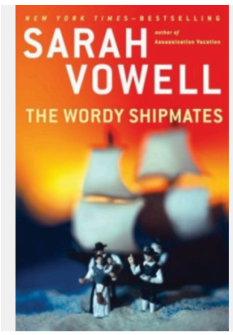
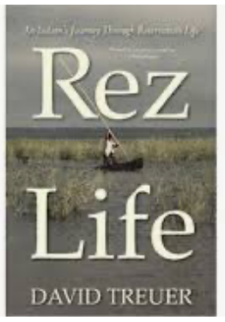
White Station High School
AP English Language and Composition
Summer Assignment for the '26-'27 School Year

Overview:
Over the summer, you are required to read *The Wordy Shipmates* by Sarah Vowell and *Rez Life* by David Treuer, and keep a dialectal journal. **The journal will be due the first week of school**.
During the **first semester**, we will also read the following:
The Crucible by Arthur Miller
The Warmth of Other Suns by Isabel Wilkerson
The Good Lord Bird by James McBride**.**
It is advised that you use the summer to begin reading and/or acquiring a copy of these works.

Directions:

1. Read the books ***The Wordy Shipmates*** by Sarah Vowell and ***Rez Life*** by David Treuer.





2. As you read the first book, maintain a **dialectical Journal** (see instructions below).
3. **When you begin the second book**, add two columns, and respond to the second book when you notice a connection with the first.

Dialectical Journal Guidelines

A dialectical journal is a running dialogue between you, the reader, and what you are reading. This is done by recording notes in the form of quotations or paraphrases and then commenting upon what you have recorded.

Directions: Type this journal using the same format shown below. Simply construct a four- column table. Use Arial or Times New Roman, 12-point font, single spaced. **`The only WRONG way to do this is to NOT do it (copy from a friend, AI generated responses, etc.).`**

Procedure:

- As you read, choose passages that stand out to you and record them in the left-hand column of a T-chart (*ALWAYS include page numbers).*
- In the right column, write your response to the text (ideas/insights, questions, reflections, and comments on each passage)
- Label your responses using the following codes:
  - **Response Types**
  - **(E) Explanation**—why you chose the quotation/passage
  - **(Q) Question** – ask about something in the passage that is unclear
  - **(P) Predict** – anticipate what will occur based on what's in the passage
  - **(C) Connect** – make a connection to your life, the world, or another text
  - **(A/E) Analyze/Evaluate** - make a judgment about the character(s), their actions, or what the author is trying to say
  - **(I) Interpret**—determine the meaning of what you've read
  - **(R) Reflect** – 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 the way things work?

Choosing Passages From The Text: Look for quotes that seem significant, powerful, thought provoking or puzzling. For example, you might record:

- Effective &/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/events
- 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/narrator or setting/event

***Minimum* Requirements:**

1. **20-25 journal entries for the each text , totaling 40-50.**
2. At least two of each response type per entry
3. Quotes cover key ideas found across the book. Vowel's book isn't written in chapters, so you should have a journal entry about every 12 pages.
4. 4-7 sentences per response (No summaries!)
5. Correct MLA formatting

EXAMPLE ENTRY:

Passages from the text	Reaction/Response	Passages from the second text	Reaction/Response
"The only thing more dangerous than an idea is a belief. And by dangerous, I don't mean thought-provoking. I mean: might get people killed" (Vowell 1).	(E/I) I chose this passage because it's the opening of the book, which sets the tone. The first sentence is a comparison—a belief is more dangerous than an idea. The second sentence clarifies what she means by dangerous. She's arguing that people can literally be killed by a belief more so than an idea. I think that people can get killed, literally, by a belief because beliefs are more fixed than ideas. I can have an idea about what to cook for dinner and then abandon it. Eh, I'll just get take-out instead. But if I believe something, like cooking dinner myself is an act of love for my kids, I'm less likely to abandon my stove for fast-food. If someone believes that they are justified in killing someone or blowing up a building, they may not abandon it so easily.	"In northern Minnesota, not far from the headwaters of the Mississippi River, you may see a sign. From a passing car it is easy to miss: in the summer the trees that march over fields and the ditch grass that crowds the roads threaten to overwhelm it; in the winter, when the snow has been pushed from the road and has leveled off the ditches, the sign sometimes blends too well with the snow to be seen at all" (Treuer 1).	(C/I) This passage is the opening of Treuer's book. The sentence structure is the opposite of Vowell's: the sentence starts with description, and the main part of the sentence is not as bold—you may see a sign. Then it's followed by an explanation of why it's easy to miss. Treuer personifies the nature: the trees "march" and the "ditch grass crowds." The man-made sign doesn't have a lot of power to stand out, no matter the season. Vowell's begins with a bold claim about the danger of beliefs, and Treuer gently guides you through a setting to let you know what you might have missed. However, we may have missed this sign in real life due to our beliefs about Native American reservations—that they look a particular way. Maybe stereotypical with traditional housing or more modern, with a casino.

