



Albert Einstein High School

Summer Task Cover Sheet



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Course:

- ✓ **Purpose of the Summer Assignment:** Analyze literary techniques and meaning of grade level text in anticipation of a unit related to coming-of-age and memoir.
- ✓ **Relationship between Summer Task and 1st Quarter Objectives:** Students will demonstrate their understanding of techniques and meaning in a Socratic Seminar during the first week of school. These same skills will be applied to the first text studied during first quarter.
- ✓ **Description of the Task:** Students will read J.D. Salinger's novel *The Catcher in the Rye* and complete a dialectical journal in which they analyze the use of ten literary techniques. Students will take notes as they read in preparation of a Socratic Seminar the first week of school.
- ✓ **Supportive Resources:** Notes from 9th grade study of literary techniques, attached handout.

Grading:

- ✓ **DUE DATE:** Friday, September 7
- ✓ **DEADLINE:** Friday, September 7
- ✓ **Grading Category:** Completed Work
- ✓ **Points:** 100 Completion Points
- ✓ **Extent to which the summer task counts towards the marking period grade:** 5%
- ✓ **Grading Criteria and Rubric:**

Pre-IB English 10 Summer Reading Rubric

Dialectical Journal

_____ /50

- Each entry will be worth 5 points
 - Correctly identifying the technique – 1 point
 - Providing a quotation that correctly illustrates the technique – 1 point
 - Providing an in-depth analysis of the quotation and illustrating your understanding of the novel – 3 points

** The expectations for the Socratic Seminar will be discussed during the first week of school, but it will be worth 50 points **

Pre-IB English 10 Summer Reading Assignment 2018-2019

Due date/Deadline: September 7, 2017

100 Points (worth 5% of your Q1 grade)



Over the summer you will read *The Catcher in the Rye* by J.D. Salinger. This novel will introduce you to unit one, which highlights two related genres that come out of the writer’s need to tell a personal story.

You will complete two assignments after reading *The Catcher in the Rye*: (1) creating a dialectical journal and (2) participating in a Socratic Seminar during the first week of school.

- 1.) Create a dialectical journal. A dialectical journal is a record of a conversation between you and what you are reading. It highlights the questions, connections, and ideas that you have as you read. This process is an important way to understand a piece of literature. By writing about literature, you make your own meaning of the work in order to truly understand it. Be willing to take risks, try your ideas, and be honest. Directions for the dialectical journal are on page two of this packet. For this assignment, type your responses. Handwritten responses will not receive full credit.
- 2.) The Socratic Seminar will take place during the first week of school. You will receive the questions then. To prepare over the summer, you should complete the dialectical journal and take any notes on important plot points/themes throughout the novel.

While copies of the book are available to check out for the summer, you may consider purchasing your own copy. Used versions of each are available on Amazon.com for less than \$3. If you choose to borrow the books from the school or public library, use sticky notes to keep track of annotations. Books may be signed out from the English Office (room 121) at lunch or after school from 2:10-2:30, during the last two weeks of school.

If you have any questions, please contact Ms. Shaffer (Bethany_L_Shaffer@mcpsmd.org) or Mr. Kio (Paul_R_Kio@mcpsmd.org).

Dialectical Journals – Create dialectical journal entries for 10 of the literary elements listed below. Use each element only once. Provide the element, a quotation, and your commentary on the entry. Format the quotations in correct MLA format. See the example below.

Literary Elements:

- Point-of-view: the perspective from which a narrative is told
- Foreshadowing: the use of hints or clues in a narrative to suggest future action
- Tone: the author’s attitude toward a subject, character, or audience which is conveyed through his/her word choice
- Title: what is the significance of the title of the work? Why does the author choose that specific title?

- Conflict: a struggle between forces represented in a work – man vs. man; man vs. nature; man vs. society; man vs. self
- Symbol: any object, person, place, or action that has both a meaning in itself and that stands for something larger than itself
- Hyperbole: a deliberate, outrageous exaggeration. It may be used seriously or comically.
- Juxtaposition: the placement of two unlike things next to each other to highlight their differences
- Situational irony: when the actual outcome of an event is completely opposite of the expected outcome
- Allusion: a reference to literature, history, geography, a person/group of people, mythology, or thing
- Theme: the central message/lesson of the work. It must be expressed as a complete sentence (not “love” or “war”) and should be applied to more than one specific instance in the work.
- Diction: word choice intended to convey a certain effect

SUPERB EXAMPLE

Hyperbole	“The whole lobby was empty. It smelled like fifty million dead cigars. It really did” (Salinger 90).	Holden likes to exaggerate when he wants to emphasize something. The offensive cigar smoke indicates that Holden is scared of becoming an adult. Holden is uncomfortable around adults, so he exaggerates what they do in an unpleasant manner to reinforce his discomfort.
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WEAK EXAMPLE

Hyperbole	“The whole lobby was empty. It smelled like fifty million dead cigars. It really did” (Salinger 90).	Cigars are gross, so when people smoke them in lobbies it must smell very badly. Holden does not like the smell. He exaggerates to show how much he doesn’t like the smell.
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