

Summer Reading, 8th Grade Honors English

Read:

In addition to reading a free choice biography or autobiography, you will also be required to read *Night* by Elie Wiesel. *Night* is the tragic account of his experience at Auschwitz and Buchenwald concentrations camps during World War II.

Task:

As you read, you will create 6 dialectical journal entries. The term “dialectic” means “the art or practice of arriving at the truth by using conversation involving question and answer” (wordpress.com 1). When you create a dialectical entry, you have a series of conversations with the text as you read. The process is meant to help you develop a better understanding as you read.

Type:

Create a grid and fill in with text evidence and your response to it. For the quotation, you may copy as many sentences from the text as you'd like, but just be sure to copy directly, word for word. Also, use quotation marks and proper MLA citation. Type this assignment in Times font, 12 pt., 1-inch margins.

Choose at least 3 different types of responses for this assignment. See the example below for what to do.

Procedure:

1. As you read, choose passages that stand out to you and record them in the left-hand column of the t-chart (*ALWAYS include the page number using MLA style*).
2. In the right column, write your response to the text (*ideas, insights, questions, reflections, and comments on each passage*).
3. Label your response with one of the following codes:
 - (Q) Question- ask about something that is unclear in the passage
 - (P) Predict- anticipate what will occur based on what's in the passage
 - (CL) Clarify- answer earlier questions or confirm/disaffirm a prediction
 - (C) Connect- make a connection to your life, the world, or another text
 - (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, human nature, or just the way things work?
 - (E) Evaluate- make a judgment about the characters, their actions, or what the author is trying to say. What is the impact, influence, or motive?

Sample Dialectical Journal Entry: *The Diary of Anne Frank* by Anne Frank

Passages from the Text	Response
“No, on the surface I seem to have everything, except my one true friend. All I think about when I'm with friends is having a good time. I can't bring myself to talk about anything but ordinary everyday things. We don't seem to be able to get any closer, and that's the problem. Maybe it's my fault that we don't confide in each other. In any case, that's just how things are, and unfortunately they're not liable to change. This is why I've started the diary” (27).	(R) Anne is like most kids, in that she wants to have people in her life she can confide in. Sadly, her friends are either unable or unwilling to have deep conversations. When people are real with one another, they risk being judged, so that's why Anne can't get close to them. Her experience has pushed her to write in a journal in order to get out her true feelings.

Rubric for Summer Reading, 8th Grade Honors English

Grading: 20 points

- 6 Dialectical Entries
- 3 of the 6 entries are different response types (question, predict, clarify, connect, reflect, analyze)
- Typed: For this part of the assignment, you may use any legible font
- Text passages are typed correctly in MLA format: note punctuation, content, spacing, page number

➤ EX:

Passage from the Text	Response
<p>“I did not believe him myself. I would often sit with him in the evening after the service, listening to his stories and trying by hardest to understand his grief. I felt only pity for him” (5).</p> <p>[This example is taken from <i>Night</i>.]</p>	<p>(C)</p> <p>When Eliezer explains how he wanted to connect with Moshe the Beadle, it is similar to how Maya Angelou describes her feelings toward her mother in her autobiographical account <i>in I Know Why the Caged Bird Sings</i>. In her story, Maya’s daddy tries to encourage her to be excited to visit her mother, but she just can’t seem to embrace the idea. She wants to love her mom, and she wants to feel joy thinking about being reunited, but she just isn’t able to do so.</p>
<p>“I asked, less to know the answer than to hear that he could speak, that he was alive” (89).</p> <p>[This example is taken from <i>Night</i>.]</p>	<p>(Q)</p> <p>Why was it important for Elie to know that Juliek was alive? How would that help him?</p>
<p>“Those absent no longer touched even the surface of our memories. We still spoke of them ‘Who knows what may have become of them?’ – but we had little concern for their fate. We were incapable of thinking of anything at all. Our senses were blunted” (33).</p> <p>[This example is taken from <i>Night</i>.]</p>	<p>(E)</p> <p>Clearly, the brutality the family endured put stress and strain on them to the extent that they could barely take time to mourn the loss of their own family. They had seen and experienced such brutality, that even the tragic deaths of those closest to them did not phase them. At this point, survival was not guaranteed, and they struggled to focus on anything but their current situation.</p>

A couple items to note:

Honors scholars are expected to put forth their best work on this assignment. You will notice that some of the response examples are only a couple sentences in length, while others are lengthier. Quality is always preferred over quantity, but make sure you are thorough and thoughtful. Secondly, the response types of questioning, predicting, and clarifying are all low-level responses. These response types should not be used more than once. If you predict as one entry, you should follow it up with a clarify entry, at some point.

If you have any questions over the summer, please don’t hesitate to ask. My email is tthurston@marinerscs.org.