

For the summer of 2022, your child **must read the following novel:**

9th Grade Honors English Summer Reading Assignment:

Long Way Down by Jason Reynolds

Please also see attached assignment to accompany the book.

Please encourage your child to complete this reading assignment in order to be prepared for an assessment and discussion at the beginning of the school year.

SUMMER READING FOR HONORS ENGLISH 1 – *Long Way Down* by Jason Reynolds

Assignment:

1. Create a “dialectical journal” that focuses on what you, as a reader, notice about the author’s craft. There should be **25 total entries** that are spread throughout the novel. Please see the example below for formatting.
2. Think of your dialectical journal as a series of conversations with the text. The process is meant to help you develop a better understanding of the text you are reading. Use your journal to incorporate your personal responses to the texts, your ideas about the themes covered in the novel, and possible future class discussions.
3. You can respond to the text in a variety of ways. The most important thing to remember is that your observations should be specific and detailed. You can write as much as you want for each entry. Be sure to be thorough in your responses to the cited text. Remember that you chose the text and need to show why it had an impact on you enough to be chosen.
4. Be prepared to discuss your ideas with insight in a large group setting upon returning to class in August.

Example of a Dialectical Journal for *The Narrative of the Life of Frederick Douglass*

Text Passage	Page	Commentary/Connection
“I have no accurate knowledge of my age, never having seen any authentic record containing it... The white children could tell our ages.”	1	The frank way Frederick Douglass points out how he has been deprived of knowing the basic knowledge of his age aptly situates the focal point of most social conflicts during the time period he lived in. He states the facts in a straightforward manner to express how even the most simple aspects of who a person is were not given to slaves because society viewed them as less than humans. This idea is further emphasized when Douglass mentions how none of the white children experienced the same struggle slaves did with their identity, driving home the prominent notion during his lifetime that those who were white were “better” solely due to the color of their skin.

<p>“...and cruel as the deed may strike any one to be, for a man to sell his own children to human flesh-mongers, it is often the dictate of humanity to do so; for, unless he does this, [he] only makes a bad matter worse...”</p>	<p>3</p>	<p>The inclusion of this particular concept by Douglass perfectly exemplifies how slaves, even when they have the same blood as their masters, are not treated as more than property. He explains how it is the “dictate of humanity” for slave masters to sell their children, making it seem as if it is common practice to give your sons and daughters away for money. But Douglass continues on with such an ideology to convey how many masters may not want to let their children go, but do so anyway to ensure their situation does not escalate to the point where it harms both himself and his child. This makes me wonder, does Douglass feel as if these men, who have condemned his people to slavery, have a sense of remorse due to the fact that most of the “mulatto” slaves do not know their fathers?</p>
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HELPFUL INFORMATION FOR DIALECTICAL JOURNALS

CHOOSING PASSAGES FROM THE TEXT:

Look for quotes that seem significant, powerful, thought-provoking or puzzling. For example, you might record:

- Effective and/or creative use of stylistic or literary devices
- Passages that remind you of your own life or something you've seen before
- Structural shifts or turns in the plot
- A passage that makes you realize something you hadn't seen before
- Examples of patterns: recurring images, ideas, colors, symbols or motifs
- Passages with confusing language or unfamiliar vocabulary
- Events you find surprising or confusing
- Passages that illustrate a particular character or setting

RESPONDING TO THE TEXT:

Basic Responses

- Raise questions about the beliefs and values implied in the text
- Give your personal reactions to the passage
- Discuss the words, ideas, or actions of the author or character(s)
- Tell what it reminds you of from your own experiences
- Write about what it makes you think or feel
- Agree or disagree with a character or the author

Sample Sentence Starters:

I really don't understand this because...

I really dislike/like this idea because...

I think the author is trying to say that...

This passage reminds me of a time in my life when...

If I were (name of character) at this point I would...

This part doesn't make sense because...

This character reminds me of (name of person/character) because...

This description shows...

Higher Level Responses

- Analyze the text for use of literary devices (tone, structure, style, imagery)
- Make connections between different characters or events in the text
- Make connections to a different text (or film, song, etc...)
- Discuss the words, ideas, or actions of the author or character(s)
- Consider an event or description from the perspective of a different character
- Analyze a passage and its relationship to the story as a whole

Sample Sentence Starters:

The (specifically named) tone is suggested by...

The author's use of _____ helps the reader...

I see similarities between this text and _____ through...

The passage (quote) marks a turn in the story by ...

The passage (quote) enlightens the reader about...

The (specifically name) character seems to be symbolic of...