

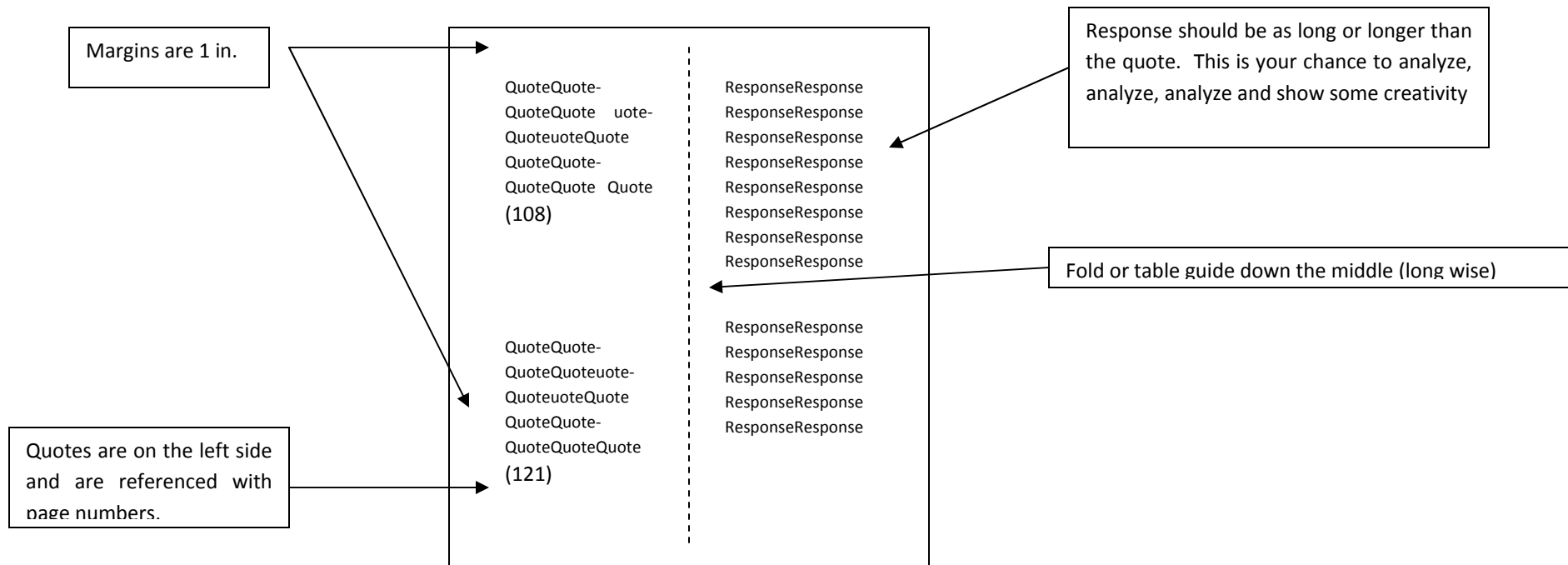
THE GREAT GATSBY SUMMER ASSIGNMENT (ENGLISH 3 AP/H)

Along with completing the Gatsby study guide, we are asking that you *write out* a dialectical journal to keep track of your reading responses. At times these seem impossibly tedious, but that is only when students do not add their own wisdom, only when they prefer for sit back and have the answer given to them. Dialectical Journals *require* that you, the reader add your own meaning, interpretation, observation, wit, humor, and emotion.

It is a place for you to predict, comment, relate back to your life. It is NOT a place for you to summarize what you have read. Summaries will not be read and will not be counted towards your final score. So please, please, please (for your sake and mine) do not summarize; instead analyze.

We are asking that you complete 1 journal entry for every 10 pages. This is not very much and should not slow down your reading. For *The Great Gatsby* there will be approximately 20 entries (it's almost 200 pages long). On the reverse of this sheet is a longer explanation of what's supposed to appear in the dialectical journal. Most of your responses should be in stages 2 & 3. If you're finding trouble starting responses, try the suggested starters which are in bold in the top section.

Your page should be divided as shown below. Most people fold their page in half and then write out their responses. If you would like to type yours, my suggestion is that you make a two column table in MSWord or other program. Your responses DO NOT have to be double spaced.



A dialectical journal is an effective way to keep a record of your reading responses - positive or negative, sure or unsure. It offers a chance to respond personally, to ask questions, wonder, predict, or reflect on the characters, events, literary elements, or language of a text. As you read take time to record your observations. You may do this as ideas strike you or after you have read a small portion of the text, for example ten pages. Write often and record as many of your observations as possible. Do not summarize. Instead, record your textual observations. Some of the first nine week's essays will reflect your responses, so take time and care when writing in your journal.

If you are having trouble beginning an entry, try some of these "starters": **I was impressed by...I noticed that...I wonder about...Some questions I have are...I don't understand...I now understand why/how/what...Something I notice appreciate/don't appreciate/wonder about is...I predict...An interesting word/sentence/thought is...This reminds me of...I never thought...I was surprised by...**

Please keep in mind that these logs are not meant to be a personal diary. They are meant to be read by others and should relate only to the assigned material. When sharing you will have the opportunity to confirm, clarify, and modify your responses through discussion.

Generally three stages of student work are exhibited in these journals. You should strive for stage three.

Stage I: A literal surface encounter with the text. The work at this level will have some of the following characteristics.

- lacks a critical interest in the narrative
- primarily summarizes the selection
- unsupported by evidence from the text or experience
- predictions are unrealistic or improbable
- fails to ask questions or hypothesize
- uses stereotypical responses
- uses images drawn from movies or television
- entries are too short
- confusion about the text and the story
- off-topic responses

Stage II: Evidence and understanding and appreciation of text. The work at this level will have some of the following characteristics:

- does not summarize, but rather reflects upon the narrative
- personal connections between text and student's own experiences are made
- predictions are plausible given the scenario (but may change after further reading)
- demonstrates an ability to understand characters' motivations
- quotes from text for support
- ability to hypothesize and predict
- evidence that students are engaged in the text

Stage III: Synthesis and evaluation of the text. The work of students at this level will have some or many of these characteristics.

- a strong interest in the material as evidenced through an awareness of levels of meaning
- judgments are textually and experientially based
- predictions are thoughtful and keenly observed
- character analysis is consistent with the material presented
- show an understanding of character motivation
- comparisons and connections are found between text and other literary and artistic works
- recognizes the author's writing choices and reasons for those choices
- recognizes the energy and deliberateness of the writing process
- awareness that their own personal beliefs may differ from those expressed in the text
- demonstrates an awareness of point of view