

**Salem High School
Gifted English 10
Summer Reading Assignment
<http://shslboyd.pbworks.com/>**

I am excitedly anticipating our 2010-2011 academic year together, and I know that you will want to begin your tenth-grade year with panache by preparing yourself to be successful when you return to Salem.

Texts

During your summer, you must read two novels:

title	author	summary
<i>Watership Down</i>	Adams, Richard	Set in England's Downs, a once idyllic rural landscape, this stirring tale of adventure, courage and survival follows a band of very special creatures on their flight from the intrusion of man and the certain destruction of their home. Led by a stouthearted pair of brothers, they journey forth from their native Sandleford Warren through the harrowing trials posed by predators and adversaries, to a mysterious promised land and a more perfect society.
<i>The Hot Zone: A Terrifying True Story</i>	Preston, Richard	In 1989, an obscure filovirus travels from the African rain forest to a lab near Washington, D.C., where the monkeys quickly sicken and die. Preston traces the history of the Warburg and Ebola filoviruses in minute, horrific detail that is as fascinating to read as it is alarming to contemplate.

Assignment

While you read, you will complete a double-entry journal assignment, as outlined on the reverse of this letter. The use of a journal will help you discover meaning through the rethinking of what you have read. It is a place for you to examine your own experiences, feelings, and values as well as a means to gain insight into a world different than your own. Furthermore, it is a way to begin to analyze the literary elements of classic literature, including characterization, setting, conflict, style, and theme.

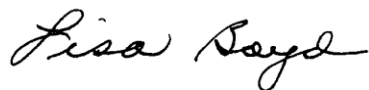
Your journal must include a minimum of eight quotations from each text and a reflective response for each of the quotations. Four of the quotations/responses should connect to some aspect of your personal knowledge and experience, and four should examine *intertextual* connections, that is, how the quotations connect to other texts (*texts* is used liberally here to include literature, film, media, music, or art).

Please organize your assignment in the same manner as the model provided on the reverse. Type your assignment and be sure to proofread!! Bring your assignment on the first day of class, and be prepared to use your journal entries as a springboard for classroom discussion.

Note: In addition to these written assignments, during the first weeks of the semester, students will be responsible for hands-on assignments regarding the novels, as well as an oral component. I will provide you with the exact specifications, guidelines, rubrics, and deadlines for these assignments on the first day of fall semester.

Enjoy both your summer and your summer reading, and come back ready for another outstanding year in English 10! Contact me (lboyd@rockdale.k12.ga.us) if you have questions or need assistance as you are reading and working on your assignments.

Sincerely,



Lisa Boyd

Double-Entry Journal

For the novel, you will compose eight **double-entry journal entries**: four personal connections and four *intertextual* connections. Following the models from “The Story of the Three Bears” below, number each entry, write the quotation including page and paragraph number, identify the type of connection, and compose a response of at least two sentences.

- **Personal Connection**

Contemplate how the quotation connects to some aspect of your personal knowledge and experience. The quotation may remind you of a situation you have been in, seen, or read about.

- **Intertextual Connection**

Ponder how the quotation connects to another text (literature, film, media, music, or art). Consider similarities that the two texts share (characterization, mood, plot, setting, theme, tone), and discuss how the two texts relate to one another.

Double-Entry Journal / “The Story of the Three Bears”

Quotation		Connection	
1	“If Goldilocks had remembered what her mother had told her, she would have waited till the Bears came home, and then, perhaps, they would have asked her to breakfast; for they were good Bears--a little rough, as the manner of Bears is, but for all that very good-natured and hospitable. But Goldilocks forgot, and set about helping herself.” (page 1, paragraph 2)	personal	As a child, I had—and still do have—a strong memory. I did not, as Goldilocks does, forget my mother’s advice. I simply chose to ignore it often and make my own decisions. Thus, negative consequences were often crucial learning experiences for me.
2	“Then Goldilocks went upstairs into the bed-chamber in which the Three Bears slept. And first she lay down upon the bed of the Great Huge Bear; but that was too high at the head for her. And next she lay down upon the bed of the Middle-sized Bear, and that was too high at the foot for her. And then she lay down upon the bed of the Little Small Wee Bear; and that was neither too high at the head nor at the foot, but just right. So she covered herself up comfortably, and lay there till she fell fast asleep.” (page 1, paragraph 5)	intertextual	Despite being warned repeatedly about politeness by her mother, Goldilocks cannot seem to control her selfish desires. The story suggests that Goldilocks, fast asleep, may be punished for her lack of self-control, much like the thoughtless and greedy suitors are punished by Odysseus for attempting to steal his wife Penelope and his kingdom of Ithaca (Homer’s <u>Odyssey</u>).