

# Sophomore Honors English Summer Reading Assignment 2017

## WVHS

As part of your commitment to Honors English, the Department of English requires those who are enrolled to enrich their study of literature for the coming school year by completing the following summer reading list. Be prepared to incorporate this work into the curriculum beginning first quarter. **Bring the copy of your book to class.** As an enrollment requirement, the required dialectical journal and the film chart—per assignment below—**must be turned in on the 1<sup>st</sup> day of class.**

These selections were chosen for the following reasons:

- It begins to ask students to address the author's intent / intended audience.
- It asks students to view literature from multiple perspectives.
- It helps students enrich their reading in contemporary American literature.
- It exposes students to analytical approaches used during Sophomore Honors English.
- It allows the reader to view clearly how the author's style is integral to the theme.
- It challenges students to read a complex text in order to build endurance and analysis skills that will aid them in AP and college-level courses.

### Assignment Instructions:

**Required reading**—read and view the following and complete the accompanying assignments.

#### Literary Criticism Packet

From *A Handbook of Critical Approaches to Literature, 6th edition* by Wilfred L. Guerin

1. Download and read the **Literary Criticism packet** from selected chapters of the literary criticism handbook. You will need to have access to this document throughout the school year. Other chapters of the book will be assigned during the study of other novels during the school year.
2. After reading those portions of the handbook, **watch the Disney film version of *Peter Pan*** and apply the various critical lenses to the film by filling out the Critical Viewing Chart. You will be basically be answering the following question: how does knowing critical literary approaches **inform your viewing** of the movie. Refer to the questions at the end of the packet to help guide your viewing and inferencing. Chart will be worth 20 points.

#### A Novel

*The House on Mango Street* by Sandra Cisneros

3. Please **read and create a dialectical journal**, using the following approaches: historical/biographical, feminist, cultural/sociological, and mythological/archetypal. See the next page for the guidelines for a dialectical journal. Again, this will be turned in on the first day of classes and be part of the basis for the first unit of the year. This type of study will then continue into subsequent unit throughout the year.

# *The House on Mango Street* Dialectal Journal

A dialectal journal is where the reader has a conversation with what he is reading. The reader does this by writing down passages that address the questions together with his thoughts of how he understands the passage. This type of dialect is important to a reader as it helps him understand the true meaning of the piece of literature.

**Directions:** Develop a dialectal journal that chooses three quotes **per critical approach (Formalist, Sociological/Cultural, Gender, Historical/Biographical, and Archetypal)**. You will need to use the online sources to apply to *Mango*. This means that you should have a total of 15 quotes with 15 responses that cover the *entire* novel (you must have quotes from the beginning, middle, and end of the novel for *each* approach). Look to the attached example.

**The Process:** Observe the following guidelines to create a Dialectal Journal

- Choose passages that stand out and record them in a **typed document** (Google Docs or Word). Each quote needs to have a MLA parenthetical citation (Cisneros 2).
- Next to the passages write your response to the text: explain the significance of the quote chosen and **how it relates to the appropriate lens**. This is where the analysis happens. Do NOT just define an archetype; explain how the archetype illuminates something in the passage (character development, setting, conflict, mood, etc.). You need to develop a 2 column chart. Look to the attached example.
- For each entry, select from the **following list of critical approaches** and **label your response accordingly**:

(LD) literary device (which is taking the Formalist approach)

(S/C) Sociological/Cultural

(G) Gender

(H/B) Historical/Biographical

(A) Archetypal

**Due in class: First day of school 8/24**

**Due in turnitin.com: Second day of school after sign up and instruction 8/25**

**Points: 25**

## Dialectical Response:

Name: \_\_\_\_\_ Class Period: \_\_\_\_\_

Novel Title:   *The Bean Trees*  

<b>Taking Notes (Quotations Taken From Reading to support ideas)</b>	<b>Making Notes (Response to Quotation Selection)</b>
<p><b>Imagery (LD):</b> “Toward the end of March they had sprouted fine, shivery coat of pale leaves and now they were getting ready to bloom. Here and there a purplish lip of petal stuck out like a pout from a fat green bud. Every so often a bee would hang humming in the air for a few seconds, checking on how the flowers were coming along. You just couldn’t imagine where all this life was coming from [ . . . ] Only this was better, flowers out of bare dirt. The miracle of Dog Doo Park” (119).</p> <p><b>Symbolism (LD):</b> “There was another whole set of people who spoke Spanish and lived with her up stairs for various lengths of time. I asked her about them once, and she asked me something like had I ever heard of a sanctuary” (82).</p>	<p>The favorite place in the park for Lou Ann and Taylor to sit is called the arbor. Even though when Taylor is first introduced to the spot everything is dead, it comes alive in the spring: There is so much life in this type of garden that Taylor cannot believe that a place like the arbor can exist. The image of the arbor goes with the other images of gardens that grow in the novel. Even though this is an imagery passage it is also symbolic for all the growth that happens to Taylor and Lou Ann in the book.</p> <p>The sanctuary, Mattie’s place, symbolizes safety and security because everyone goes to her for safety and she takes care of them. When Taylor first approaches Mattie’s place, she does not have money, she does not have a lot of stuff, and she has a three year old with a fever that she just met. But Mattie took them in and helped them out, like the illegal immigrants who were running away from Guatemala. Mattie takes people in that need help. Her business also is a sanctuary for people in the town, like outcasts and lost souls. In fact, Taylor is able to get rid of her fear of tires at Mattie’s; Estevan and Esperanza are taken in for refuge.</p>