

# H./H.A.I. 10th Grade English Language and Composition Summer Reading Assignment, 2019-2020

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**Directions:** Welcome to Honors World Literature! We're excited to have you join our classes next year. In order to be fully prepared for next year, select a novel from one of the following international authors and create a well-organized Dialectical Journal based on your reading. Your Dialectical Journal must be ready to turn in at the beginning of the school year (within the first 3-4 full class periods).

| Author                 | Title (year published--estimated page numbers)  | Isabel Allende           | <i>Eva Luna</i> (1987--241 pgs.) or <i>The House of Spirits</i> (1982--496 pgs.)                              |
|------------------------|---|--------------------------|---|
| Charles Dickens        | <i>A Tale of Two Cities</i> (1859--341 pgs.), <b>**Great Expectations</b> (1861--505 pgs.) or <i>Little Dorrit</i> (-1021 pgs.)             | Julia Alvarez            | <i>In the Time of the Butterflies</i> (1994--344 pgs.) or <i>In the Name of Salome</i> (2001--368 pgs.)       |
| Erich Remarque         | <i>All Quiet on the Western Front</i> (1928--200 pgs.)  | Paulo Coelho             | <b>*The Alchemist</b> (1988--197 pgs.)  |
| Robert Louis Stevenson | <i>Strange Case of Dr. Jekyll and Mr. Hyde</i> (1886--144 pgs.)   | Gabriel Garcia-Marquez   | <b>*One Hundred Years of Solitude</b> (1967--417 pgs.) or <i>Love in the Time of Cholera</i> (1985--348 pgs.) |
| Muriel Barbery         | <i>The Elegance of the Hedgehog</i> (2008--359 pgs.)  | Jamaica Kincaid          | <i>Annie John</i> (1985--160 pgs.)  |
| Alexandre Dumas        | <i>The Black Tulip</i> (1850--234 pgs.), <i>The Count of Monte Cristo</i> (1846--928 pgs.), or <i>The Three Musketeers</i> (1844--700 pgs.) | Miguel Cervantes         | <b>*Don Quixote</b> (1605--863 pgs.)  |
| Victor Hugo            | <i>The Hunchback of Notre Dame</i> (1831--940 pgs.) or <i>Les Miserables</i> (1862--1042 pgs.)  | Joy Kogawa               | <b>**Obasan</b> (1981-279 pgs.)   |
| Gaston Leroux          | <i>The Phantom of the Opera</i> (1911--336 pgs.)  | Yann Martel              | <i>Life of Pi</i> (2001--326 pgs.)  |
| Fyodor Dostoyevsky     | <b>**Crime and Punishment</b> (1866--430 pgs)   | Chimamanda Ngozi Adichie | <i>Half of a Yellow Sun</i> (2006--543 pgs.)  |
| Boris Pasternak        | <b>*Dr. Zhivago</b> (1957--592 pgs.)  | Alan Paton               | <b>*Cry, the Beloved Country</b> (1948--256 pgs.)   |
| Aleksandr Solzhenitsyn | <b>**One Day In the Life of Ivan Denisovich</b> (1962--176 pgs.)  | Yaa Gyasi                | <b>*Homegoing</b> (2016--320 pgs.)  |
| Leo Tolstoy            | <b>**Anna Karenina</b> (1878--864 pgs.) or <i>War and Peace</i> (1869--1,225 pgs.)  | Oscar Wilde              | <b>*The Picture of Dorian Gray</b> (1890--176 pgs.)   |
| Fredrik Backman        | <i>A Man Called Ove</i> (2012--337 pgs.) or <i>Beartown</i> (2016--432 pgs.)  | George Orwell            | <i>Animal Farm</i> (1945--112 pgs.)   |
| Jane Austen            | <b>**Persuasion</b> (1817--168 pgs.) or <b>**Mansfield Park</b> (1811--400 pgs.)  | Rachel Joyce             | <i>The Unlikely Pilgrimage of Harold Frye</i> (2012--320 pgs.)  |
| Milan Kundera          | <i>The Unbearable Lightness of Being</i> (2009--320 pgs.)   | Emily Bronte             | <b>**Wuthering Heights</b> (1847--272 pgs.)   |
| C. S. Lewis            | <i>Till We Have Faces</i> (1956--214 pgs.)  | Bram Stoker              | <b>**Dracula</b> (1897--236 pgs.)   |
| Gustave Flaubert       | <b>**Madame Bovary</b> (1856--384 pgs.)   | Viktor Frankl            | <i>Man's Search for Meaning</i> (1946--200 pgs.)  |

\*Indicate novels that have been on the Open Response Question for the AP Literature Test (\*\*=more than once). If you are interested in taking AP Literature your senior year, you might want to select one of these novels; however, this is NOT a requirement!

## CHOOSING PASSAGES FROM THE TEXT:

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

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

# DIALECTICAL JOURNAL

The term “Dialectic” means “the art or practice of arriving at the truth by using conversation involving questions and answers.” 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 literary work. Be prepared to turn this assignment in to your teacher within the first 3-4 class periods upon returning to AAHS. Your Dialectical Journal must include at least 10 entries. Students will be required to submit the journal to turnitin.com; teachers will provide instructions once students return to school.

## PROCEDURE:

- As you read, choose passages that stand out to you and record them in the left-hand column of a T-chart. Pages must be correctly cited in MLA formatting.
- In the right column, write your analysis. This response should demonstrate honors level, critical thinking skills, and honors level writing.
- Comment on a variety of literary elements and **boldface** (or **highlight** or underline) the terminology in your analysis:
  - Theme
  - Tone
  - Diction (word choice)
  - Syntax
  - Characterization
  - Irony
  - Setting
  - Allusion(s)
  - Symbolism
  - Archetypes
  - Conflict
  - Mood
  - Foreshadowing
  - Flashback
  - Imagery
  - Foil character
  - point of view

## Sample Dialectical Journal entry: *Dawn* by Elie Wiesel

| Passages from the text  | Analysis (5-10 sentences)   |
|---|---|
| “There are moments when I think it will never end, that it will last indefinitely. It’s like the rain. Here the rain, like everything else, suggests permanence and eternity. I say to myself: it’s raining today and it’s going to rain tomorrow and the next day, the next week and the next century. Now I say to myself: There’s night now, and there will be night tomorrow, and the day, the week, the century after” (50). | The comparison of night and rain through a <b>simile</b> demonstrates how dominant the night is. The darkness feels everlasting in the same way that the rain is a constant season. Furthermore, this <b>simile</b> gives the reader more information about the <b>setting</b> of the story. The reader can interpret the constant amount of rain by the way Elie Wiesel states rain is a <b>symbol</b> for “permanence and eternity.” The <b>setting</b> is therefore cyclical—Elisha is trapped in both his physical and mental world. By using the <b>simile</b> and <b>symbol</b> of rain, Elie Wiesel sets a dreary <b>tone</b> . Through Elisha’s thoughts that life will always be surrounded by death and darkness now, Wiesel <b>indirectly characterizes</b> him as depressed. He believes his future will never look bright or joyful once the war is over. Elisha is just as negative as the weather. |

## 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.

### Higher Level Responses

- Refreshing and unique observations and interpretations
- Focus on author’s purpose(s) and reader’s interpretation(s)
- Explain thoroughly and professionally--utilize transitions and phrasing (quotations) from the quotation.
- Analyze a passage and its relationship to the story as a whole (theme)

We look forward to seeing you in class next year!

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