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**English III – American Literature**  
**Required Summer 2020 Reading Assignment**  
**Due Date: Monday, August 17<sup>th</sup> (First full day of school)**  
**\*10% deduction for each day late**  
**Point Value: 50 points (Formative Assessment)**  
**Book Title: *Educated: A Memoir* by Tara Westover**

Welcome to English III, our study of American literature. For our first adventure, you are to read ***Educated: A Memoir*** by Tara Westover. Told in first-person by the author, this story describes the struggle of a young girl who escapes from violence and an emotional prison. It is a conflicting story of fierce family loyalty as well as that of the intense sorrow that arises from the division of one's closest ties.

While reading, you must keep a Dialectical Journal as described below.

**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, 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 **15** significant/meaningful passages. These passages should be recorded verbatim from the novel. Use quotation marks and include page numbers. Consider recording a passage when you...:
  - Note details that seem important
  - Experience an epiphany (a moment of significant realization)
  - Learn something significant about a person

- Recognize a pattern (overlapping images, repetitions of idea, details, possible foreshadowing, etc.)
- Agree or disagree with something a person says or does
- Find an interesting or potentially significant quotation
- Notice something interesting, important or relevant about the writer's style
- Notice effective use of literary devices

5. In the right-side **RESPONSE** column, reflect upon the passages by:

- Discussing the words, ideas, or actions of the author or a person
- Raising questions about the beliefs and values implied in the text
- Giving your personal reactions to the passage, the people or the situation
- Commenting of the author's style or use of literary devices or techniques
- Comparing the text to other texts
- Noting insights into the author's choices or the text's structure
- Arguing with or speaking to the people or author
- Making connections to any themes that are revealed to you
- Making connections among passages or sections of the work
- Making predictions about a person's future
- **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.

### **Grading Rubric:**

**A 45-50** = 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 40-44** = 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 35-39** = 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 30-34** = 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 0-29** = Student did not complete Journal; violated the independent work requirement; or project was incomplete.

**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’” (p.35).</p>	<p>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 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>

This book has been specially selected not only for its 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 should you have any questions.