

Western School of Technology and Environmental Science
First Quarter Reading Assignment 2018-2019
ENGLISH 10 GT

First Quarter Reading Assignment Checklist

Task 1:

- Read *Things Fall Apart* by Chinua Achebe.
- As you read, complete at least 15 dialectical journal entries using the specified guidelines.

Task 2:

- Read an argumentative, descriptive, or analytical article of approximately 8-15 pages from one of the following publications: *The Atlantic*, *Columbia Journalism Review*, *Harper's Magazine*, *National Geographic*, *The New Yorker*, *Oxford American*, *Scientific American*, *Vanity Fair*, *New York Magazine*, or *Smithsonian*. You may consider selecting an article from the [Baltimore County Public Library](#) or [Long Form](#). Try selecting an article with a global emphasis, but, more importantly, select an article that interests you.
- Complete 1-2 page, typed, double-spaced SOAPSTone analysis of the article. Please attach a copy of your article to your analysis.

Task 3:

- Read during your spare time. Please read at least one novel of significant literary merit during the course of the summer.

Descriptions of Text

***Things Fall Apart* by Chinua Achebe**

Things Fall Apart is a 1958 English-language novel by Nigerian author Chinua Achebe. It is a staple book in schools throughout Africa and widely read and studied in English-speaking countries around the world. It is seen as the archetypal modern African novel in English, and one of the first African novels written in English to receive global critical acclaim. The novel depicts the life of Okonkwo, a leader and local wrestling champion in Umuofia—one of a fictional group of nine villages in Nigeria, inhabited by the Igbo people. Okonkwo is a wealthy and respected member of the Umuofia clan of the Ibo people of Nigeria in the late 1800s. In the beginning, Okonkwo seems to have achieved prosperity; however, as the story unfolds, Okonkwo is faced with outside forces that threaten his way of life.

Accessing Texts

Student may purchase a personal copy of the book if they choose or borrow from their public library.

All BCPS students now have Baltimore County Public Library Accounts allowing them to check out five print or audio books without late fees and unlimited digital resources. Students use their BCPS One card or student identification number to access the resources in person at all [county library branches](#), and use their student identification number for access through the [BCPL website](#). While borrowing privileges may be blocked due to unreturned items (30 days after an item is due), accounts will always offer access to online resources and databases.

Dialectical Journals

A **dialectical journal** is used to arrive at the “truth” of a written work through a written response to quotations from that work. As you complete your assigned reading, choose passages that stand out to you, record them, and evaluate each with your ideas, insights, questions, reflections, and/or comments.

Label your responses using the following codes:

- **(Q) Question** – ask about something in the passage that is unclear
- **(C) Connect** – make a connection to your life, the world, or another text
- **(P) Predict** – anticipate what will occur based on what’s in the passage
- **(CL) Clarify** – answer earlier questions or confirm/disaffirm a prediction
- **(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?
- **(E) Evaluate** - make a judgment about the character(s), their actions, or what the author is trying to say
- **(A) Analysis** – critique the author’s writing style, purpose, and structure

Example

Quotation (page #) Sentence, line, phrase, or paraphrase that:	Reaction / Response Explanation of why you chose the quotation/passage.
“...they carried like freight trains; they carried it on their backs and shoulders-and for all the ambiguities of Vietnam, all the mysteries and unknowns, there was at least the single abiding certainty that they would never be at a loss for things to carry” (2).	(R) O’Brien chooses to end the first section of the novel with this sentence. He provides excellent visual details of what each soldier in Vietnam would carry for day-to-day fighting. He makes you feel the physical weight of what soldiers have to carry for simple survival. When you combine the emotional weight of loved ones at home, the fear of death, and the responsibility for the men you fight with, with this physical weight, you start to understand what soldiers in Vietnam dealt with every day. This quote sums up the confusion that the men felt about the reasons they were fighting the war, and how they clung to the only certainty - things they had to carry - in a confusing world where normal rules were suspended.

Choosing Passages

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
- 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

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.

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

Higher Level Response

- 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

You are not required to use the sentence starters below, but may utilize them if you find them helpful.

- 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...because...
- This part doesn't make sense because...
- This character reminds me of (name of person) because...

SOAPSTone Analysis

After you finish reading *Things Fall Apart*, complete a 1-2 page SOAPSTone that analyzes the text. You may refer to the reference below to assist in your response.

Acronym Meaning	Explanation of Task
<u>S</u>ubject	What is the context of the text? State the subject in a statement.
<u>O</u>ccasion	Occasion: What has prompted the novel, book, or play to be written? There are two occasions: the <i>larger occasion</i> , which is the broad issue or topic which has inspired the text, and there is the <i>immediate occasion</i> , which is the moment in time or culture in which the author is focused.
<u>A</u>udience	Audience: Toward whom is the text directed? Who is the assumed audience and what are the characteristics of that audience? How do you know?
<u>P</u>urpose	Purpose: What is the author's purpose for writing the text? Does the author have more than one purpose? Why type of reaction is the author trying to evoke from the audience and how does the author try to accomplish that? What is the intended effect of the article?
<u>S</u>peaker	Speaker: Who is the speaker? Are there assumptions you can safely make about the speaker? Be careful – the speaker and the author are not always the same. What is the point of view of the text? Does the speaker display any bias?
<u>T</u>one:	What is the author's attitude toward the subject? How has the author used syntax and diction to display that tone? Where is the tone the strongest?

The rubrics provided on the following pages will be used to evaluate your 15 dialectical journals and your 1-2 page SOAPSTone response.

