

English 10 Honors  
**Summer Reading Assignment**  
**2021-2022**

I would like to welcome you to Honors English, an English class specifically designed to instruct capable students at Littlerock High School in a more rigorous program of reading, writing, and the analysis of literature. To insure that all students achieve the highest standards of excellence in this English elective class, the following summer reading assignment is **required**.

*My Sister's Keeper*- Jodi Picoult

Students will be responsible for taking a test during the first weeks of school on both books. This exam will include questions about the following:

Diction	Point of view
Character development	Tone
Conflict	Themes
Author's style	Syntax

Your assignment is to read the above novel in depth and be prepared to take a comprehensive exam using the above terminology during the first two weeks of school in August. This test can be worth up to one half of your first quarter grade. After the first two weeks of school, you will not be able to drop this course due to low grades since you have signed a contract. Students are responsible for acquiring a copy of each book on their own. Books are found at local public libraries, local bookstores, or most used bookstores.

**Each student must complete a double-Entry journal on each book. This assignment will be due on the first day of school in August. This assignment will be worth one quiz grade, which will count towards the first marking period when students return in the fall.**

If you do not plan to continue with Honors please contact the school as soon as possible to open space for students who may be waiting. If you have any questions contact [jmhaynes@avhsd.org](mailto:jmhaynes@avhsd.org) or call 661 944-5209 ext 201.

We are excited to have you in our English Honors program and look forward to your contributions in class and on our campus.

Sincerely,  
Ms. Joanie Haynes  
English Department Chair

**Double-Entry Journal Directions: *You must complete one of these for each book.***

A double-entry journal is a type of writing response that allows students to respond to the text **as they read**. It encourages students to focus on a particular passage, and to critically analyze this passage to identify its overall significance to the text.

The journal can be kept in a spiral notebook, or it can be written on loose paper (on the front side only) then stapled together with a cover sheet. If a student chooses to type his or her journal, a cover sheet should be included as well with name, date, period, and title.

Select TEN passages (short paragraphs, snippets of conversations, etc.) from throughout the book that strike you as worthy of deeper analysis. Each entry will be 1/2 to 1 page in length. Use the template/example to guide your work.

Each entry should include the following:

- Brief summary of what is going on at this point of the novel
- Reason for selecting this passage
- Reactions, beliefs, opinions about this passage
- **At least three** of the following literary elements that you recognize in the passage.

These include:

- 1) character development (major/minor characters, static or dynamic)
- 2) setting development
- 3) types of conflict (man vs. man, man vs. nature, man vs. society, man vs. himself)
- 4) title references
- 5) Figurative language (metaphors, similes, allusions, personification, etc.)
- 6) foreshadowing
- 7) flashbacks
- 8) theme
- 9) predictions or expectations relating to the story

Example of dialectical journals is attached. This is EXACTLY how you should be doing them, you can type or handwrite them. Do them as you read, do not wait until the end of the book.

### Example of Double-Entry Journal

**Double-Entry Journal**

**Title of Book:**

*Their Eyes Were*

*Watching God*

By Zora Neale Hurston

**Passage:** She crept on hands and knees to the piece of roofing and caught hold of it by either side. Immediately the wind lifted both of them and she saw herself sailing off the fill to the right, out and out over the lashing water. (page 165)

Summary of what is going on at this point in the novel

At this point in the novel, Janie and Tea Cake are caught in the midst of a hurricane in Florida. They are trying to hold onto the roofing which has collapsed from the small shanty in which they were seeking shelter.

Reason for selecting this passage

I chose this passage because the imagery was descriptive and indicative of what was going to happen at the end of the story.

Reactions, beliefs, opinions about this passage

My reaction to this passage was that I wanted to know more about what was going to happen to both Janie and Tea Cake. I felt like I was in the storm. In addition, it made me connect to what happened to victims of Hurricane Katrina and how they must have felt throughout that entire ordeal.

Literary element: conflict

The conflict in this passage is clearly man vs nature. Janie is trying to survive against the fury of the hurricane and rushing waters. The wind is so powerful that it lifted both Janie and Tea Cake and threw them apart from each other. She is trying to survive; however, she is also worried about Tea Cake who is close to her in this ordeal, yet unreachable.

Figurative language: personification

Examples of personification in this passage are: *wind lifted* and *lashing water*. Both the wind and the water are given human qualities. Both qualities reflect strength and anger or wrath. Both wind and water are depicted as powerful, destructive forces that both Janie and Tea Cake cannot compete with.

Predictions or expectations

At this point in the novel, a reasonable prediction I can make is that Janie and Tea Cake are not going to be able to go back to their lives as they once knew them. It will become very difficult for them to stay together. Perhaps, something awful will happen to Tea Cake.

Foreshadowing

The fact that wind lifted both of them and then separated them foreshadows the fact that they will not be together.