

English 10 Honors Summer Assignment

Hello, scholars!

The CNEC English 10 Honors team wants to welcome you all to a year full of captivating literature, innovative thinking, collaborative planning, and constant skill building! Over the course of the 2025-26 school year, English 10 Honors students will analyze and critique fiction pieces (including Ray Bradbury's *Fahrenheit 451*, F. Scott Fitzgerald's *The Great Gatsby*, and William Shakespeare's *Macbeth*) along with nonfiction (including Jon Krakauer's *Into Thin Air* and numerous articles and essays written by various authors). Additionally, students will work in various, rotating, structured, small groups in the second semester as they build communication and collaboration skills while they also hone in on their rhetorical analysis and composition techniques. It will be a busy year full of reading, writing, modeling, creating, discussing, and presenting, so we need to be able to hit the ground running!

Assignment Directions: Over the course of the summer, English 10 Honors students will be expected to read **Ray Bradbury's *Fahrenheit 451*** and complete **TEN dialectical journal entries** based on the text that pertain to the categorical components below.

**Note: Copies of this novel are available in our CNEC Library or can easily be purchased through various vendors of your choosing.*

For each journal entry, choose one quote relevant to the novel and category. In addition, each journal entry should have a **5-6 sentence paragraph response** which analyzes the chosen quote and connects that quote to the specific categories outlined below. Your TEN responses should be numbered and written in categorically labeled paragraph format (theme, setting, conflict, etc.). Please cite all quotes in MLA format.

Below, you will find an explanation of journal entry categories, a dialectical journal entry example, assignment deadlines/submission information, teacher contact details, and a scoring rubric.

Category Entries	Expectation
Journals 1 & 2: Theme	Choose quotes that relate to separate recurring ideas presented within the novel
Journals 3 & 4: Characterization and/or Setting	<i>Characterization:</i> Discuss the significance, development, and/or psychological characteristics of a character. <i>Setting:</i> Discuss how the author describes the setting of the story and the significance that can derive from this presentation.

Journals 5 & 6: Conflict	Discuss significant plot complications or structural shifts that occur within the story.
Journals 7 & 8: Author's Voice and/or Stylistic Patterns	<i>Author's Voice:</i> Identify specific recurring words, phrases, syntactic patterns, chapter structures, etc. that appear to characterize the author. <i>Stylistic Patterns:</i> Examine recurring images, ideas, colors, symbols or motifs indicative of the author.
Journals 9 & 10: Connections and/or Contrasts to Modern Society	Consider what societal elements within the story most closely mirror or most vastly diverge from modern society.

DIALECTICAL JOURNAL ENTRY EXAMPLE

Note: These entries are NOT from Fahrenheit 451. The purpose of this example is to show you how to structure your journal entries.

Journal 3: Characterization	"...as I read the alphabet a faint line appeared between her eyebrows, and after making me read most of My First Reader and the stock market quotations from the Mobile Register, she discovered that I was literate and looked at me with more than faint distaste. Miss Caroline told me to tell my father not to teach me any more, it would interfere with my reading" (Lee 21).	The novel takes place during the Depression, a time when kids like Scout had almost nothing to look forward to and no prospects for a better future. Scout speaks often of how dirty the kids are, how poor everyone is (so poor that no one notices that anyone else is in any better or worse shape than they are). Miss Caroline does not seem to understand that she is probably one of the few things standing between the kids of that era and total disaster. Her job is so important because she can give them the entire key to a better life. Instead, she singles kids out for mistreatment, demeans the children in front of each other, and does not try to inspire the kids in her class.
Journal 7: Stylistic Pattern (Symbolism)	"Like the keeper of the lighthouse, she regarded it as a mooring, a checkpoint, some stable visual object that assured her that the world was still there; that this was life and not a dream" (Morrison 11).	The watermark confirms the relationship Ruth has with her husband, Macon; one of contempt and distance, one in which she has been repeatedly denied her existence as a powerful human being. She is instead treated with scorn or as somehow only worthy to bear children and care for the house. The watermark began as an expression of how she sees beauty in the world and ends as a reminder of her vision denied. At once, it gives her strength to go on and makes her feel trapped. It is the truth of her life.

