

## **Students Enrolled in English 2 GT/PreAP Summer Reading Assignment for the Freshmen Class 2009-2010**

Each high school Pre-AP/GT program has a summer reading requirement. You will read one required reading and you will read a second book of your choice.

Attached you will find the dialectical journal assignment to be completed for all schools and the reading assignment for each school. Read the directions and examples carefully. The assignment is designed to help you reflect upon the reading but not be too lengthy or involved to make the reading a chore you dread.

The assigned work is critical to the beginning unit at your high school. If you change high schools over the summer, you have the reading assignment for all schools so you do not have to search for the new school's assignment.

As high school English teachers, we have many purposes for assigning reading:

- 1) Develop critical reading and thinking skills by interacting with complex ideas and issues that will be necessary for high school, college, and the workforce.
- 2) Develop writing and vocabulary through the models of a wide-range of authors, cultures, and time periods.
- 3) Develop an appreciation for reading that will continue beyond high school.

In addition to the assigned work for your school, we also strongly encourage you to consider a work listed below or to consult a college-recommended reading list if none of these high-interest, young adult titles interest you. Be sure to read an overview of a work before you select it to make sure that the work will be acceptable to you and your parents.

Some titles of interest that your teachers recommend:

*Speak* by Laurie Halse Anderson

*Shabanu, Daughter of the Wind* by Suzanne Fisher Staples

*Bronx Masquerade* by Nikki Grimes

*The Boy in the Striped Pyjamas* by John Boyne

*The Tequila Worm* by Viola Canales

## Summer Reading Dialectical Journals

As you read your assigned novel, complete a dialectical journal with at least 15 entries (5 of each type listed below). Your entries should not focus on just one section of the book. If your book has many chapters, one entry per every 2-3 chapters may be appropriate. If your book has few chapters, 1-2 entries per chapter may be more appropriate.

Grades are based on providing the information requested, following directions, and thoughtful of commentary/analysis provided in complete sentences.

### Summarizing, Observing, and Questioning

- ✓ Summarize assigned paragraphs, passages, or chapters in the left column.
- ✓ Note observations and ask questions in the right column.

| Summary / Quotations | Observations and Questions |
|----------------------|----------------------------|
|                      |                            |

#### Example

| Summary / Quotations   | Observations and Questions  |
|--|---|
| <i>Macbeth</i> , Act 1, Scene 1<br>The play opens with three witches planning to meet the title character Macbeth. The setting is dark and stormy. | Can anything good come of witches planning to meet a character? The weather makes the scene dark and ominous. Shakespeare uses weather to reflect human actions. Disorder is occurring or is about to happen. |

#### Example

| Summary   | Observations and Questions   |
|---|--|
| <i>Pride and Prejudice</i><br>Chapter 1—Finding rich eligible husbands occupies Mrs. Bennet constantly while it worries her husband little. | Whose universal truth is it that a rich man needs a wife? Who would want to be married to this woman? Doesn't she get that her husband is patronizing her? This society has confining social customs on both strangers and intimates as seen by the need for formal meetings and the language between Mr. and Mrs. Bennet. I hope Mr. Bingley is more than just money. |

### Character Analysis

- 📖 Identify evidence about the character (words, actions, reactions). Quote from the text and include page number.
- 📖 Based on the evidence, make an inference about the character.
- 📖 Write commentary that explains how and/or why the evidence leads to or supports the inference.



Character – \_\_\_\_\_

| Evidence | Inference – Commentary |
|----------|------------------------|
|          |                        |

Example - Character – Andrew (Ender) Wiggin

| Evidence   | Inference – Commentary   |
|--|--|
| <p><i>Ender's Game</i>, Chapter 1<br/>           “Ender, however, was trying to figure out a way to forestall vengeance. To keep them from taking him in a pack tomorrow. I have to win this now, and for all time, or I’ll fight it every day and it will get worse and worse” (5).</p> | <p>Ender’s thinking process as he approaches this fight he didn’t choose shows a six-year-old who has learned either from experience or observation that bullies never stop unless you stop them. His decision is coldly calculating to protect himself. He seems to not trust that anyone else will be there to protect him. He has learned a harsh lesson of survival—he can’t be timid now because he will pay later.</p> |

