

Students Enrolled in English 2 GT Summer Reading Assignment for the Freshmen Class 2014-2015

The high school Pre-AP/GT program has a summer reading requirement. You will read one required reading and you will read a second book of your choice.

Attached you will find the novel and dialectical journal assignment to be completed for all schools. Read the directions and examples carefully. The assignment is designed to help you reflect upon the reading but not be too lengthy or involved to make the reading a chore you dread. The dialectical journal assignment **ONLY** applies to *Ender's Game*.

The assigned work is critical to the beginning unit at your high school.

As high school English teachers, we have many purposes for assigning reading:

- 1) Develop critical reading and thinking skills by interacting with complex ideas and issues that will be necessary for high school, college, and the workforce.
- 2) Develop writing and vocabulary through the models of a wide-range of authors, cultures, and time periods.
- 3) Develop an appreciation for reading that will continue beyond high school.

In addition to the assigned work for your school, you will also read a book of your choice. We strongly encourage you to consider a work on the college-recommended reading list. You can find the list at <http://www.washingtonpost.com/wp-dyn/articles/A27487-2004Sep16.html> or <http://www.ala.org/yalsa/printz-award>. Be sure to read an overview of a work before you select it to make sure that the work will be acceptable to you and your parents.

Also, spend some time at the following link this summer <https://bigfuture.collegeboard.org/>

Levels of Commentary

Literal (on the line) – This commentary focuses on basic, factual information or questioning.

Interpretive (between the lines) – This commentary considers the why or purpose of the story. Why would a character do this? What is the purpose of this? How does this connect to another part of the story? The reader is showing understanding of what is happening at a deeper level.

Connecting (beyond the line) – This commentary considers how the ideas, themes, events of the work connect to life, history, or other reading.

The rubric for evaluation is attached. Please review the expectations to self-evaluate how well you have completed the assignment.

Summer Reading Dialectical Journals

As you read your assigned novel, complete a dialectical journal with at least 15 entries (5 of each type listed below). Your entries should not focus on just one section of the book. Your novel has 15 chapters, so one entry per chapter will be good.

The journal can be typed or handwritten.

Grades are based on providing the information requested, following directions, and thoughtful commentary/analysis provided in complete sentences.

Summarizing, Observing, and Questioning

- ✓ Summarize assigned paragraphs, passages, or chapters in the left column.
- ✓ Note observations and ask questions in the right column.

Summary / Quotations	Observations and Questions

Example

Summary / Quotations	Observations and Questions
<i>Macbeth</i> , Act 1, Scene 1 The play opens with three witches planning to meet the title character Macbeth. The setting is dark and stormy.	Can anything good come of witches planning to meet a character? The weather makes the scene dark and ominous. Shakespeare uses weather to reflect human actions. Disorder is occurring or is about to happen.

Example

Summary	Observations and Questions
<i>Pride and Prejudice</i> Chapter 1—Finding rich eligible husbands occupies Mrs. Bennet constantly while it worries her husband little.	Whose universal truth is it that a rich man needs a wife? Who would want to be married to this woman? Doesn't she get that her husband is patronizing her? This society has confining social customs on both strangers and intimates as seen by the need for formal meetings and the language between Mr. and Mrs. Bennet. I hope Mr. Bingley is more than just money.

Character Analysis

- 📖 Identify evidence about the character (words, actions, reactions). Quote from the text and include page number.
- 📖 Based on the evidence, make an inference about the character.
- 📖 Write commentary that explains how and/or why the evidence leads to or supports the inference.


Character – _____


Evidence	Inference – Commentary

Example - Character – Andrew (Ender) Wiggin

Evidence	Inference – Commentary
<p><i>Ender's Game</i>, Chapter 1 “Ender, however, was trying to figure out a way to forestall vengeance. To keep them from taking him in a pack tomorrow. I have to win this now, and for all time, or I’ll fight it every day and it will get worse and worse” (5).</p>	<p>Ender’s thinking process as he approaches this fight he didn’t choose shows a six-year-old who has learned either from experience or observation that bullies never stop unless you stop them. His decision is coldly calculating to protect himself. He seems to not trust that anyone else will be there to protect him. He has learned a harsh lesson of survival—he can’t be timid now because he will pay later.</p>

Connecting to Life

 Select a quotation(s) that helps you see a connection between the novel and life. Provide page number.

 Write a response that explains the connection and its significance.

Quotation	Connection between the novel & life

Example

Quotation	Connection between the novel & life
<p><i>The Great Gatsby</i>, Chapter 1 “Whenever you feel like criticizing anyone,” he told me, “just remember that all the people in this world haven’t had the advantages that you’ve had” (5).</p>	<p>The lesson that Nick learns from his father is very wise. Often we lack compassion for others and make judgments about them without putting ourselves in their shoes. I find myself making judgments about people in the news or a magazine without knowing their full situation. Unfortunately, that behavior is more the norm for most of us. We second guess everyone—the judge, the jury, the coach, the umpire—without being in the same situation.</p>

English 2 GT

Summer Reading Assignment

Ender's Game by Orson Scott Card

Questions to think about –

1. How would you feel if all of humanity was depending on you to save them from an alien invasion?
2. Is it fair to put so much pressure on one person?
3. What if the person in question is just a child?
4. If we have extraordinary talents, are we obligated to use them to benefit others?

The questions above are just the beginning when we enter the world of Andrew “Ender” Wiggin in Orson Scott Card’s *Ender’s Game*. This novel is a science fiction coming of age story that examines the journey of Ender Wiggins. Ender is chosen as a child to attend Battle School. Humanity needs to train its future military commanders in their intergalactic war with the Buggers. Ender’s is a difficult journey fraught with isolation, uncertainty, and hardship as the military powers mold him into their last hope to save humanity. Ender is a gifted child forced to use all his talents to survive physically, mentally, and emotionally. The novel will start us immediately on our journey for the year as we explore The Hero’s Journey. This thematic start includes writing and discussions that not only develop critical reading, writing, and thinking skills but also allows us to explore affective issues as you transition to high school.

Ender’s Game has exactly 15 chapters; each chapter must have 1 entry. Remember to have at least 5 of each journal type as you do the assignment. You may do more than 15 if you wish. If you are interested in finding out more about the novel, you can access information on the author at Orson Scott Card’s official website, <http://www.hatrack.com/>.

If you have questions or concerns, please email Cheryl Vinson at cvinson@irvingisd.net .