Dialectical Journal Rubric for GT English 10

Score Point	Content	Organization and Development	Elements of Composition
Score 9 or 8	Identifies stylistic and/or rhetorical techniques clearly and explicitly relates them to author's ideas, audiences, effects, and purposes. Demonstrates sophisticated, subtle thinking; expresses insightful ideas cogently and clearly.	Uses appropriate and convincing evidence--in selection and amount. In the form of quotations. Discussion of quotations is insightful and sustained. Journals cover all major parts of text in equal and balanced way	The writer controls a wide range of elements of writing: grammar; syntactical variety, rhetorical modes and devices. Demonstrates original voice of writer. Layout and design are effective, neat, and readable.
Score 7 or 6	Identifies stylistic/rhetorical techniques and clearly relates them to author's ideas, audiences, effects, and purposes. Demonstrates strong critical-thinking skills; expresses ideas clearly.	Appropriate and sufficient evidence. The analysis is generally well-developed but may not be fully sustained. Journals cover all major parts of text	The writer controls a wide range of elements of writing: grammar; syntactical variety, rhetorical modes and devices. Demonstrates original voice of writer. Layout and design are neat, readable.
Score 5	Identifies stylistic/rhetorical devices; some discussion of major ideas or purposes. Not as insightful, detailed, or cogent as better essays. Demonstrates some critical-thinking skills and expresses ideas adequately.	Marked by uneven, inconsistent, or limited evidence, overgeneralizations, or analysis. Analyses are developed but may rely on generic phrasing or commentary. May be uneven in covering entire text	The prose conveys the writer's ideas adequately, but may have less control over, or variety in, rhetorical devices, syntactical variety, or grammatical correctness. Layout and design are appropriate for task.
Score 4 or 3	Inadequately identifies syntactical/rhetorical techniques and/or fails to link to larger purposes, effects, and ideas. Demonstrates some weakness in critical thinking (reliance on clichéd ideas; reliance on summary and paraphrase).	Inappropriate, insufficient, or less convincing evidence. The analysis lacks development of ideas; may simply list reasons or devices rather than explain. May miss major sections of text	Conveys ideas but demonstrates less consistent control over elements of composition; may be marked by frequent errors in grammar, syntax, or mechanics. Layout and design marred by errors
Score 2 or 1	Demonstrates little success in identifying and analyzing stylistic techniques or rhetorical devices, or in discussing effects and larger purposes. Demonstrates little critical thinking.	Unrelated, inappropriate, or inaccurate evidence deployed by writer. Fails to account for entire novel, or misreads/misinterprets major ideas	Lacks control over elements of composition. Essays with many distracting grammatical or mechanical errors may be scored a "2." Consistent errors in language use.
Score 0	Unrelated to topic	Little or no evidence presented; unrelated to argument at hand	Demonstrates lack of control over fundamental elements of English composition.

SOAPSTone Rubric: English 10 GT

Score Point	Content and Ideas	Development, Organization, and Support	Elements of Composition
9-8	Demonstrates outstanding critical-thinking skills; addresses multiple complimentary and competing concerns or perspectives where appropriate, expresses insightful ideas clearly and cogently. Analysis of text's ideas is correct, detailed, and thorough.	Provides textual evidence which is appropriate and convincing in both selection and amount. Discussion of evidence is insightful and sustained. Ideas logically progress and cohere. Evidence is accurately cited throughout.	The writer controls a wide range of elements of writing: grammar; syntactical variety, rhetorical modes and devices, and mechanics and rules for citation. Demonstrates original voice of writer.
7-6	Demonstrates strong critical-thinking skills; addresses some competing or complimentary ideas; expresses ideas clearly and cogently. Analysis of text's ideas is correct, detailed, and plausibly supported.	Provides textual evidence which is appropriate in selection and amount. Discussion of evidence is insightful but may not be as developed as better essays. Ideas logically cohere. Evidence is accurately cited throughout.	The writer uses clear prose with generally few errors, although there may be lapses in grammar, syntactical variety, or rhetorical modes. Mechanics of writing and citation are followed.
5	Competently analyzes article's features. Demonstrates some critical-thinking skills; may allude to other perspectives or ideas; not as cogent or insightful as stronger papers. Expresses ideas clearly. Analysis of text is plausible but may not be fully supported	Provides inconsistent or limited evidence; may be marked by reliance on generalizations or generic phrasings in analysis. Discussion of evidence may be brief, simplified, or underdeveloped. Some weakness in logic may appear; Citations are generally correct.	The prose conveys the writer's ideas adequately, but may have less control over, or variety in, rhetorical devices, syntactical variety, or grammatical correctness. The writer demonstrates some understanding of writing and citation
4-3	Inadequately analyzes features of article; demonstrates inconsistent critical-thinking skills through reliance on clichéd ideas and expressions or through weak support. Analysis of text may not fully cohere or may be unsupported. Limited discussion of competing or complimentary perspectives;	Provides little evidence throughout; reliant on formulaic development of ideas, paragraphs, etc.. Evidence may be insufficient, poorly chosen, or poorly handled; Discussion of evidence may be oversimplified, clichéd, or nonexistent. Weakness in logical coherence (student writing may be obviously contradictory or shallow).	Conveys ideas but demonstrates less consistent control over elements of composition; may be marked by frequent errors in grammar, syntax, or mechanics. Frequent errors in citation.
2-1	Demonstrates little success in analyzing major text features; reliant on summary of article or repetitive analysis; demonstrates little critical-thinking skill	Especially limited in use of evidence and discussion of it; dominated by paraphrase or restatement of quotations; evidence may be inaccurate, incomplete, or inappropriate for task or for writer's argument.	Lacks control over elements of composition. Essays with many distracting grammatical or mechanical errors may be scored a "2." Consistent errors in language use.
0	Response is off-task, personal, or otherwise unrelated.	No evidence provided; evidence is unrelated to task at hand.	Demonstrates lack of control over fundamental elements of English composition.