10th Grade Honors Summer Reading Assignment 2020

As your future English teachers, we have a small request: pick a book that you are excited to read this summer. This book is your choice, but please make sure you choose a book that you’ve never read before. It may be fiction or nonfiction. You do not need to buy the book, and we encourage you to use the LA Public Library to check out digital books until libraries re-open. Please watch this video for a short tutorial on how to use this resource: [SCREENCAST HERE](#)

Please do not read the books on the following list so that you can read them with your English classes during your time at Pali:

- *Night* by Elie Wiesel
- *The Tragedy of Julius Caesar* by William Shakespeare
- *The Catcher in the Rye* by J.D. Salinger
- *Fences* by August Wilson
- *Like Water for Chocolate* by Laura Esquivel
- *The Color Purple* by Alice Walker
- *The Alchemist* by Paulo Coelho
- *The Autobiography of Malcolm X* by Alex Haley
- *Enrique’s Journey* by Sonia Nozario
- *Lord of Flies* by William Golding
- *The Bluest Eye* by Toni Morrison
- *The House on Mango Street* by Sandra Cisneros
- *A Raisin in the Sun* by Lorraine Hansberry
- *Fahrenheit 451* by Ray Bradbury
- *Romeo and Juliet* by William Shakespeare
- *Animal Farm* by George Orwell

**Directions:** Complete 10 dialectical journal entries that span different sections of your novel of choice (beginning, middle, and end). Literary Devices to be included in your dialectic journal entries **must include but are not limited to:**

- Conflict/resolution
- Characterization
- Symbolism
- Figurative Language (metaphor, simile, personification, hyperbole, etc.)

**Literary Device Definitions:**

- **Conflict:** the struggle between opposing forces that is the basis of a story’s plot; conflicts can be internal (man vs. self) or external (man vs. man, man vs. nature, man vs. society)
o Resolution: information at the end of the story used to tie up loose ends and explain what happens when or after the conflict is resolved or solved

o Characterization: the actions, words, nature, appearance or traits of somebody or something

o Figurative Language: spoken or written expressions not meant to be taken literally (e.g. similes, metaphors, personification)

o Symbolism: a person, place, or object that stands for something beyond itself (e.g., the eagle is a bird, but it also is the symbol of American freedom, justice, and liberty)

For any questions regarding MLA format, please use Purdue University’s Online Writing Lab (OWL):
https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_general_format.html

Dialectical Journal Format

<table>
<thead>
<tr>
<th>Literary Device</th>
<th>Context/Quote/Citation</th>
<th>Explanation/Commentary</th>
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<tbody>
<tr>
<td>Identify 10 total literary devices or techniques used in the passage.</td>
<td>Provide contextual information the reader needs to fully understand the quoted passage.</td>
<td>In the commentary section, analyze the significance of the quoted passage. Do not restate the evidence. Analysis requires “pulling apart” the evidence and discussing its deeper meaning/significance. The following guiding questions will help you work through this process. While composing the commentary, please take care to fully answer the questions or questions contained in at least one of the following bullet points:</td>
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<td>You MUST choose one of each of the following devices: diction, mood, imagery, conflict, and characterization. The other five are your choice. Focus only on explaining HOW a</td>
<td>You may accomplish this by answering each of the following questions: Who is speaking (e.g. the narrator, a character, the author)? To whom is he/she speaking? Why?</td>
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<td>particular device conveys the meaning of the quote.</td>
<td>Next, insert a quoted passage from the text. Begin this section by clearly identifying the source of the quoted passage (e.g. the narrator, a character, the author). Use a present-tense attribution verb (e.g. says, states, promises). Enclose the quoted evidence in quotation marks. Finally, provide an MLA-style parenthetical citation by clearly identifying the page in the text where the quoted passage may be found. (see example in the Sample Dialectical Journal Entry).</td>
<td>• Why is this passage important? What important lesson does it help readers better understand? • What does this passage reveal about how the character is changing, learning, or growing? • What are the effects of the literary devices or techniques in this passage?</td>
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Sample Dialectical Journal

Student Name

Teacher Last Name

Class & Period

Date

Summer Reading Assignment

Summer Reading DJs on *Educated* by Tara Westover

*The bolded portion of each dialectical note connects the use of the device to a theme.*

<table>
<thead>
<tr>
<th>Literary Device</th>
<th>Context, Quote &amp; Citation</th>
<th>Commentary/Response/Analysis</th>
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<tr>
<td>Symbol</td>
<td>Tara has begun her journey of leaving her secluded home to see the real world; however, when she comes home during the holidays from school, she is forced to come back to her old life, including her job in a scrap yard with her dad. She describes the whole experience as one that took her away from her months at college and back into the uneducated state she had been in.</td>
<td>The scrapping boots are not just a pair of shoes worn to work; in this context they symbolize so much more. Instead, these boots are a symbol for Tara’s old life, and so by using them she is brought back into the ignorance and abuse of her childhood. This life encapsulates her so completely that she almost immediately forgets the few fleeting moments of freedom, and is once more sucked into the life she once</td>
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as she “opened my closet and there they were, where I’d left them four months before: my scrapping boots. I put them on. It felt as though I’d never taken them off” (Westover 311).

Led. This portrays how strong the influence of Tara’s father and the rest of her family are; although she has managed to escape momentarily, it is hard to fully escape the grasp of their negative influences and treatment of her. This example of the strong influence past lifetimes can have on people’s futures, no matter how hard they try to escape it, shows that although a person may think that leaving a bad habit or circumstance is easy, until they have experienced it themselves they cannot understand how seemingly impossible breaking free can be.

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<th>External conflict</th>
<th>One of the main conflicts Tara has with someone outside of herself is with her brother, Shawn. He physically and</th>
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<td>This one quote brings insight to the terrible things happening in Tara’s life; not only is she being hurt by her mentally unstable brother, but</td>
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verbally abuses her, and worst of all, no one in her family seems to see or care about the issue. After sustaining especially bad injuries, Tara, still trying to deny his abusive qualities, asks to herself, “Why didn’t he stop when I begged him?” (Westover 355).

she also has no one to turn to because no one understands the conflict enough to help her. Tara doesn’t want to tell her family about the conflict, because, as is developed later, telling her family brings threats and more violence from her brother. **This conflict, and the many different complicated elements of it, help to prove that usually, getting help for a problem is not as simple as it seems, and can be difficult because of external elements; therefore, a person must find the courage to speak up and must find a way to make people listen and help the situation.**