Dialectical Journal Response Ideas for Non-Fiction

Form and Structure: Identify the parts of the work and how they fit together. Describe what makes the work seem complete and unified. Describe passages that identify the climax, time order, or conclusion of the topic. Analyze why the author used certain forms and how effective it is in the context of the work.

Purpose: Identify passages that reveal the author's purpose either explicitly or implicitly. Describe passages that support your conclusions about the author's purpose.

Tone: Identify passages that create an atmosphere or mood for the text. Describe the tone using characteristics (like humorous, satirical, passionate, zealous, condescending, etc.)

Style: Identify a passage that contains specific word choice (diction) and sentence structures (simple, compound, complex, compound-complex). Analyze the author's use of sounds, rhythms of words for effect. Describe the denotation/connotation of the word choice and its effect on the mood of the work.

Rhetorical Devices: Identify passages that utilize various rhetorical devices to express ideas or convey meaning. Some devices to consider include the following:

- Alliteration
- Analogy
- Antithesis
- Simile
- Metaphor
- Parallel Structure/Anaphora
- Rhetorical questions
- Personification
- Paradox
- Oxymoron
- Irony
- Euphemism
- Understatement

Rubric for Dialectical Journal

Critical Reader (detailed, elaborate responses)—100 A:	**Connected Reader (detailed responses)—89 B+:**	**Thoughtful Reader (somewhat detailed responses)—79 C+:**	**Literal Reader (simple, factual responses)—69 D+:**	**Limited Reader (inadequate responses)—60 D-:**
☐ Extra effort is evident. ☐ You include more than the required number of entries. ☐ Your quotes are relevant, important, thought provoking, and representative of the themes of the novel. ☐ You can "read between the lines" of the text (inference). ☐ You consider meaning of the text in a universal sense. ☐ You create new meaning through connections with your own experiences or other texts. ☐ You carry on a dialogue with the writer. You question, agree, disagree, appreciate, and object. ☐ Sentences are grammatically correct with correct spelling and punctuation with proper MLA citations.	☐ A solid effort is evident. ☐ You include more than the required number of entries. ☐ Your quotes are relevant and connect to the themes of the novel. ☐ Entries exhibit insight and thoughtful analysis. ☐ You construct a thoughtful interpretation of the text. ☐ You show some ability to make meaning of what you read. ☐ You create some new meaning through connections with your own experiences and the text. ☐ You explain the general significance. ☐ You raise interesting questions. ☐ You explain why you agree or disagree with the text. ☐ Sentences are mainly grammatically correct with correct spelling and punctuation with proper MLA citations.	☐ Adequate effort is evident. ☐ You include minimum number of entries. ☐ Sentences are mostly correct with a few careless spelling and grammatical errors. ☐ You selected quotes that may be interesting to you, but that don't necessarily connect to the themes of the novel. ☐ Entries exhibit insight and thoughtful analysis at times. ☐ You make connections, but explain with little detail. ☐ You rarely make new meaning from the reading. ☐ You ask simple questions of the text. ☐ You may agree or disagree, but don't support your views. ☐ Sentences are somewhat grammatically correct but main contain some spelling and punctuation errors or improper MLA citations.	☐ Minimum effort is evident. ☐ You have slightly less than the minimum number of entries. ☐ Entries exhibit limited insight or none at all. ☐ You accept the text literally. ☐ You are reluctant to create meaning from the text. ☐ You make few connections which lack detail. ☐ You are sometimes confused by unclear or difficult sections of the text. ☐ Sentences contain limited grammatical correctness with multiple spelling and punctuation errors and improper MLA citations.	☐ You include significantly less than the required number of entries. ☐ Very little effort is evident. ☐ You find the text confusing, but make no attempt to figure it out. ☐ You create little or no meaning from the text. ☐ You make an occasional connection to the text, and the ideas lack development. ☐ Sentences contain numerous grammatical, spelling, and punctuation errors and improper MLA citations, which hinders readability.