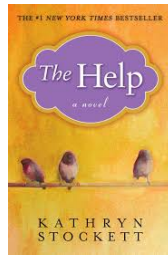


Honors English II - Summer Reading Assignment

All students entering into sophomore honors English must read *The Help* by Kathryn Stockett.



From Goodreads: “In pitch-perfect voices, Kathryn Stockett creates three extraordinary women whose determination to start a movement of their own forever changes a town, and the way women, mothers, daughters, caregivers, friends, view one another. A deeply moving novel filled with poignancy, humor, and hope, *The Help* is a timeless and universal story about the lines we abide by, and the ones we don't.” (The story takes place in Jackson, Mississippi during the early 1960s, and the novel was published in 2009.)

Your Task: Create ten (10) two-column Dialectical Notes entries to showcase your understanding of *The Help*. Your entries should be chosen from throughout the novel to demonstrate a thorough reading.

Dialectical Notes:

The term “dialectic” means “the art or practice of arriving at the truth by using conversation involving question and answer.” Think of your dialectical notes as a series of conversations with the text. To begin this “conversation,” you should make a note of significant passages/quotes as you read.

Procedure:

- As you read, choose passages that stand out to you and record them in the left-hand column of the chart (include page numbers in parentheses after the quote). Selected quotes should run approximately 2-4 sentences.
- 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 in the “real world”
 - Structural shifts or turns in the plot
 - A passage that makes you realize something you hadn’t considered before
 - Examples of patterns: recurring images, ideas, colors, symbols or motifs
 - Passages with confusing language or unfamiliar vocabulary
 - Events you find shocking, surprising, or confusing
 - Passages that illustrate a particular character or setting
 - Passages that reflect one of the novel’s major themes

In the right column, write your response/ reflection to the text, using at least two (2) of the following prompts:

(A) Analyze – Break down and explain the value of the language (individual words and phrases) and explain their significance to that passage and/or the work over all

(Q) Question – ask about something in the passage that is unclear

(C) Connect – make a connection to your life, the world, or another text

(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 or author of the text. What conclusions can you draw about the world, about human nature, or just the way things work?

(E) Evaluate - make a judgment about what the author is trying to say

Your right column reflections should run 2-4 complete sentences, and you should label the types of response from the categories above (A, Q, C, CL, R and E).

Each of your ten (10) entries is worth up to 5 points for a 50-point score:

1. Entries should be thorough, complete, detailed, specific.
2. Entries should be relevant, meaningful, and thought-provoking.
3. Entries should offer literary insight, connecting to patterns, literary techniques, and “big” thematic ideas.
4. The overall work should follow all directions (such as including parenthetical citations and labeling right column responses, as well as sentence length requirements).
5. The overall work should be carefully proofread and free from grammatical and stylistic errors -- please write about literature in 3rd person present tense.

Post-Novel Assessment: Socratic Seminar discussions will take place during one of the first class meetings.

Be prepared for an in-class analysis essay during the second full week of class.

Dialectical Notes Example:

Textual Evidence:	Response/Reflection:
"Five months after the funeral, I lifted myself up out a bed. I put on my white uniform and put my little gold cross around my neck and I went to wait on Miss Leefolt cause she just have her baby girl. But it weren't too long before I seen something in me had changed. A bitter seed was planted inside a me. And I just didn't feel so accepting anymore" (3).	A: The metaphor of the bitter seed represents how the death of Aibileen's son has changed her perspective. As she begins her new job with the Leefolt family, she can tell that it will feel different from her previous work. A planted seed implies that something will grow; it will be interesting to see what this seed develops into over the course of the novel. Q: Aibileen has gone through a major tragedy with the loss of her son, Trelore. Starting a new job, caring for another child, so soon after his death is likely to be challenging for her. When she says she "didn't feel so accepting anymore," I wonder how this feeling will impact her character's journey throughout the story.

Your Response:

[illegible]
