St. Edward High School Summer Reading

Summer Reading Program 2017-18

Dear Parents/Guardians:

Thank you for your support of last summer's "One Book, One School" program. We made significant improvements to the program, including the implementation of a year in service based on the themes from last summer's book, *I Beat the Odds*. We hope to continue building this reading program the upcoming school year.

This year, the summer reading selection is a graphic novel called *Maus: My Father Bleeds History*. In this Pulitzer Prize winning biography/autobiography, Art Spiegelman depicts his father Vladek's experiences as a Polish Jew during the Holocaust. The graphic novel weaves together a harrowing tale of survival with the relationship between Spiegelman and his father. Its form, the cartoon (the Nazis are cats, the Jews mice), shocks us out of any lingering sense of familiarity and succeeds in "drawing us closer to the bleak heart of the Holocaust" (*The New York Times*).

All St. Edward High School students entering grades 9-12 in August will be expected to read *Maus* before the first day of school, so that they are ready to engage with teachers and peers in ALL their classes through discussions, projects, assessments, performances, and other assignments. All teachers, staff members, administrators and other school personnel will also be reading the book.

This year, we have included an assignment to help your student better understand and interact with the book. These assignments will be graded by your student's English teacher and will be due the first day of school for all students, August 17, 2017. Please see attached for more information. Please note, Honors Literature students have an additional assignment.

Current students were given a copy of the book, to keep, before final semester exams in May. Incoming freshmen and new students can pick up their copy of the book in the main office at St. Edward between **9AM – 12PM Monday through Thursday anytime in June.** Please pick up your student's copy during this time. The book is widely available, and extra copies can be purchased on Amazon or for Kindle, iBooks and other e-readers online. Students should bring their paper copy of the book to school with them in August. We encourage you to read the book and discuss it with your student.

If you have any questions about this program or book, please contact me directly at (847)741-7536 x163 or via email at awojciechowski@stedhs.org. Have a wonderful summer!

Sincerely,

AnnMarie Wojciechowski
English Department Chair
St. Edward High School

DIALECTICAL JOURNALS

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 the texts we read during this course. The process is meant to help you develop a better understanding of the texts we read. Use your journal to incorporate your personal responses to the texts, your ideas about the themes we cover and our class discussions. You will find that it is a useful way to process what you're reading, prepare yourself for group discussion, and gather textual evidence for your Literary Analysis assignments.

PROCEDURE:

- As you read, choose passages that stand out to you and record them in the left-hand column the chart (*ALWAYS include page numbers*).
- In the right column, write your response to the text (ideas/insights, questions, reflections, and comments on each passage)
- You **must** label your responses using the following codes:
  - (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/author of the article. What conclusions can you draw about the world, about human nature, or just the way things work?
  - (E) Evaluate - make a judgment about what the author is trying to say

Sample Dialectical Journal entry: Beyond the Yellow Highlighter

Passages from the text-- Must quote at least 10 per reading assigned. Make sure to number them.	Pg#[redacted]	EACH Passage you Quote must relate to one of the following codes above. Make sure to use a variety. Using the same codes for most or all of your entries will result in a lower score.
1. "The yellow marks in my college textbooks...did not help me very much."	82[redacted]	(C) I can relate since I often used to highlight what I thought was important and then end up with most of the page highlighted.
2. "Annotations do make me read a lot slower and I wish I didn't have to do them. It is so much harder to fake read if you have to annotate like we have to do now. So now I actually read, because it's too hard to fake annotate"	87[redacted]	(C) It is harder to fake annotate--it almost takes more time. (R) People are prone to find the easy way to do something. Since there's really no easy way to annotate--fake or real--it makes sense to really read and think about the texts. (Q) Is it really harder to fake read if you have to annotate? Or does it just take longer?

CHOOSING PASSAGES FROM THE TEXT:
Look for quotes that seem significant, powerful, thought provoking or puzzling. For example, you might record:

- Effective &/or creative use of stylistic or literary devices
- Passages that remind you of your own life or something you've seen before
- 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

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. [redacted].

Basic Responses

- Raise questions about the beliefs and values implied in the text
- Give your personal reactions to the passage
- Discuss the words, ideas, or actions of the author or character(s)
- Tell what it reminds you of from your own experiences
- Write about what it makes you think or feel
- Agree or disagree with a character or the author

Sample Sentence Starters:
I really don't understand this because...
I really dislike/like this idea because...
I think the author is trying to say that...
This passage reminds me of a time in my life when...
If I were (name of character) at this point I would...
This part doesn't make sense because...
This character reminds me of (name of person) because...

Higher Level Responses

- Analyze the text for use of literary devices (tone, structure, style, imagery)
- Make connections between different characters or events in the text
- Make connections to a different text (or film, song, etc...)
- Discuss the words, ideas, or actions of the author or character(s)
- Consider an event or description from the perspective of a different character
- Analyze a passage and its relationship to the story as a whole

DIRECTIONS:

All students, including incoming freshmen, should complete the dialectical journal. Please set up your journal the way the example is shown on the following pages, which fully explain the assignment. A minimum of 10 responses (10 passages from the text WITH analysis) are required for all students.

Honors Literature students should complete the dialectical journal and complete the essay questions.

AP Literature students should complete the dialectical journal and complete their designated summer assignments from their teacher.

1. All responses, including the journal, should be TYPED. **No handwritten responses will be accepted. Save as a PDF or Word document. Title the document "Last Name Summer Reading".**
2. After completing the assignment:
   --students with a current St. Ed's email: send your assignments to your St. Ed's email
   --students without a current St. Ed's email: send your assignments to an email address you will be able to access from the internet at St. Edward

All assignments are due the first full day of school. Assignments turned in after the due date will result in a 10% reduction per day late.

All assignments will be uploaded to turnitin.com, which will check for plagiarism (student copying another student, from the internet, etc). They will then be graded by your student's English teacher.

HONORS REQUIREMENT

Honors Literature students entering grade 9 and grade 10:

Answer the following questions with one paragraph responses for each. This must be typed, double spaced, Times New Roman 12 pt font. You should retype the question before beginning on your document. You are allowed to type these answers on the same document as your dialectical journal.

1. *Maus* portrays the Holocaust or a genocide. A genocide is a deliberate and systematic destruction of a racial, political, or cultural group. Do you know of any recent genocides? How are these genocides similar to the Holocaust? How are they different?

2. Why did Spiegelman portray his father's story as a comic strip?

3. Describe the relationship between Spiegelman and his father. Use at least two specific instances from the book (put author's last name and page numbers in parenthesis when citing the book) to complete this task. Why do you think their relationship is the way you described? Be detailed.

Honors Literature students entering grade 11 and grade 12:
Choose ONE of the following questions to respond to in a short essay (three-four paragraphs). This must be typed, double spaced, Times New Roman 12 pt font. You should retype the question before beginning on your document. Please keep this document separate from your dialectical journal. Title it "Last Name Honors Summer Essay".

You MUST include at least three references to the book with appropriate parenthetical references and a source list at the end of the document.

1. How did people survive in Poland during the Second World War? How do you think these survivors felt after the war? Why?
2. What will happen with Vladek and Art's relationship? Why?
3. What happens to people who live under a terror regime for a long period of time? Should people adapt to a terror regime? Explain.