

Congratulations on your choice to enroll in Honors English 10 for the 2022-2023 school year!

Because education is a year-round endeavor, for your course of study, you will need to read **Harper Lee's *To Kill a Mockingbird*** over the summer. You are encouraged to purchase your own novel so that you may annotate at will, but you are also welcome to check one out from the school library for summer use. Upon your return in the fall, we will continue our in-depth analysis of literature based on the themes presented throughout the novel. Thus, as you read *To Kill a Mockingbird*, you should be cognizant of the following themes:

- 1) Prejudice
- 2) Sense of Family/Community
- 3) Fear vs Bravery
- 4) Moral Complexity
- 5) Loss of Innocence

If you have any questions, please do not hesitate to contact me at kelsey.white@sno.wednet.edu.

By the first day of school, you will need to have read the required text AND completed a dialectic journal of your reading.

Required Text: *To Kill a Mockingbird* by Harper Lee

Full text online: [To Kill a Mockingbird](#) by Harper Lee

Audiobook online:

<https://www.youtube.com/watch?v=ejKSnhE8bq8&list=PLnPjQMI0WQg0YyL5E057rJan9ovSXyeGi>

From the Back Cover

Harper Lee's Pulitzer prize-winning masterwork of honor and injustice in the deep south—and the heroism of one man in the face of blind and violent hatred.

One of the best-loved stories of all time, *To Kill a Mockingbird* has been translated into more than forty languages, sold more than forty million copies worldwide, served as the basis for an enormously popular motion picture, and was voted one of the best novels of the twentieth century by librarians across the country. A gripping, heart-wrenching, and wholly remarkable tale of coming-of-age in a South poisoned by virulent prejudice, it views a world of great beauty and savage inequities through the eyes of a young girl, as her father—a crusading local lawyer—risks everything to defend a black man unjustly accused of a terrible crime.

About the Author

Harper Lee was born in 1926 in Monroeville, Alabama. She is the author of the acclaimed *To Kill a Mockingbird* and *Go Set a Watchman*, which became a phenomenal #1 *New York Times* bestseller when it was published in July 2015. Ms. Lee received the Pulitzer Prize, the Presidential Medal of Freedom, and numerous other literary awards and honors. She died on February 19, 2016.

MLA Formatted Citation: Lee, Harper. *To Kill a Mockingbird*. HarperPerennial, 2001

Dialectic Journal

As you read *To Kill a Mockingbird*, you will need to complete a dialectical journal (two-column notes) in which you will discuss the aforementioned themes throughout the novel. You must include **a minimum of ten entries/quotations** in your journal. These ten quotations should represent each theme least two times (that is to say, 5 themes x 2 quotations each = 10 entries). The objective is to have a conversation both with the text and with yourself.

Here are some definitions that might help:

Dialectic: The art or practice of arriving at the truth by using conversation involving question and answer (dictionary.com).

Dialectical Journal: A written conversation with yourself about a piece of literature.

Prejudice: a preconceived opinion about something that is not based on reason, factual evidence, or personal experience

Sense of Family/Community: an individual's perception, understanding, attitude, and feeling about the environment to which he/she belongs and his/her relationship to it and to others' participation; sense of belonging (or lack thereof)

Fear vs. Bravery: possessing the personal fortitude to do what's right in the face of adversity; a code of conduct; the provision of service to another; understanding the root of one's fear and overcoming it

Moral Complexity: the concept that a person cannot be identified as "good" or "bad"; rather, a person's morality has many layers and can change to suit different situations

Loss of Innocence: the journey away from childhood naivety toward adult realities

How Your Dialectical Journal Should be Formatted

- Label the top of each journal page with the THEME being discussed and its definition (provided for you above). You will have a minimum of five pages as there are five central themes you will be exploring. You may list more than one example of a theme on each page.
- Label the left side of each journal page "TE – Textual Evidence" and label the right side of each journal page "CM – Commentary."
- The "TE" side is where you record **examples of the theme**: paraphrase, quotations, notes, direct quotes, summaries, evidence, support, images, etc. from the book. Always accompany TE with page numbers.
- The "CM" side is where you record corresponding **analysis**: reactions, ideas, opinions, comments, inferences, insights, questions, etc. from your head. This is where your discussion will take place. **Be sure to identify the context of the quotation.** You will also want to discuss how each quotation is demonstrative of the given theme and how your selected quotation adds to the deeper meaning of the story.
- Your dialectic journal should be typed and in MLA format complete with an MLA formatted cover page and page numbers. An example has been provided below. You are welcome to copy and paste the table into your own document for formatting purposes.

Prejudice: a preconceived opinion about something that is not based on reason, factual evidence, or personal experience

Textual Evidence	Commentary
<p>“Because-he-is-trash, that’s why you can’t play with him”(Lee 225).</p>	<p>At this point in the novel, Aunt Alexandra insists that Scout not play with Walter Cunningham, a poor, dirty classmate of Scout’s who can’t afford lunch at school and who accidentally gets Scout in trouble. This quote is Aunt Alexandra’s response when Scout questions why she cannot play with Walter. By identifying Walter Cunningham (and his family) as “trash,” Aunt Alexandra verbalizes her preconceived opinion about his habits and traits based on his social status without actually taking into consideration his personal values or seeing him as an individual—all because he comes from a poor family.</p>
<p>Your first TE will go here...</p>	<p>Your first CM will go here...</p>
<p>Your next TE will go here...</p>	<p>Your next CM will go here...</p>

How to Choose Quotations for Your Dialectical Journal

Select quotations: Choose at least twenty-five quotations that stand out in the text for their effect; find quotes that are significant to the theme of the work; select quotes that affect you as a reader.

Identify: Note the context of the quotation (Where/when does it appear in the text? What is happening in the text at the time of your selected quote?)

Understand: Take some time to consider each quotation's relevance to both the section of the work in which it is found and its relevance to the work as a whole.

How Your Dialectical Journal will be Assessed

You will submit your dialectic journal immediately upon our return to campus. Be prepared to submit a digital copy on the first day of school. You will also need to be prepared to take a reading quiz upon your return.

Here are the guidelines I will use for scoring your dialectic journal:

A = Detailed, meaningful passages, plot and quote selections; thoughtful interpretation and commentary about the text; includes comments about theme and how the theme contributes to the meaning of the text; raises many thought-provoking, insightful observations; coverage of text is complete and thorough; journal is neat, organized and readable; student has followed ALL directions in the creation/organization of the journal.

B = Less detailed, but good selections; some intelligent commentary about the text; includes some comments about theme but less about how the theme contributes to the meaning of the text; raises some thought-provoking, insightful observations; coverage of text is complete and thorough; journal is neat, organized and readable; student has followed ALL directions in the creation/organization of the journal.

C = A few good details about the text; most of the commentary is vague, unsupported or plot summary/paraphrase; some listing of theme, but perhaps inadequate discussion; raises few or obvious observations; addresses most of the reading assignment, but not very thoroughly; journal is relatively neat; student has perhaps not followed all directions in organizing and/or formatting the journal.

D = Hardly any good details from the text; all notes are plot summary or paraphrase; few examples of theme, virtually no discussion on meaning; no good observations; limited coverage of text/too short; did not follow directions; difficult to read/follow.

F = No dialectical journal completed on day checked or collected.

As you read, you will need to think outside the proverbial box, but the themes are there. I promise! Upon your return in the fall, your identification and analysis of these themes will be the basis upon which our discussions will start.

Happy reading, Mrs. White