



Deer Park High School-North Campus

402 Ivy Avenue • Deer Park, Texas 77536 • 832.668.7300

English Language Arts Department

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

You have requested **English I 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 I 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 five novels listed, all incoming **English I 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. **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.** The In-class assessment over summer reading will occur during the third week of school.

Dialectical journal – 50%

In-class essay – 50%

9th 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)

The Bean Trees by Barbara Kingsolver

The Cat's Cradle by Kurt Vonnegut

A Long Way Gone: Memoirs of a Boy Soldier by Ishmael Beah

The Pearl by John Steinbeck

Life of Pi by Yann Martel

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 I Pre-AP Teachers



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9th Grade English I 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>(REMINDERS: 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>(REMINDERS: Your analysis should be insightful. Edit for correct punctuation, grammar, and spelling. Make sure to write in complete sentences.)</p>

Sally Student
 The Old Man and the Sea
 30 June 2018

EXAMPLE

FROM THE TEXT (100 words)	COMMENTARY (102 words)
<p><i>1. “He was sorry for the birds, especially the small delicate dark terns that were always flying and looking and almost never finding, and he thought, the birds have a harder life than we do except for the robber birds and the heavy strong ones. Why did they make birds so delicate and fine as those sea swallows when the ocean can be so cruel? She is kind and beautiful. But she can be so cruel and it comes so suddenly and such birds that fly, dipping and hunting, with their small sad voices are too delicate for the sea” (Hemingway 29).</i></p>	<p>1. Heading out to sea, Santiago contemplates the birds’ lives, expressing sympathy for their difficulties. He is obviously at home in his environment, noticing the contrast between the sea’s enormity and the birds’ smallness. His sympathy for the birds reveals a sense of community in which birds are fellow inhabitants rather something apart—fellow citizens of the sea. Of course, there is the sea itself, which Santiago personifies as a “she,” both “cruel” and “kind,” revealing both his dread and affection. It’s as if the sea is not just the setting but another character who both gives to Santiago and threatens him.</p>