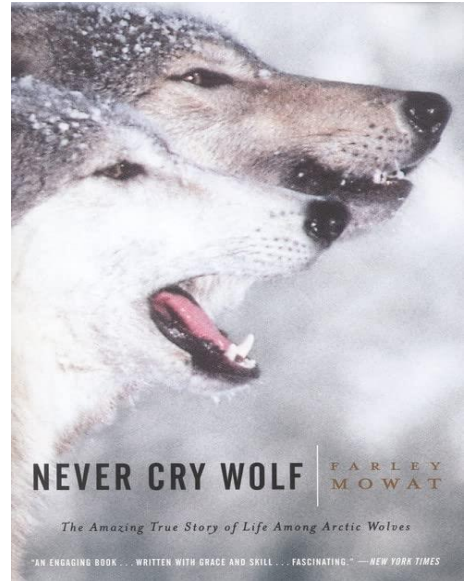


Honors 9th Lit/Comp

Summer Reading 2023

Book: *Never Cry Wolf* by Farley Mowat

More than a half-century ago the Canadian Wildlife Service assigned the naturalist Farley Mowat to investigate why wolves were killing arctic caribou. Mowat's account of the summer he lived in the frozen tundra alone—studying the wolf population and developing a deep affection for the wolves (who were of no threat to caribou or man) and for a friendly Inuit tribe known as the Ihalmiut ("People of the Deer")—is a work that has become cherished by generations of readers, an indelible record of the myths and magic of wild wolves.



Dialectical Journal Assignment

dialectical (die-uh-LEKT-i-cul), n.:	the art or practice of arriving at the truth through logical arguments.
journal (JUHR-nul), n.:	a personal record of events, experiences, and reflections kept on a regular basis; a diary.

What is a dialectical journal?

A dialectical journal is another name for a double-entry journal or a reader-response journal. It's a journal that records a dialogue, or conversation, between the ideas in the text (the words being read) and the ideas of the reader (the person who is doing the reading).

This is what you must do in your journal: keep a dialogue with yourself. In your journal, have a conversation with the text and with yourself. Write down your thoughts, questions, insights, and ideas while you read. The important part is that you, the reader, are reading something and then responding to it with your feelings and ideas!

Why is a dialectical journal important?

This journal will help you, as a reader, think critically about the text you are reading. By keeping a dialectical journal, you will think for yourself about a text and offer your own interpretations.

How do I keep a dialectical journal?

Your journal will use a two-entry form:

- Type in two columns. **See the format with the example.**
- Label the left column "Text." As you read, use this column to write down passages (quotes) from the book that stand out to you. **You will choose 12 quotes or passages from the book.**
- Cite the quotes in MLA format. **Example: (Mowat 143). See examples.**
- Label the right column "Response." Use this side to write down YOUR OWN thoughts, commentary, and questions about the quotes in the left column. Include your ideas and insights and any reflections you have.
- Respond (**response types**) as follows to each quote and **label each response 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

How do I decide what text (passages or quotes) to record in my journal?

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

How do I respond to each text entry?

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*. As part of your response, you can analyze the style of the text—reflect on elements like symbols, imagery, metaphors, point of view. Some basic responses are to:

- 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, or write about what it makes you think or feel
- Agree or disagree with a character or the author

To make higher-level responses try the following:

- 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

Grading Requirements

- Number of entries meets requirement – **12 entries**
- Detailed, meaningful passages (quotes or texts)
- Passages cited in MLA format
- Thoughtful, insightful interpretation, commentary and connections about the text (should NOT be summaries)
- Coverage of text is complete and thorough. (Passages are selected from beginning to end).
- Variety of response types displays ability to think critically.
- Journal is neat, organized, and professional looking; student has followed directions (and the example in MLA format) in the organization.

When I am writing in my dialectical journal, is there a right and wrong answer?

No! A dialectical journal shows your own thoughts and ideas about what you read. When you write the journal, you should be as original and creative as you can be. The sky's the limit!

Note: Students will be required to submit the dialectical journal to Turnitin.com for plagiarism detection during the first week of school.

Two examples from two different books are on the last page.

John Smith

Mrs. Baringer

Honors 9th Lit/Comp*The Things They Carried* by Tim O'Brien

Text (Quote/Passage)	Response
<p>“...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” (O’Brien 2).</p> <p>Next Quote/Passage</p>	<p>(E) 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.</p>

Angela’s Ashes by Frank McCourt

Text (Quote/Passage)	Response
<p>“Dad says Eugene is lucky to have brothers like Malachy and me because we help him forget and soon, with God’s help, he’ll have no memory of Oliver at all.</p> <p>He died anyway.</p> <p>Six months after Oliver went, we woke on a mean November morning and there was Eugene, cold in the bed beside us” (Mccourt 99).</p>	<p>(P) As sad as this passage is initially, it is certainly influenced by McCourt’s inclusion of “He died anyway” as its own sentence, paragraph, and beginning to a new section after the break in the page. This makes those three words stand out not only as their own statement, but also as a statement separated from the rest of the narrative. It draws the reader’s focus to that sentiment, which makes it more powerful. I can’t help but think, “You have got to be kidding,” especially after all the previous incidents of death and despair. McCourt brings the idea of death into the spotlight, even though it has already been prominent up to this point in his story; it is highlighted just a bit more by his</p>

organization in this scene, drawing attention to how the mourning twin also dies—somehow even more depressing than the other deaths. This creates a profound effect of, “Really? Can it get any worse after this?” Strangely, I have a sinking feeling that it will, indeed, get worse.

As disheartening as that thought is, it also makes me think that things have to get better eventually. They can’t all just die, can they? The way it’s going, that seems possible, but I have to think that there are more positive developments lurking around the corner. It fills me with hope that things will turn around soon (not based on any actual evidence, just my hope that they can escape these horrible circumstances).

Next Quote/Passage