### **Connecting to Life**

-  Select a quotation(s) that helps you see a connection between the novel and life. Provide page number.
-  Write a response that explains the connection and its significance.

| Quotation | Connection between the novel & life |
|-----------|-------------------------------------|
|           |                                     |

#### Example

| Quotation   | Connection between the novel & life   |
|---|---|
| <p><i>The Great Gatsby</i>, Chapter 1<br/>           “Whenever you feel like criticizing anyone,” he told me, “just remember that all the people in this world haven’t had the advantages that you’ve had” (5).</p> | <p>The lesson that Nick learns from his father is very wise. Often we lack compassion for others and make judgments about them without putting ourselves in their shoes. I find myself making judgments about people in the news or a magazine without knowing their full situation. Unfortunately, that behavior is more the norm for most of us. We second guess everyone—the judge, the jury, the coach, the umpire—without being in the same situation.</p> |

**Irving High School  
Nimitz High School  
English 2 GT/PreAP Summer Reading Assignment**

*Ender's Game* by Orson Scott Card

Questions to think about –

1. How would you feel if all of humanity was depending on you to save them from an alien invasion?
2. Is it fair to put so much pressure on one person?
3. What if the person in question is just a child?
4. If we have extraordinary talents, are we obligated to use them to benefit others?

The questions above are just the beginning when we enter the world of Andrew “Ender” Wiggin in Orson Scott Card’s *Ender’s Game*. This novel is a science fiction coming of age story that examines the journey of Ender Wiggins. Ender is chosen as a child to attend Battle School. Humanity needs to train its future military commanders in their intergalactic war with the Buggers. Ender’s is a difficult journey fraught with isolation, uncertainty, and hardship as the military powers mold him into their last hope to save humanity. Ender is a gifted child forced to use all his talents to survive physically, mentally, and emotionally. The novel will start us immediately on our journey for the year as we explore the theme The Paradox of the Human Heart – The Hero’s Journey. This thematic start includes writing and discussions that not only develop critical reading, writing, and thinking skills but also allows us to explore affective issues as you transition to high school

*Ender’s Game* has exactly 15 chapters, so I expect one dialectical journal entry per chapter. Remember to have at least 5 of each journal type as you do the assignment. You may do more than 15 if you wish. If you are interested finding out more about the novel, you can access information on the author at Orson Scott Card’s official website, <http://www.hatrack.com/>.

I have an outside reading requirement each six weeks of 250 pages. This reading requirement does not include assigned class novels or plays. If you read a work from the recommended list or another work this summer, you may use it for your reading conference the first six weeks.

If you have questions or concerns, please email me [cvinson@irvingisd.net](mailto:cvinson@irvingisd.net).

I look forward to meeting you in August.

Ms. Cheryl Vinson  
IHS English Department  
Gifted & Talented, Advanced Placement, & Dual Credit Programs

**The Academy  
MacArthur High School  
English 2 GT/PreAP Summer Reading Assignment**

**Lord of the Flies by William Golding**

*Lord of the Flies* tells the story of a group of English schoolboys marooned on a tropical island after their plane is shot down during a war. Though the novel is fictional, its exploration of the idea of human evil is at least partly based on Golding's experience with the real-life violence and brutality of World War II. Free from the rules and structures of civilization and society, the boys on the island in *Lord of the Flies* descend into savagery. As the boys splinter into factions, some behave peacefully and work together to maintain order and achieve common goals, while others rebel and seek only anarchy and violence. In his portrayal of the small world of the island, Golding paints a broader portrait of the fundamental human struggle between the civilizing instinct—the impulse to obey rules, behave morally, and act lawfully—and the savage instinct—the impulse to seek brute power over others, act selfishly, scorn moral rules, and indulge in violence. ("Lord of the Flies Context")

**Essential Questions:**

1. Find the major symbols and discuss what they represent.
2. How do the major characters develop and change?
3. What is the outcome when a character comes in conflict with civilization?
4. How does one search for and find his / her own identity?
5. How does setting affect character change?
6. What events contribute to the emergence of Ralph's and Jack's leadership styles?

"Lord of the Flies Context." *SparkNotes*. 2009. SparkNotes LLC. 20 Apr 2009  
<<http://www.sparknotes.com/lit/flies/context.html>>.