

10th Grade Honors Summer Work

Directions: Please type the following information using 12 pt. Times New Roman font. All work should be original, written in complete sentences, and include as much detail as possible. Look up any words you do not know.

- * This assignment will be submitted using TurnItIn.com. Please do not bring in your assignment. It will be uploaded after directions are given the first week of school.
- *TurnItIn.com will alert us to any plagiarism and those papers will receive a failing grade.
- *No hard copies of this assignment will be accepted. Papers must be turned in on TurnItIn.com
- *Assume there will be a test/project with this selection, also.

Required novel must be purchased or students can access a free PDF at the following location -

<https://www.fadedpage.com/showbook.php?pid=20131017>

My Life and Hard Times by James Thurber

Widely hailed as one of the finest humorist of the twentieth century, James Thurber looks back at his own life growing up in Columbus, Ohio, with the same humor and sharp wit that defined his famous sketches and writings. In *My Life and Hard times*, first published in 1933, he recounts the delightful chaos and frustrations of family, boyhood, youth odd dogs, recalcitrant machinery, and the foibles of human nature

Assignment: Students will complete a dialectical journal

Using **45 quotes** throughout the book, complete a dialectical journal. They need to be spread out over the chapters as evenly as possible (about 5 a chapter). This assignment includes the final note by the author.

Rationale: The dialectical journal is a double-entry note-taking system. It allows you to gauge your own critical thinking and reading process. It offers you the opportunity to interact with and construct meaning of text. The term "dialectic" means "the art or practice of arriving at the truth by using conversation involving question and answer." Think of your dialectical journal as a series of conversations with your book. The process is meant to help you develop a better understanding of the texts you read and provide direct feedback to yourself and the teacher on your thoughts and understanding.

- 📖 As you read, mark spots in the book that you feel are impactful (I'd recommend Post-It notes or little flag stickies). Jot down a quick note about your feelings here. You will expand upon these later.
- 📖 You should regularly reread your previous quotes and notes, drawing connections as you go.
- 📖 Keep in mind: a quote is not necessarily a line of dialogue. Any words contained within the text are fair game.
- 📖 Dialectical journals are not "interpretations" of the text, they are your conversation with it. **Do not simply summarize/restate what the author is saying.**

All student work must be original and not copied in any way from any other source, including print and computer/Internet sources. *Under no circumstances* should a student copy from another student, either by directly using the person's language or indirectly through the borrowing of unique ideas. Students are not allowed to use or copy someone else's answers, explain what was on an assessment to a student in another class period, nor are they allowed to share answers with anyone else. This is considered "cheating."

Instructions: How to do a dialectical journal

1. Draw a line down a sheet of lined paper, making two columns (about a 1/3 column on the left, 2/3 on the right).

Left Side: ANCHOR SIDE	Right Side: REACTION SIDE
<p>Direct lines from the text that “speak to you.” These are not necessarily quotes from characters, but simply any text that makes you react. . . think. . . take a pause.</p> <p>Include both the <u>chapter number</u> and <u>page number</u>.</p>	<p>Your comments about the text on the left side. May Include:</p> <ul style="list-style-type: none"> -Personal reactions—What are you feeling? -What the passage prompts in your thinking -Feelings about the words—What’s the impact? -Words or passages not understood/confusing and why -Words or passages you feel are important to the plot -Connections <ul style="list-style-type: none"> -Text to text: an insight gained through connecting the reading to other familiar texts -Text to self: a personal connection made between the text and your own life experiences -Text to world: a connection between the text and how the world/culture words. This goes beyond just personal experience -Feelings about the ideas, tone, and/or style of the text -Speculation about the significance of images that stand out in the text -Speculation about the theme(s) -Figurative language you think is particularly effective

Sample Entry Text Title: “The Jacket” by Gary Soto

Reference to the Text	Response to the Text
<p>Pg 56 “I hurled orange peels at the mouth of an open garbage can, and when the peels were gone I watched the white puffs of my breath thin to nothing.”</p>	<p>The mouth of the trash can reflects to the image of a monster eating orange peels. When the boy is throwing orange peels into the trash can, I think it symbolizes that the jacket is peeling and that he wants to throw it away.</p> <p>The “breath thin[s] to nothing” is used to show that the boy is watching his life disappear. I feel that even though he can do something about it, he doesn’t. In turn, he is throwing his life away.</p>
<p>Pg 58 “Finished, I went outside with my jacket across my arm. It was a cold sky. The faces of clouds were piled up, hurting.”</p>	<p>The personification of the clouds’ faces, “piled up and hurting,” reflects the boy’s mood and view towards the jacket.</p> <p>The cold sky symbolizes that life isn’t fair, and it’s not going to give the boy a break. The cold sky also shows that it is cold outside and that he depends on the jacket to keep him warm, even though he doesn’t want to depend on it.</p> <p>The clouds remind me of a time when I was in a bad mood—mad at my parents. It’s almost like the cloudy day set the stage for the huge fight with my parents about my cell phone.</p>
<p>Pg 58 “I started up the alley and soon slipped into my jacket, that green ugly brother who breathed over my shoulder that day and ever since.”</p>	<p>The metaphor and personification of the jacket, “that green ugly brother,” shows that the jacket is ghastly, but like a brother, it can’t be thrown away. I think this will change his life and show that he has given up. The fact that the jacket represents a “brother” shows how important that jacket is to Victory Maybe it represents poverty? Insecurity</p>