

## Incoming sophomore (**English II non Pre AP**)

Required:

*Night* by Elie Wiesel ISBN 0374500010

*Farewell To Manzanar* by Jeanne W. Houston & James D. Houston ISBN139780553272581

### Complete the following:

#### Dialectical Journals

Dialectical journals are journals in which a reader records a mental conversation with the text. You can use these journals to

- summarize and question
- pose questions (the first step to analysis)
- read closely for details, images, diction, etc.
- notice patterns
- write analysis and make connections
- connect method to purpose, effect, and meaning
- make choices about evidence
- document quotes
- make inferences about characters, symbols, etc.
- write analysis justifying an assertion

Do EACH of the following. Follow directions closely.

#### 1. Summarizing, Observing, and Questioning

- Summarize assigned paragraphs, passages, or chapters in the left column.
- Note observations and ask questions (specify level) in the right column.

The student example is based on the first paragraph from “The Scarlet Ibis” by James Hurst.

Summary	Observation and Questions
Speaking in past tense, the narrator describes the time of year and setting when the ibis landed in a tree in his yard.	What is the “clove of seasons”? The narrator repeatedly uses words and images that indicate death and loss. What is a “bleeding tree”? Lots of imagery and figurative language Did someone die? Who? When? What was the relationship to the narrator? Do certain images remind us of the past? Do people ever completely recover from the death of a loved one?

**Choose significant passages from the texts you are reading to analyze it using the format above. Complete ten (10) entries per novel (You will have 20 total).**

**2. Literary or Rhetorical Analysis of Tone (author’s attitude)**

- Focus on concrete devices and their **effect**, or **purpose (abstraction)**.  
e.g. Fill in the chart with diction(word choice) and imagery that create **tone**.
- The commentary explains, analyzes, etc., how or why the concrete devices lead to the **abstract feeling**.

The student example below is based on the first paragraph from “The Scarlet Ibis” by James Hurst.

<b>Evidence</b>	<b>Commentary</b>
"It was in the clove of seasons, summer was dead but autumn had not yet been born" (189)	The word "clove" suggests a rift or splitting. It seems to suggest there was a definite divide between the seasons – marked by some other more personal split or loss, possibly a death. The words "dead" and "born" also support this idea.
"dead" "rotting" "graveyard" "dead" (189)	The diction reinforces the idea that someone died. Even the narrator's memory of the setting reflects the impact of the loss.
"empty" "untenanted" (189)	Suggest loss; something is missing.
"oriole nest...like an empty cradle" (189)	Even the bird nest is empty. Comparing it to a cradle makes you wonder if a child died. Creates a feeling of pain and yearning for what is missing,
"graveyard flowers...their smell drifted...speaking softly the names of our dead." (189)	Personification of the flowers seems to imply that nature reminds the narrator (all of us) about those we've lost. A sense of remembrance and peace underlies the sadness.

Choose passages from each of the two required texts you are reading that seems to you to indicate a certain tone. Analyze it using the format above. Include at least five (5) pieces from each text of evidence and commentary (You will have 10 total: *5-Night*, *5-Manzanar*). Conclude your journal with a statement about the tone.

**Journals must be typed.**