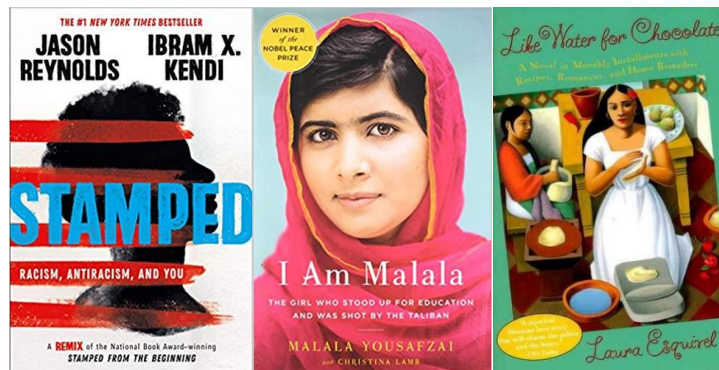




PWMSA
IH World Literature
Required Summer 2022 Reading Assignment
Due Date: September 1st (first full day of school)
Point Value: 50 points (Summer Reading Category)

Welcome to IH World Literature at PWMSA! The best books help us see the world through different eyes. Each of the book choices below wrestle with global issues such as race, gender, immigration, religion, etc. Choose ONE of them to read this summer in order to complete the first required assignment for next year's English class. You can check out the book from Proviso or the local library or you can choose to purchase the book from Barnes and Noble, Amazon, or other book vendor.

- *Stamped: Racism, Antiracism, and You* by Jason Reynolds & Ibram X. Kendi (ISBN: 9780316453691)
- *I Am Malala* by Malala Yousafzai and Christina Lamb (ISBN: 9780316322423)
- *Like Water for Chocolate* by Laura Esquivel (ISBN: 9780365420174)



While reading, keep a Dialectical Journal as described below. These journals are worth 50 pts. and will be collected on the 1st day of school. Late work will receive a 10% deduction per day for each day past the original deadline.

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 reflective questioning. You will use a 2-column table 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 other published sources is plagiarism and will not be accepted. Do your own work with your own ideas and thoughts.

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. (*See sample on next page*)
 - (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 (word for word) 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, repetition of ideas, details, 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) The use of first person (“I” “me” “my”) is acceptable in the **RESPONSE** column

(7) Remember that quotations are not limited to when characters are speaking aloud. Rather, a “passage” can be quoting the author/narrator’s words, descriptions, etc.

Grading:

A 46-50 The left side includes meaningful passages, narrative developments, and quotes. Reactions on the right include thoughtful interpretation and commentary about the text, 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 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 followed directions in creation of the Journal.

B 41-45 The Journal is less detailed, but still includes important plot and quote selections on the left and some intelligent commentary that addresses thematic connections on the right. Some literary devices are included, but less analysis is provided on how they contribute to the meaning of the work as a whole. The Journal includes some personal connections, pertinent questions, and adequately addresses all parts of the assignment. The Journal is neat and readable, and the student has followed directions in the organization.

C 36-40 The Journal contains few good details from the text. Most of the commentary is vague and unsupported or merely summaries. Some listing of literary elements is included but there is virtually no discussion of meaning. The student makes limited personal connections and asks few or obvious questions. The Journal addresses most of the reading assignment but is not very long or thorough. The Journal is relatively neat but may be difficult to read. The student has not followed all directions for organization.

D 30-35 The Journal is missing many good details from the text. All notes are summaries and include few literary elements and virtually no discussion on meaning. The student makes limited personal connections and does not ask quality questions. The Journal is too short and superficial. The student did not follow directions in the organization of the Journal.

F (25) Student did not complete the Journal or violated the independent work requirement by plagiarizing outside sources.

Sample Journal Entry

TEXT	RESPONSE
<p>“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 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>In the 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 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>