

**RISING 10TH GRADE LANGUAGE ARTS
2020 SUMMER READING
AND
DIALECTICAL JOURNAL**

Dear Student:

Welcome to 10th Grade Honors World Literature. Please be advised that this is a reading-intensive course. As such, you will read two texts over the summer and complete a Dialectical Journal assignment.

One of the themes we will explore this year is the way education shapes one’s identity, especially when those identities are forged from multiple cultures. With these things in mind, you are required to acquire and read the following texts.

- Chimamanda Ngozi Adichie’s *Purple Hibiscus*
- Saroo Brierley’s *A Long Way Home*

Prior to reading, I encourage you to research a bit about each of the authors, as their upbringings have influenced their work tremendously. I have found that it is beneficial for students to have their own copies of the texts to highlight important passages and write notes in the margins. While you are not required to purchase the books, **you will need copies of them for the first few days of class—plan accordingly.**

ASSIGNMENT ONE: As you read through these texts, you will keep a Dialectical Journal. The term “Dialectic” means “the art or practice of arriving at the truth by using conversation involving question and answer.” Think of your dialectical journal as a series of conversations with your book as you read it.

This assignment is due on the first day of school. Each journal should contain a minimum of one passage per chapter for each text. You should format your journal as follows. When you are finished writing each response, please include one of the following codes. Please type your work and bring a hard copy to class on the first day of school!

- (Q) Question – ask about something in the passage that is unclear
- (C) Connect – make a connection to your life, the world, or another text
- (P) Predict – anticipate what will occur based on what’s in the passage
- (CL) Clarify – answer earlier questions or confirm/disaffirm a prediction
- (R) Reflect – think deeply about what the passage means in a broad sense – not just to the characters in the story. What conclusions can you draw about the world, about human nature, or just the way things work?
- (E) Evaluate - make a judgment about the character(s), their actions, or what the author is trying to say

Passage	Pg. #	Response
“The Radleys, welcome anywhere in town, kept to themselves, a predilection unforgivable in Maycomb. . . .”	Pg. 9	(R) It seems that the town is a little closed minded in viewing the Radleys since they don’t go to church or do other things common in Maycomb. This seems to be a prejudice against their lifestyle since it seems that the town might not really know them and has become pretty superstitious about them. People often get suspicious about what they don’t understand or what seems strange to them.

ASSIGNMENT TWO:

Please choose **one** of the following prompts. Please write a minimum of two page response in MLA format (double spaced, Times New Roman, 12 point font). This should be a formal essay, formatted in

paragraphs, with a strong thesis statement. You should also use text evidence (properly cited with page numbers) to support your response. Remember that this may be the first time your teacher is seeing your writing, so you want to make a great impression!

1. Please put *A Long Way Home* in conversation with *Purple Hibiscus**. Evaluate the effect of hearing the stories from a young person's perspective. Consider how a story told through young eyes differs from a story told from the perspective of adults. Discuss the strengths and weaknesses of a child narrator.
2. Please put *A Long Way Home* in conversation with *Purple Hibiscus**. Explore the theme of family and how it is developed in each of the texts. Consider whether relationships are portrayed as healthy and positive, negative and fraught, or some nuanced inbetween.

**Your responses should discuss each of the texts roughly equally.*