Assignment Submission: You should be completing your dialectical journals on a **Google Doc** which you will **upload to the English 10 Honors Summer Reading Google Classroom (Code: kxsmw43) BY 11:59PM ON SUNDAY, AUGUST 17TH.** Students will submit this assignment to Turnitin.com during class on the first day of school. Assignments NOT submitted by the deadline will be considered late and will, therefore, receive a considerable point deduction. **Students neglecting to complete and submit the summer assignment BY THE END OF THE FIRST WEEK OF SCHOOL will be removed from the course—NO EXCEPTIONS.** In other words, **THIS SUMMER ASSIGNMENT IS MANDATORY FOR THE COURSE.**

Teacher Communication: While Jamie Tewson (Room 275) and Laramie Woolsey (Room 152) will be available for students June 2-6th during the school day, questions and/or concerns related to this summer assignment that arise after that time should be sent to BOTH jamietewson@cusd.com and laramiewoolsey@cusd.com.

**Note: Students are required to communicate through their CUSD email accounts. Emails received from outside the CUSD system will NOT receive a response. Responses could be somewhat delayed depending on teacher availability, so the sooner a question is asked or a concern is presented, the better.*

Dialectical Journal Rubric

Assessed Component	Advanced 25-24 pts.	Above Average 23-19 pts.	Average 18-16 pts.	Poor 15 pts. or below
Quote Quality	All quotes are significant enough to lend themselves to innovative academic analysis and advanced reflection. Covers the text consistently; has entries from the beginning, middle and end of the Novel	All quotes are significant enough to lend themselves to strong academic analysis and reflection. Covers the text consistently; has entries from the beginning, middle and end of the Novel	Some quotes may struggle to lend themselves to strong academic analysis and advanced reflection. Covers the text consistently; has entries from the beginning, middle and end of the Novel	Numerous quotes struggle to lend themselves to decent academic analysis and advanced reflection. Does not cover the text consistently; does not have entries from the beginning, middle and end of the Novel

	Quote does not exceed 100 words	Quote does not exceed 100 words	Quote is more than 100 words	Quote is more than 100 words
Analysis	The writing offers creative/original ideas and insights; extensive commentary, refreshing; does not simply summarize; goes beyond obvious and basic commentary	Analysis is believable and convincing, a few assertions may lack specific examples, but assertions are still clearly connected to the argument and do not simply summarize	Analysis supports your argument, but ideas are obvious and basic or consist mostly of plot summary	Ideas lack development; misunderstanding of prompt or text; illogical argument; simplistic plot summary
Formatting/Clarity	The document is completely error-free, properly formatted and has the appropriate number of entries. (min. of 10) All quotes are properly cited in MLA format	The document is mostly error-free, properly formatted and has the appropriate number of entries. (min. of 10) All quotes are properly cited in MLA format	The document has some errors. The document has the appropriate number of entries (min. of 10) All quotes are properly cited in MLA format	The document has many errors and/or the document is missing the required number of entries (min. of 10) All quotes may not be properly cited in MLA format
Syntax	The essay contains excellent vocabulary, active verbs, and varied sentence structure that illustrates an advanced skill level. Writing is vibrant and interesting.	The essay uses good vocabulary and attempts to vary sentence structure that illustrates a fair skill level. Writing is somewhat interesting, but not outstanding.	The essay uses words correctly but does not stretch for usage. Sentences may appear a bit rhythmically simplistic and/or phrasings may be a bit redundant. Writing is lacking in vibrancy and interest.	The vocabulary is low level and the writer does not link sentences for flow of language or meaning. Writing has no power, vibrancy, and/or interest to the reader.

Point total	
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