

**PCS Summer Reading Activities 2010-2011**  
**12<sup>th</sup> Grade**

**\**The Shack*** by William P. Young  
***Gulliver's Travels*** by Jonathan Swift  
***Jane Eyre*** by Charlotte Bronte  
***Tuesdays with Morrie*** by Mitch Albom

Students are required to read the starred book on their list in addition to one other book on their list. Students will complete activity 1 for the starred book and activity 2 for the other book. Activities for both books will be turned in to the English teacher within the first two weeks of school for grading.

**Activity 1:** You will be keeping a dialectic journal as you read *The Shack*. Journals will be divided into the following chapters:

Journal 1	Chapters 1-4	Journal 4	Chapter 13-15
Journal 2	Chapters 5-8	Journal 5	Chapter 16-18
Journal 3	Chapters 9-12		

Each entry will consist of a 75 word synopsis of the plot (tell me what happens) of that division and two dialectical responses, each approximately 100 words in length, for a total of 275 words (minimum). To write the dialectical journal section, divide your notebook paper in half vertically.

On the left side of the page,  
Copy two passages from the novel.  
These do not count as part of the  
Required length.

On the right side of the page,  
respond to the passages. Discuss:  
characterization, setting, style, or  
Themes. Do not summarize or  
paraphrase your quotes...your synopsis already  
addresses this.

Label each entry with the number of the journal entry, title of the novel, the chapters and page numbers of the division covered, and the date the entry was written.

**Activity 2:** For your second novel, complete the following:

Writing an Approach Paper:

An approach paper consists of several sections:

- I. Proper heading with your name, date, class, and novel/play title
- II. Summary Paragraph: A three or four sentence paragraph which explains the ENTIRE novel using as much description and detail as you can manage. To encourage your writing style, you may not use semi-colons or colons in this paragraph, and every sentence must start out in a different way. Prepositional phrases, gerund phrases,

normal word order clauses, participial phrases, and infinitive phrases are some of the different ways you might choose to start these sentences. This helps make your writing more interesting to read. This is often the most difficult section of the approach paper to write. It will take some time to condense the happenings of the novel/play into these few sentences which all start in a different way.

- III. **Character Descriptions:** Choose three or four main characters in your novel or play. By each of these characters' names, list four or five words which describe the character distinctly. This is a good time to think about vivid vocabulary words and to check the dictionary and thesaurus for ideas. If you use a particular word to describe one character, you may not use that same word to describe another character.
- IV. **Discussion/Essay Questions:** Write three questions that a teacher might ask you about the novel or play either in class or for an essay. These questions should be thought-provoking and almost always take more than one line to type because they ask readers to combine more than one idea. Just *writing* these types of questions helps you to anticipate what questions might be asked of you in class discussion or on a test and encourages you to think more insightfully about the book or play.
- V. **Key Passage:** Choose the most important passage in the novel/play (in your opinion). Type it up word-for-word in the approach paper. Make sure to identify the speakers.
- VI. **Key Passage Explanation:** In a fully-developed paragraph, explain why your chosen passage is important to understanding the novel/play. In your explanation, make sure you integrate quotes (actual words or phrases) from the key passage to strengthen your explanation. Often, this selected passage will offer clues to the novel/play's themes. Explain any mentioned or inferred themes connected to the key passage.