

May 14, 2009

Dear Parents and Students,

Those lazy summer days of swimming, playing sports, picnicking and, of course, reading are just around the corner. To make sure that the students at Lehman High School are sufficiently challenged with the books they read during the summer, the LHS English Language Arts Department is requiring certain titles for all students enrolled in GT/Alpha or PreAP/AP classes next year. It is imperative that academically advanced students challenge their minds over the summer break, maintain the intellectual discipline necessary for success in advanced classes during the school year, and prepare for AP English exams. Reading comprehension and analytical writing are central to achievement in all subject areas, both in high school and college, so please help your son or daughter make the most of his or her potential by completing the summer reading and its coordinating assignment early in the summer, before the start of next school year. Please complete all coordinating assignments in 12 point Times New Roman black font, with a header containing the student’s first and last name, the name of the class, and the date of submission (in this case, the first day of school, August 24, 2009), as well as a footer with the page number, found under “view” in a word document. AP and Pre-AP students will likely find it essential to keep an electronic back-up copy of their coursework on a flash drive that they can carry to and from school each day.

Teachers will evaluate students enrolled in ELA AP classes over the completion of summer reading, which is integral to each course, and its accompanying assignment, **both due on the first day of the school year**. No excuse will be accepted for failure to fulfill summer reading assignments. Please log on to <http://www.hayscisid.net/schools/LHS/default.htm> or <http://lobolib.org/content/>, or speak with the Lehman Counseling Center or your English Language Arts teacher for copies of the summer reading assignments. Additionally, this letter and the grade level assignments will be distributed through Lehman’s English classes. Published notes such as *Cliff Notes* or *Spark Notes* and/or audio-visual representations of the literature will not suffice as substitutes for careful reading and analysis of unabridged texts.

You may purchase the books from area bookstores or use unabridged copies you already own. We recommend students purchase their own books so that they can annotate the texts and complete the accompanying assignment using those annotations. In our AP curriculum, it is our goal that students build their own literature library, but if purchasing the materials presents an undue hardship for you, please contact Pamela Mohle; she will check out school-owned copies, in which students may annotate using sticky notes.

Your commitment to your child’s success is vital to his or her academic achievement throughout high school and college. The required readings are listed below.

Grade Level/Title(s)

2009-2010 9 <sup>th</sup> Graders:	<u>A Separate Peace</u> – John Knowles
2009-2010 10 <sup>th</sup> Graders:	<u>Siddhartha</u> – Hermann Hesse <u>Alice’s Adventures in Wonderland</u> – Lewis Carroll
2009-2010 11 <sup>th</sup> Graders:	<u>Bless Me, Ultima</u> – Rudolfo Anaya <u>The Color of Water</u> – James McBride
2009-2010 12 <sup>th</sup> Graders:	<u>Things Fall Apart</u> – Chinua Achebe <u>Lord of the Flies</u> – William Golding

Contact Pamela Mohle at 268-8454 ext.7777 during school or by email at [mohlep@hayscisid.net](mailto:mohlep@hayscisid.net) during the summer.

**Online Resources Available to You:**

“Alice’s Adventures in Wonderland Text.” Enotes. 9 May 2009 <<http://www.enotes.com/alices-adventures-text/>>.

“Siddhartha Text.” Enotes. 9 May 2009 <<http://www.enotes.com/siddhartha-text/>>.

**Dialectical Journal Assignment:**

- A dialectical journal is an effective way to keep a record of your reading responses. It offers a chance to interpret the significance of theme, figurative language, literary elements, author’s purpose, characterization, diction, and numerous other important aspects created within a text. **DO NOT SUMMARIZE THE STORY, DO NOT SIMPLY IDENTIFY THE ABOVE MENTIONED ELEMENTS, AND DO NOT TREAT THE ASSIGNMENT LIKE A PERSONAL DIARY.** Instead, discover meaningful quotations and comment on your textual observations in a thoughtful manner.
- Students will read the following pieces of literature and create dialectical journals as listed below.

Title	Author	Assignment	Types of Entries
<i>Siddhartha</i>	Herman Hesse	Read novel and create a 10 entry dialectical journal	<ul style="list-style-type: none"> <li>• 5 entries must comment on quotes that allude to the theme of the piece</li> <li>• 5 entries must comment on quotes that focus on: figurative language, literary elements, author’s purpose, characterization, or diction</li> </ul>
<i>Alice’s Adventures in Wonderland</i>	Lewis Carroll	Read novel and create a 10 entry dialectical journal	<ul style="list-style-type: none"> <li>• 5 entries must focus on quotes that develop the characterization of Alice</li> <li>• 5 entries must comment on quotes that focus on: theme, figurative language, literary elements, author’s purpose, or diction</li> </ul>

**Helpful Definitions:**

- *theme*: a central or dominating idea in a work. Theme is not the same as a subject, but the idea that the writer wishes to reveal about a subject. Theme is something that can be expressed in a complete sentence.
  - Ex: *Love is more powerful than family loyalty.*
- *characterization*: the method used by a writer to develop a character. The method includes (1) showing the character's appearance, (2) displaying the character's actions, (3) revealing the character's thoughts, (4) letting the character speak, and (5) getting the reactions of others.

**Example Journal Entry from *Jane Eyre* (this is an entry that focuses on characterization):**

- Use the following two-column table format (found under “table” then “insert” on a word document) when writing your dialectical journal. Be sure to include the quote, its page number, and your explanation, interpretation, connection, or analysis, as modeled for you below.

Text	Commentary
“I know what I feel, and how averse are my inclinations to the bare thought of marriage. No one would take me for love; and I will not be regarded in the light of a mere money speculation.” (Bronte 9).	Jane’s abhorrence to marriage highlights her defiant lifestyle. Through this decision she chooses to go against the cultural expectations of the period of time in which the story was set. This in itself is made known to the reader through her conscious autonomic declaration. The fact that Jane is consciously making her decision in spite of the authoritative male recommendation, further confirms her reclusive behavior during the Victorian times.
“Quote” (Author page number).	Explanation, interpretation, connection, or analysis