



Deer Park High School

710 W. San Augustine • Deer Park, Texas 77536 • 832.668.7200

English Language Arts Department

Dear Parents and Potential Students of English II Pre-AP,

You have requested **English II Pre-AP** for the upcoming school year. According to the College Board, the purpose of Pre-AP courses is to prepare every student for college, AP courses, and AP exams. Such preparation entails mastering advanced academic skills through challenging work and appropriate support from the classroom instructor.

Students at Deer Park High School who enroll in the **English II Pre-AP** course are expected to read a book from the list below and complete a summer reading assignment. Summer reading assignments provide several advantages for students, including maintaining skills over the summer, fostering independent learning, understanding course expectations, establishing a common framework for discussion and study, and promoting lifelong learning.

Besides reading one of the three novels listed, all incoming **English II Pre-AP** students must also complete the accompanying dialectical journal assignment, which will be **due by the end of the first week of school**. Students should come to class prepared to discuss and write about the text they selected, using their notes and personal observations. In-class assessments over summer reading will occur during the third week of school. **The dialectical journal assignment will serve as pre-writing for the essay portion of the summer reading assessment and will be part of the overall grade.**

Dialectical journal – 20%

In-class essay – 30%

Objective test – 50%

10th GRADE PAP SUMMER READING ASSIGNMENT

Choose one text to read from the list below and complete a dialectical journal that explores the relationship between setting and characterization in the text. In particular, your journal entries should focus on answering the following question:

How do the cultural, geographical, or physical surroundings in the text influence characters' actions, emotions, and beliefs?

(Modified College Board AP Literature Prompt, 2012)

Farewell to Arms by Ernest Hemingway

1984 by George Orwell

A Tree Grows in Brooklyn by Betty Smith

For additional information and resources pertaining to the suggested texts and the dialectical journal assignment, please see the following page and/or access the link on the Deer Park High School South webpage.

Sincerely,
English II PAP Teachers



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10th Grade English II Pre-AP Assignment – Dialectical Journal Instructions

The purpose of this assignment is to analyze how authors use settings to develop believable characters. A believable character has “positives and negatives, specific quirks or funny obsessions, a history of who he or she is, and a community within which he or she exists” (Lattimer 176).

A dialectical journal is a double entry journal that helps one to read critically and develop the habit of reflective questioning. It is a place to record and explore ideas using writing as a tool for learning. **As you read, you will identify textual examples that show how certain environments or locations, whether physical, cultural, or otherwise, affect characters’ actions, emotions, and beliefs.**

Guidelines

- While reading the book, you should make marginal notes about characters’ actions, emotions, and beliefs in certain settings. You may choose to focus on the protagonist or on different characters in the novel.
- You should have **at least 10 entries** for the assignment, regardless of which text you choose.
- Your journal should be handwritten and formatted as the example page illustrates.
- Use loose-leaf paper or a composition book to complete your journal entries.
- Please copy the text examples verbatim, include quotation marks around the text, and write the author’s last name followed by the page number in parenthesis after the quote. The text should be meaningful, at least 25 words in length but no more than 100.
- Your commentary should be insightful and well-written, connecting the author’s use of details related to setting/atmosphere to the characters’ development. Everything written in this section should be your own words, and no outside sources should be used.
- Your response should be at least 80 words in length, but no more than 150 words per entry.
- Record the word count for both the text examples and commentary paragraphs in each entry.
- Edit for correct punctuation, grammar, and spelling. Write in complete sentences.

Set up each page of the journal in this format. You may record multiple entries on a page, but number each entry. Loose-leaf paper (stapled together) or a composition book are both acceptable.

Name
Book Title
 Date (in MLA format)

FROM THE TEXT (25-100 words)	COMMENTARY (80-150 words)
<p>1. Direct quotes, details or events from the text</p> <p>(REMINDEES: Please copy the text example verbatim, include quotation marks around the text, and write author’s last name followed by the page number in parenthesis after the quote.)</p>	<p>1. Identification and description of the setting or character’s surroundings</p> <p>Explanation of how the setting influences a character’s actions, emotions, or beliefs.</p> <p>(REMINDEES: Your analysis should be insightful. Edit for correct punctuation, grammar, and spelling. Make sure to write in complete sentences.)</p>

Sally Student
Ethan Frome
 30 June 2018

EXAMPLE

FROM THE TEXT (90 words)	COMMENTARY (103 words)
<p>1. “[Ethan] seemed a part of the mute melancholy landscape, an incarnation of its frozen woe, with all that was warm and sentient in him fast bound below the surface; but there was nothing unfriendly in his silence. I simply felt that he lived in a depth of moral isolation too remote for casual access, and I had the sense that his loneliness was not merely the result of his personal plight, tragic as I guessed that to be, but had in it [...] the profound accumulated cold of many Starkfield winters” (Wharton 7).</p>	<p>1. In the prologue of the novel, the reader is introduced to the setting of Starkfield, Massachusetts and the protagonist who seems to embody the same coldness the small farming community possesses. Starkfield spends much of the year in a “frozen woe,” personifying its extreme climate conditions. Because Ethan has lived in Starkfield for so long, he has become very much like the landscape. The warmth he may have formerly exhibited hibernates deep beneath the surface of his outward isolation and indifference. His quietness is not discourteous, but it reflects a long-established and accepted pattern of behavior that everyone seems to expect from him.</p>