



Bishop Chatard High School

Summer Reading Program

2011-2012

Summer Reading Projects

(ALL incoming freshmen will complete assessment option one for both books; sophomores, juniors, and seniors can use any of the three assessment options for their projects.)

Assessment Option One

Double Entry Journal

Task: Students will submit 20-25 quotes or passages from the text. Students will respond to each quote or passage by writing a 3-5 sentence reflection. As you read, keep a record of your reflections in a double-entry journal. A double-entry journal is a two-columned notebook entry. The left side is for recording your quotes/passages. The right column is for your personal follow-ups and reflections based on each quote or passage you selected. Each entry must include a page number as a reference. Your responses should be analytical and critical (look for the deeper meaning). Do not simply record general observations or summaries. This is an exercise in thinking and writing reflectively and analytically about the text.

Examples of responses:

- a description of why this quotation is important or relevant to you
- an inference about the writer's life or culture from the text
- a comment on the effect of the structure of the text (that is, the way the story is told)
- analysis on the effect of diction (word choice) made by the author
- an inference about the speaker in the text (the speaker is frequently not the author)
- a comment on the traits of a character or the growth of a character
- an idea or universal truths found in the text
- a thought on the message or theme that the author is trying to convey
- a reason for agreeing or disagreeing with the author
- a comparison and/or contrast of a passage with another book or character
- a prediction based on evidence from the text
- a question generated as a result of reading
- an explanation of a positive or negative personal reaction
- an evaluation of the tone in the text
- an observation of figurative language or imagery and its effects
- new and unknown vocabulary, followed by definitions that you have found

Here are examples of Double Entry Diary from the first section of *Pirate Diary* (Below there are 6 entries.)

Quote: "My family came to the American Colonies from England." (p. 5)	Inference/Question: We know from our studies of Colonial America that many colonists fled England because they did not have religious freedom. Others came because the farmland was free or cheap. I wonder why Jake's family came to America?
Quote: "It is the third year of the reign of our good King George, and the tenth of my life." (p. 5)	Reaction: Jake is ten years old like a lot of you. Jake calls King George "good." I wonder if he and his family are loyal to the King.
Quote: "...if you can put up with old Captain Nick!" (p.7)	Connection: This makes me think that Captain Nick is not such a pleasant person, maybe he's disgruntled and cruel. I wonder if something ghastly happens because of this Captain Nick?
Quote: "Candles are permitted only inside a horn lantern, which protects the ship against fire" (p. 10)	Inference: I imagine with the entire ship made of wood and rope, sailors must be very careful to prevent fire on the ship. I wonder where they store the <u>gun powder</u> and how safe that is?
Quote: "Abraham at last answered my questions about the cargo. Apart from the fish, all of it is contraband, which is to say, smuggled goods." (p. 13)	Reaction: I like the way the author explained this word in the context of the story. Contraband= smuggled goods.
Effect: Many American Colonists didn't think they "should have to pay taxes..." (p. 13)	Cause: Because they had an "English king who cares nothing about us and gives us no say in the way our affairs are run..." (p. 13) Thus the saying, "No taxation without representation."

Assessment Option Two Marginalia

Marginalia or annotating the text is a process by which you, the reader, engage in the literature by marking the text and providing commentary in the margins and open spaces of the pages. As an "active reader," you already know that when you read textbook assignments, you should have questions in your mind. As you read, you should be looking for the answers to these questions. You should also have a pencil in hand so that you can "annotate" your text. As the word suggests, you "take notes" in your textbook.

Unlike "highlighting," which is a passive activity, the process of annotating text helps you to stay focused and involved with your textbook. You'll find that the process of taking notes as you read will help you to concentrate better. It will also help you to monitor and improve your comprehension. If you come across something that you don't understand, you'll be able to quickly make note of it, and then go on with your reading. You will be able to come back to it as it is now clearly marked.

Task: You will annotate the pages of your summer reading book and turn that book in as your final product.

The following is a list of some techniques that you can use to annotate text:

- Underline important terms.
- Circle definitions and meanings.
- Write key words and definitions in the margin.
- Signal where important information can be found with key words or symbols in the margin.
- Write short summaries in the margin at the end of sub-units.
- Write the questions in the margin next to the section where the answer is found.
- Write inferences about character motivation or traits.

- Mark confusing sections or shifts in characters or action.
- Indicate steps in a process by using numbers in the margin.

A sample passage with annotations follows:

“Studying at Stanford, I began to think seriously about class differences. To be materially underprivileged at a university where most folks (with the exception of workers) are materially privileged provokes such thought. Class differences were boundaries no one wanted to face or talk about. It was easier to downplay them, to act as though we were all from privileged backgrounds, to work around them, to confront them privately in the solitude of one’s room, or to pretend that just being chosen to study at such an institution meant that those of us who did not come from privilege were already in transition toward privilege. To not long for such transition marked one as rebellious, as unlikely to succeed. It was a kind of treason not to believe that it was better to be identified with the world of material privilege than with the world of the working class, the poor. No wonder our working-class parents from poor backgrounds feared our entry into such a world intuiting perhaps that we might learn to be ashamed of where we had come from, that we might never return home, or come back only to lord it over them.”

What kinds of boundaries?

Is this based on money?

Coping & anxiety

Guilt?

How do parents' anxieties influence their children?

Assessment Option Three Character Journal

A character journal is a series of diary entries written in the first person, from the point of view of a character in a novel. This could be the protagonist of the novel, or it could be a minor character who is observing the action.

Task: Choose a character from the novel and create a journal written in his/her point of view. Your journal should consist of three entries of approximately 500 words each (two or three paragraphs per entry). Each entry should represent three separate events from the novel. Consider the following as you write:

- The character’s voice (how they would write).
- Who the character is in relation to the novel.
- What events are central to the development of the character?
- How the character changes throughout the novel.