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**Baldwin High School Summer Reading Assignment 2016**

The English Department of Baldwin High School recognizes the importance of summer reading in the educational development of our students. The benefits range from improved vocabulary, (hence, better SAT/ACT scores) to a better understanding of the world and its inhabitants, and most of all to foster a love for reading!

Many of our book selections have been chosen to align with the Social Studies curriculum at each grade level.

**Requirements:**

All students in grades 9-12 are to choose ***2 books*** to read over the summer; ***1 non-fiction book and 1 fiction book.***

**Honors Students:** All Honors students should choose ***1 fiction*** and ***1 non-fiction*** book as noted above, ***as well as,*** the Honors book selection designated per grade level for a total of ***3 summer reading books.***

**AP Students:** The AP Summer Reading Book List is separate from the list mentioned above. Please reference “AP Summer Reading List”.

**All students’** grades 9-12 are responsible for filling out a Double Entry Journal in preparation for an argumentative/persuasive writing assignment upon arrival in September.

Double Entry Journal expectations are listed below.

Happy Reading!



**Double-Entry Journal Assignment**

One of the best ways to engage with a literary text (story, novel, poem, play) is to have a conversation with it, or its author. The DOUBLE-ENTRY JOURNAL allows you to do just that. It can be used for many purposes like: diving more deeply into the text, discovering passages for a class discussion or a short assignment, and generating ideas for analytical papers.

Below are several, but by no means all, ways to use a DOUBLE-ENTRY JOURNAL. On the left, you always put a significant quote from the text. On the right, you can choose from several different possible responses to the quote: You can record reactions, connections, and significance of a quote to the text as a whole, social questions, naming literary techniques, imitations or parodies of a text’s content or style, or passages relating to a possible thesis statement or theme. Again, you can choose whatever response styles you want to.

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| Left-Hand Side | Right-Hand Side |
| Quote form the text and page number | Reactions…“This bugs, annoys, moves me because…Reflections…” I wonder if…”Musings…” Hmmm….Questions…” I wonder why…”With possible answers…” Maybe because…” |
| Quote form the text and page number | Connections between:* Text to Text
* Text to Self
* Text to World
 |
| Quote form the text and page number | Significance in relation to piece as a whole; relating part to whole |
| Quote form the text and page number | Imitations or parodies of text’s content or style |
| Quote form the text and page number | Relate key passages to what you think is the central theme of the text: this is your chance to pick the more important quotes and really dig into them. |
| Quote form the text and page number | Analysis of author’s stylistic choices and possible connections to theme: discussing the significance of syntax, sentence structure, word choice (diction), symbolism, literary devices (similes, metaphors, etc.) |

**Summer Assignment:**

**Double Entry Journal in Preparation for an Argumentative/Persuasive Writing Assignment**

You must create your own double entry journal for your 2-3 books of choice. Blank Double Entry Journals are provided for you below.

• Please do at least ***20-25 entries*** that cover the ***beginning, middle, and end*** of the book; your quotes should show that you have read the entire book and that you did not attempt to use Spark Notes, etc.

• Carefully choose the quotes you want to use and take time with your analysis. Please do not include plot summary or basic thinking. You will be graded based on:

 -insightful critical analysis,

-the creativity of your thinking,

-the quality of the quotes you’ve selected,

-the amount of perceived effort you put into this double entry journal.

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| Quotes | Journal Entries |

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| *“That night papa burned the flag he had brought with him from Hiroshima thirty-five years earlier…I couldn’t believe he was doing that. HE burned a lot of papers too, documents, anything that might suggest he still had some connection with Japan.”*Farewell to ManzanarChapter 1p. 6 | Although papa literally burned his flag and other documents, I think the action was more symbolic. He had to have realized that Japanese immigrants could not hide because of their physical traits. So if there was no way to hide, why burn your memories? Was the burning of his items a symbol of the destruction of his dreams as an immigrant? Was he trying to convince himself that he had severed all emotional ties to his homeland? Perhaps he knew that this would be one of his final acts of independence. Later on, the U.S. government would force loyalty through the “loyalty test”…but that was forced. This was choice.  |

**Baldwin High School Summer Reading Double Entry Journal**

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Book Title:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Quotes** | **Journal Entries** |
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**Book Title:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Book Title:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Quotes** | **Journal Entries** |
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**Book Title:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Quotes** | **Journal Entries** |
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