



**PROVISO**  
**MATHEMATICS AND**  
**SCIENCE ACADEMY**

“A CATALYST FOR GREATNESS”

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**International Honors (IH) English II – World Literature**  
**Required Summer 2021 Reading Assignment**  
**Due Date: Monday, August 23<sup>rd</sup>, 2021 (first full day of school)**  
**Point Value: 50 points in the Formative Assessment Category (30%)**

**Book Choices: Choose one.**

1. *I Am Malala* by Malala Yousafzai (ISBN 978-0316322423)
2. *The 57 Bus: A True Story of Two Teenagers and the Crime that Changed Their Lives* by Dashka Slater
3. *Claudette Colvin: Twice Toward Justice* by Phillip Hoose
4. *Stamped: Racism, Antiracism, and You* by Ibram X. Kendi and Jason Reynolds
5. *When You Asked Me Where I'm Going* by Jasmin Kaur

Welcome to IH English II, our study of World literature. The best books help us see the world through different eyes. Each of the selected titles wrestle with global issues such as race, gender, immigration, religion, etc. Though you are **only required to read one title**, please feel free to read each one.

While reading, you must keep a Dialectical Journal as described below. These journals are worth 50 points and will be collected on the first day of school. Late work will receive a 10% deduction per day for each day past the original deadline.

**Standards Addressed:**

<p>Reading Standards:</p>	<p><a href="#">CCSS.ELA-LITERACY.RL.9-10.1</a>          Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.9-10.2</a>          Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><a href="#">CCSS.ELA-LITERACY.RL.9-10.3</a>          Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>
<p>Writing Standards:</p>	<p><a href="#">CCSS.ELA-LITERACY.W.9-10.1</a>          Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><a href="#">CCSS.ELA-LITERACY.W.9-10.1.D</a>          Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>

### General Guidelines for the Dialectical Journal:

- A. Dialectic means the art or practice of arriving at the truth by using conversation involving question and answer. The “dialectic” was the method the ancient Greek philosopher **Socrates** developed to teach his students how to be actively engaged in the struggle to obtain understanding, even if these inquiries led to the questioning of the ruling authorities of the day. So, naturally, those rulers had him killed. However, no such fate awaits you.
- B. A Dialectical Journal is a written conversation with yourself about a text that encourages the habit of reflective questioning. You will use a double-entry form to examine details of a passage and synthesize your understanding of the text.
- C. There is to be NO collaboration with other students. Any material taken directly from the Internet or secondary sources such as Wikipedia, LitCharts, Amazon, Sparknotes, or Schmoop is not allowed. However, you may use secondary sources to enhance your understanding.

### Instructions:

- (1) Your journal must be typed.
- (2) Create a Word document with a table. Go to Insert, select Table, and then Create a two-column table with several rows.
- (3) Label the left column as TEXT and the right column as RESPONSE.
- (4) In the left-side TEXT column, cite significant/meaningful passages verbatim from the novel.

**Important:** Use quotation marks and include page numbers. Select a new passage every 20 pages. Consider recording a passage when you...:

- a. Note details that seem important
- b. Experience an epiphany (a moment of significant realization)
- c. Learn something significant about a person
- d. Recognize a pattern (overlapping images, repetitions of idea, details, possible foreshadowing, etc.)
- e. Agree or disagree with something a person says or does
- f. Find an interesting or potentially significant quotation
- g. Notice something interesting, important or relevant about the writer’s style
- h. Notice effective use of literary devices

- (5) In the RESPONSE column, reflect upon the passages by:

- a. Raising questions about the beliefs and values implied in the text
- b. Giving your personal reactions to the passage, the people or the situation

- c. Discussing the words, ideas, or actions of the author or a person
- d. Commenting of the author's style or use of literary devices or techniques
- e. Comparing the text to other texts
- f. Noting insights into the author's choices or the text's structure
- g. Arguing with or speaking to the people or author
- h. Making connections to any themes that are revealed to you
- i. Making connections among passages or sections of the work
- j. Making predictions about a person's future
- k. But whatever you do, please DO NOT MERELY SUMMARIZE THE TEXT**

**(6)** First person is acceptable in the RESPONSE column

**(7)** Remember that quotations are not limited to when characters are speaking aloud. Rather, a "passage" can be simply quoting the author/narrator's words.

### Grading/Rubric:

**A 46-50** = On the left side of the Journal page, the student selects meaningful passages, narrative developments, and quotes. The reactions on the right side of the Journal include thoughtful interpretation and commentary about the text, featuring comments about literary devices such as theme, narrative voice or point of view, imagery, conflict, character development, tone, irony, structure, writing style, syntax, diction and how each contributes to the meaning of the text. The student also makes insightful personal connections and asks thought-provoking questions. Coverage of the text is complete and thorough. The Journal is neat, organized and professional-looking, and the student has followed directions in creation of journal.

**B 41-45** = These Journals are less detailed, but still include important plot and quote selections on the left side and some intelligent commentary which addresses thematic connections on the right side. These Journals also include some literary devices, but less analysis on how they contribute to the meaning of the work as a whole. These journals include some personal connections, ask pertinent questions and adequately address all parts of reading assignment. These Journals are neat and readable, and the student has followed directions in the organization.

**C 36-40**= These Journals contain few good details from the text. Most of the commentary is vague and unsupported or merely summaries. These Journals include some listing of literary elements but virtually no discussion of meaning. These Journals make limited personal connections and ask few, or obvious questions. These Journals address most of the reading assignment but are not very long or thorough. These Journals are relatively neat but may be difficult to read. The student has not followed all directions for organization.

**D 30-35**= These Journals include hardly any good details from the text. All notes are summaries and include few literary elements and virtually no discussion on meaning. These Journals make limited personal connections and ask no good questions. These Journals are too short and superficial. The student did not follow directions in organization.

**F (0)** = Student did not complete Journal or violated the independent work requirement.

### Sample Journal Entry

TEXT	RESPONSE
"The puddle had frozen over, and me and Cathy went stompin in it. The twins from next door, Tyrone and Terry, were swingin so high out of sight we forgot we were waitin our turn on the tire. Cathy jumped up and	In this first paragraph of the story, Bambara, the author, indirectly characterizes the narrator using rural Southern dialect to let us know that the story is set in the South and our narrator is not necessarily educated. We also

<p>came down hard on her heels and started tapdancin. And the frozen patch splinterin every which way underneath was kinda spooky. ‘Looks like a plastic spider web,’ she said. ‘A sort of weird spider, I guess, with many mental problems’” (35).</p>	<p>learn that the characters are children from the activities the author describes. The imagery of the puddle freezing over lets us know that it is winter. The author uses scary imagery in describing the splintering puddle. By including the “tapdancin,” the writer seems to be establishing a humorous and lighthearted mood at the beginning of the story. I wonder if the mood will stay lighthearted or if something serious or tragic will happen.</p>
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These books have been specially selected not only for their literary merit, but also to move and inspire you, and this assignment has been designed to enable you to get the most from your efforts. We sincerely hope that will be your experience.

**When you receive your course schedule, you may reach out to your English teacher via email if you have any questions.**