

## ENTERING 11<sup>TH</sup> CP AMERICAN LITERATURE READING LIST and Summer Reading Dialectic Journal Assignment

Each student should read “How to Mark a Book” by Mortimer Adler ([http://chuma.cas.usf.edu/~pinsky/mark\\_a\\_book.htm](http://chuma.cas.usf.edu/~pinsky/mark_a_book.htm))

Each student should read *The Narrative of the Life of Frederick Douglass, an American Slave*, by Frederick Douglass and complete a Dialectical Journal.

You will use a double-entry format to examine details of a passage and synthesize your understanding of the text. In this process, there is to be NO collaboration with other students. Any assistance from the internet, movies, or secondary sources such as Sparknotes, Cliff Notes, or Wikipedia will be viewed as cheating. If you have questions about format, email me at ([thathaway@princeave.org](mailto:thathaway@princeave.org)).

- Expect a quiz on “How to Mark a Book”
- Expect a test on *The Narrative of the Life of Frederick Douglass*
  - Hard copy journal due Monday, August 12, 2019.
  - Electronic submission of journal due to Turnitin.com the first week of school (wait for in-class directions)

### Journal Instructions:

Purchase the book and annotate it as you read. There are eleven (11) chapters. You should have at least 11 annotations.

1. Create a typed response journal (see example)
2. Label the left column TEXT and the right column RESPONSE
3. In the TEXT column, copy passages word for word from the novel, including quotations marks and page numbers.  
How do you choose what passages to write down? Suggestions for Chapter Notes:
  - Note key experiences. This is the narrative of his experiences as a slave but also a chronical of his education. What does he learn and how?
  - Note anecdotes: At times Douglass will diverge from his story to relate information about the slaveholding South. Make note of those important observations.
  - You notice effective use of literary devices
  - Make note of central ideas: Throughout the narrative, Douglass continually returns to these central ideas/themes to build his themes/arguments:
    - Unequal justice
    - Education and literacy
    - Treatment of slaves
    - The connection between depravity and slavery
    - Christianity
4. In the RESPONSE column, write about the passages. **DO NOT MERELY SUMMARIZE THE PLOT OR RESTATE THE PASSAGE IN YOUR OWN WORDS.** Each RESPONSE **must be at least 50 words** (include word count at the end of each response).
5. Label each passage with one of the letters below (RE, CH, CO, LD, RF, T, M). With the exception of literary devices, you may NOT use the same label more than once.
  - a. (Reaction) RE= Describe what the passage makes you think or how it makes you feel and why.
  - b. (Characterization ) CH= Analyze details or dialogue uses to show you aspects of the identities of the characters.
  - c. (Connection) CO= Make connections to other places in the novel.
  - d. (Literary Device) LD= Analyze the author’s writing using literary terms (see list of possibilities below).
  - e. (Reflect) RF= Think deeply about what the passage means in a broad sense – not just to the characters in the story. What conclusions can you draw about the world, about human nature, or just about the way things are?
  - f. (Theme) T= Determine the passage contributes to the author’s overall message or messages about some aspect or aspects of life.
  - g. (Mood) M= Determine the way the passage establishes the mood or tone of a scene and explain how that might be important.

## Sample Journal Entry

TEXT	RESPONSE
<p>"Mr. Covey succeeded in breaking me. I was broken in body, soul, and spirit. My natural elasticity was crushed, my intellect languished, the disposition to read departed, the cheerful spark that lingered about my eye died; the dark night of slavery closed in upon me; and behold a man transformed into a brute" (Douglass 49).</p> <p>NOTE the quotation marks, punctuation, and MLA format</p>	<p>(LD-metaphor) Douglass reveals the dehumanizing effects of slavery using the metaphor of darkness to demonstrate how every spark of light in his life (his happiness, goals, ambition etc) was extinguished by Covey's cruel treatment. He uses words like "broken," "crushed," and "languished" to illustrate the effect the experience had on his spirit. (51 words)</p> <p>NOTE word count; NOTE labeling of response type</p>

### Literary Devices you can use for responses

Alliteration	Epic	Onomatopoeia	Subplot	Tone
Allusion	Epic hero	Oxymoron	Suspense	Theme
Antagonist	Fable	Paradox	Symbol	
Autobiography	Foreshadowing	Personification		
Biography	Genre: poetry, prose, drama	Plot: exposition, climax, resolution		
Blank verse	hyperbole	Point of view (1 <sup>st</sup> , 3 <sup>rd</sup> , limited, omniscient)		
Characterization	Imagery	Protagonist		
-static, flat, etc	Irony	Repetition		
-direct, indirect	-dramatic, verbal, situational	Rhyme		
Conflict	Metaphor	Satire		
Dialect	Meter	Setting		
Diction	Mood	Simile		

### Review of Requirements:

TEXT side of journal:

- \_\_\_ You have eleven excerpts from the eleven sections of the novel (you can skip one)
- \_\_\_ You have quoted and used quotation marks (watch placement of marks)
- \_\_\_ Your citation has a page number and is according to MLA standards (see example)

RESPONSE side of journal:

- \_\_\_ You have eleven responses (a variety)
- \_\_\_ Your response has word count; each must be at least 50 words.

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