

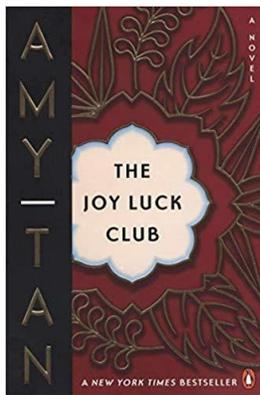
ENGLISH II

SUMMER READING ASSIGNMENT

Instructor: Ms. Johnson
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Novel: Please read the following novel-

The Joy luck Club by Amy Tan



***Due to Covid19 you are not expected to purchase your novel in stores. Instead you will be provided with an electronic pdf and the audiobook of the novel. If you would like to purchase a hardcopy of the book through Amazon or Barnes & Noble, you are free to do so. However, please understand that this is not mandated.

Access: The link to access your novel is located here-

[The Joy Luck Club PDF](#)

[The Joy Luck Club Audiobook](#)

Sample:

How should my dialectical journal look?
Sample Dialectical Journal Entries

Student Name: Bea Smart Book Title/Author: Hatchet by Gary Paulsen Total pages: 195

Quotes from the Text	Page #	My Thoughts from the Text
" 'Thanks. It's really nice.' But the words sounded hollow, even to Brian."	p. 8	(Q) Why does Brian feel that way about getting a hatchet from his Mom? If the words sound hollow to Brian, he must not mean it. Why is he mad at his Mom?
"No roads, no trails, no clearings. Just the lakes, and it came to him that he would have to use a lake for landing. If he went down into the trees he was certain to die."	p. 23	(R) I can't imagine keeping my cool in a situation like this. I would be so afraid, and he's trying to land the plane without help from anyone! The lesson here is how important it is to keep your cool in a crisis.
"Now, with the thought of the burger, the emptiness roared at him. He could not believe the hunger, had never felt this way. The lake water had filled his stomach, but left it hungry, and not it demanded food, screamed for food."	p. 48	(Q, C) It's weird how Brian's stomach is like a character now, driving his behavior. The author uses personification to help me understand how extreme his hunger is - "roared, screamed, demanded". I've been hungry before, but never like that. Is he going to start eating things that are poison because he is so hungry?

Dialectical Journals – Sentence Stems

Consider using these sentence starters when completing your dialectical journals.

(Q) Question – Ask about something in the passage that is unclear: <ul style="list-style-type: none"> ● Who/when/where is...? ● Why is this...important? ● How are...and...alike/different? ● What caused...to...? ● What does it mean when s/he says...? ● A question I have is...? 	(R) Reflect – Think deeply about what the passage means in a broad sense – not just to the characters in the story. What conclusions/connections can you draw about your world, about human nature, or just the way things work? <ul style="list-style-type: none"> ● A personal connection that I can make is... ● This reminds me of... (historical event, news story, personal experience) ● This is like everyday life when... ● This is related to...
(CL) Clarify – Answer earlier questions or confirm/disaffirm a prediction that you made when reading the book: <ul style="list-style-type: none"> ● This seems to be about... ● The main character (or any character) seems... ● The author believes... ● The most important idea is... ● I think this word means... ● At first I thought..., but now I think... 	(E) Evaluate – Make a judgment about the character, their actions, or what the author is trying to say. <ul style="list-style-type: none"> ● This is like...because ● This is different from...because... ● I agree/disagree with the writer because... ● This is a great word here because... ● The character...seems... ● If I were the author, I would... ● I think the author wrote this because...
(C) Connect – <ul style="list-style-type: none"> ● This reminds me of (another novel or literary sample) because... ● This is related to (earlier part in story) when... 	

Assignment 2:

Directions: In paragraph format, you will address **two** of the following annotation elements: direct characterization, indirect characterization, theme, tone, or figurative language devices. You will have two paragraphs total. Your paragraphs will provide the definition of the annotation element example found, a quote that supports the element, and then provide reasoning to explain that it is the element you have identified.

Please see sample paragraph below:

(Definition) Tone, in written composition, is an attitude of a writer toward a subject or an audience. **Tone** is generally conveyed through the choice of words, or the viewpoint of a writer on a particular subject. **(Quote to support)** Suyan's tone could be best described as one of optimism. "My mother believed you could be anything you wanted to be in America."**(Reasoning)** The words could and believe show the potential or possibility the mother sees for her daughter. **(Quote to support)** "America was where all my mother's hopes lay." **(Reasoning)** Therefore, the narrator's mother is eager for her daughter to take advantage of opportunities that she did not or could not take advantage of. This could be seen as the mother living vicariously through the daughter.

FAQ'S:

- **Can this be typed up or does it have to be on notebook paper?**

- This can be typed up or written on notebook paper but it must be formatted like the examples provided.
- If it is typed, please type it in Times New Roman, 12 in Font, and remember to include your NAME.

- **When is the assignment due?**

- The assignment is due on the first day of school

- **Can I turn this in early via email?**

- No, do not email this to me. Please have it ready to turn in on the first day of school. You will not have access to a printer on the first day of school, so please be prepared to turn it in by hand by that deadline.

- **What if I have questions?**

- Email me: sjohnson@duncanvilleisd.org

- **Is this for a grade?**

- YES!