



Freshman English Summer Reading

Welcome to JPPII! I am looking forward to meeting each of you and having you in class. You will be reading *Animal Farm* by George Orwell for your summer reading. Please keep a dialectical journal (directions to follow) while reading, as this will assist our in-class discussions and activities related to *Animal Farm* in the first weeks of school. (These will be graded activities.)

Dialectic means “the art or practice of arriving at the truth by using conversation involving question and answer.” Think of your dialectical journal as a series of conversations with the text. The process is meant to help you develop a better understanding of the text by encouraging intellectual investigation of the ideas, characters, and events you encounter while reading. Use your journal to incorporate your personal responses to the text, your ideas about possible themes, and your predictions of things to come in the text. You will find that it is a useful way to process what you’re reading, prepare yourself for group discussion, and gather textual evidence for your literary analysis assignments. Enjoy your reading and your summer! ---Ms. Neil

PROCEDURE:

As you read, choose passages that stand out to you and record them in the left-hand column of the chart, including quotation marks and page numbers. In the right column, write your response to the text (ideas/insights, questions, reflections, and comments on each passage).

Choose 5-8 pieces of textual evidence from the book. When responding to each quote, you must label your responses using the following codes: (Try to vary your responses. You may use a combination of codes, if needed.)

- ❖ (Q) Question – Ask about something in the passage that is unclear or that leads you to have deeper questions about the text.
- ❖ (C) Connection – Make a connection to your life, the world, or another text.
- ❖ (P) Prediction – Anticipate what will occur based on what is in the passage.
- ❖ (CL) Clarification – Answer earlier questions or confirm/disaffirm a prediction.
- ❖ (R) Reflection – Think deeply about what the passage means in a broad sense – not just to the characters in the story. What conclusions can you draw about the world, about human nature, or just the way things work?
- ❖ (E) Evaluation - Make a judgment about the character(s), their actions, or what the author is trying to say.
- ❖ (S) Structure – Examine the effects of structure or other literary devices on the mood or tone of the text.

Sample Journal Entry: Lee, Harper. *To Kill a Mockingbird*. Harper & Row, 1988.

TEXT	RESPONSE
"First of all," he said, "if you can learn a simple trick, Scout, you'll get along a lot better with all kinds of folks. You never really understand a person until you consider things from his point of view [...] until you climb into his skin and walk around in it" (Lee 33).	(R) Atticus is explaining to Scout that compassion is based on sympathy. In order to understand why people act a certain way, you must imagine yourself in their situation. Even if you do not agree with their actions, you can at least see their perspective. As humans, we are programmed to judge others. It is important to remember that we all have differences and react to situations accordingly.

Additional tips:

CHOOSING PASSAGES FROM THE TEXT:

Look for quotes that seem significant, powerful, thought provoking or puzzling. For example, you might record:

- o Effective and/or creative use of stylistic or literary devices
- o Passages that remind you of your own life or something you've seen before
- o Structural shifts or turns in the plot
- o A passage that makes you realize something you hadn't seen before
- o Examples of patterns: recurring images, ideas, colors, symbols or motifs.
- o Passages with confusing language or unfamiliar vocabulary
- o Events you find surprising or confusing
- o Passages that illustrate a particular character or setting

RESPONDING TO THE TEXT:

You can respond to the text in a variety of ways. The most important thing to remember is that **your observations should be specific and detailed**. You can write as much as you want for each entry. You can choose to type and save your journal as a PDF or you can neatly write it by hand. Your responses should be **your own thoughts and insights** without the assistance of the internet, Spark Notes, or other secondary sources.

Basic Responses

- o Raise questions about the beliefs and values implied in the text
- o Give your personal reactions to the passage
- o Discuss the words, ideas, or actions of the author or character(s)
- o Tell what it reminds you of from your own experiences
- o Write about what it makes you think or feel
- o Agree or disagree with a character or the author

Sample Sentence Starters:

- I really don't understand this because...
- I really dislike/like this idea because...
- I think the author is trying to say that...
- This passage reminds me of a time in my life when...
- If I were (name of character) at this point I would...
- This part doesn't make sense because...
- This character reminds me of (name of person) because...

Higher Level Responses

- o Analyze the text for use of literary devices (tone, structure, style, imagery)
- o Make connections between different characters or events in the text
- o Make connections to a different text (or film, song, etc...)
- o Discuss the words, ideas, or actions of the author or character(s)
- o Consider an event or description from the perspective of a different character
- o Analyze a passage and its relationship to the story as a whole

Sample of how to structure your document. Your chart should be expandable in order to provide adequate space for your quotation and a detailed response. Please include all elements that are listed here.

Dialectical Journal

Name

Teacher's Name

English 9

Date

**Insert MLA Book Citation here: Author's last name, first name. *Book Title*. Publisher, date published.

TEXT	RESPONSE
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

Essential Vocabulary: 5 or more words that you needed to look up in order to assist your understanding of the text.	Effective Vocabulary: 5 or more strong, creative, or descriptive words that helped your understanding of the setting, a character, or a situation in the text.
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.