
Pesticides and the Farming Industry
Pit Bulls
Police Corruption
Police Weaponry
Political Asylum
Post-Traumatic Stress Syndrome
Preschool Programs
Press Freedom
Prison Reform Programs
Prisoners' Rights
Professional Sports Salaries
Relationship of Twins
Religion and Medicine
Religious Symbols
Rights of the Handicapped
School Vouchers
Science in the Courtroom
Search for Extraterrestrial Life
Skateboard Discrimination
Social Promotion
Social Security Reform
Speed Limits
Sperm Banks
Spousal Abuse and the Law
States' Rights
Stealth Bomber
Sweatshops
Teen Driving
Teen Gangs
Television Violence
Test Tube Babies
Tobacco Settlement
Trash Disposal
Treatment of the Mentally Ill
U.S.-Russian Relations
U.S.-U.N. Relations
Urban Sprawl
Victim's Rights
Violence in Rap Music
War-Crimes Tribunals
Water Use and the West
Welfare Reform
Women in the Military
Women in the Workforce
World Trade Organization
Youth Depression
Youth-Oriented Advertising

