English III-AP
Summer Reading Assignment

_The Great Gatsby_
by: F. Scott Fitzgerald

**Objective:** Students in the AP Language and Composition course are trained to become skilled readers and writers in diverse genres and modes of composition. As stated in the AP Course Description for the English exams, the AP Language and Composition course’s purpose is “to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers.” The summer months are a valuable beginning to this AP course.

**ASSIGNMENT GOALS**
We believe that we learn to read through reading. With this in mind, the purpose of the Summer Assignment is multi-fold.

- Learn and practice close reading techniques and critical reading skills essential to becoming successful AP/IB students
- Begin to comprehend more than plot, looking at how the author creates meaning uses diction, style, structure, and literary elements
- Reap the intrinsic and long-term rewards of reading, like empathy for human problems and increased vocabulary

**Novel Preview:** _The Great Gatsby_ is set in the Roaring Twenties which was also called The Jazz Age. The Jazz Age is a term used to designate the period of the 1920’s in the U.S. At that time the apparent emotional abandon of jazz seemed best to express the spirit of determined unconventionality, gaiety, and dissipation of the American boom era that followed World War I. Such dances as the Black Bottom and Charleston went hand in hand with speakeasies, parties, the bobbed haircut, short skirts, and the new freedom of behavior of the flapper. F. Scott Fitzgerald was one of the first to use this term by titling one of his works _Tales from the Jazz Age_ (1922).

The people of this time period were called the lost generation. The “lost generation” is a term used to refer to the generation of men and women who came to maturity during World War I (1914-1918); specifically, it refers to their experiences in their rootlessness and disillusionment. Gertrude Stein is said to have coined the term in a conversation with Ernest Hemingway, whose early novels are considered to typify the attitudes and behavior of the lost generation.

**Part I – Daily Grade:** While reading this novel, you will need to find 15 passages of significance to you. You need to mark/respond to these passages in annotation format. You may use sticky notes or write in your book; however, please mark the pages for me so that I can easily go to the passages you annotated. **This is due the first day of school.**

**Part II – Major Grade:** Additionally, choosing ten of your fifteen annotations, you will be required to complete a dialectical journal (see below for journal instructions). **This is due by the third day of school.** I suggest getting it done during the summer.

We will also take a test, do a timed-writing and have other work to do over the reading as well. Be prepared!
Note: As most of you know, there is a recent movie version of *The Great Gatsby*. Please note that movies never follow the same format as novels, so please don’t think that watching the movie is the same as reading the novel.

Purchase info: You may purchase the book online at Amazon, Barnes & Noble, and other bookstores. It runs approximately $5. If you have any problems purchasing the book, please contact Mrs. Swenson at bswenson@ecisd.org.

Dialectical Journal Assignment  
*The Great Gatsby*  
By: F. Scott Fitzgerald

Assignment. While reading *The Great Gatsby*, you will need to complete a dialectical journal over the entire novel. This MUST be typed. A description follows.

- **Column One.** should list the quote you have chosen as exemplary from the novel. It must also include the page number.
- **Column Two.** should name the rhetorical device demonstrated by the quote in one.
- **Column Three.** should be a reaction to the quote. This is an interaction between you and written word. You may ask and answer questions, connect your quote to another piece of literature, or make a personal connection. Be sure to vary the type of reaction to fit your purpose. Your reaction should NEVER be a summary!

  - Your response must show a thoughtful connection to the chosen text. Your responses must also demonstrate that you have read the entire novel. Work to make your responses specific and relevant to the chosen rhetorical device in column one. Avoid general comments such as "The diction is nice, and it flows smoothly." This section will be the bulk of your grade.

Guidelines.

- You must complete a total of ten entries from different chapters and different sections of the novel.
- Reactions need not be any longer than one page.
- Type your assignment using a 12-point font that is easy to read.
- No cover sheet is needed. Just put your name.

Make this journal a great start to the new school year! Impress me with your work. This is a major grade.
DIALECTICAL JOURNAL EXAMPLES

RESPONDING TO THE TEXT:
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.

Basic Responses
- 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.
- Write about what it makes you think or feel.
- Agree or disagree with a character or the author.
- How does it relate to the world or society?

Higher Level Responses
- Analyze the text for use of literary devices. Why does the author choose this device?
- 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.

Sample Sentence Starters:
- I really don’t understand this because...
- I really dislike/like this idea because...
- I think the author is trying to say that...
- This passage reminds me of a time in my life when...
- If I were (name of character) at this point I would...
- This part doesn’t make sense because...
- This character reminds me of (name of person) because...

Sample Dialectical Journal entry: THE THINGS THEY CARRIED by Tim O’Brien

<table>
<thead>
<tr>
<th>Quote (passage)</th>
<th>Device</th>
<th>Reaction/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;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&quot; (O’Brien 2).</td>
<td>imagery and simile</td>
<td>O’Brien chooses to end the first section of the novel with this sentence. He provides 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.</td>
</tr>
</tbody>
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The Great Gatsby Dialectical Journal Rubric

<table>
<thead>
<tr>
<th>Quote/Passage</th>
<th>Literary Device</th>
<th>Reaction/Response</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Insightful quote/passage</td>
<td>- Device identified correctly</td>
<td>- Shows thoughtful connection to the chosen text</td>
<td>______ of 6 points</td>
</tr>
<tr>
<td>_____ of 2 points</td>
<td>_____ of 2 points</td>
<td>- Demonstrates mastery of novel</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Specific and relevant to the chosen rhetorical device</td>
<td></td>
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This is how I will be grading your journals. Each passage is worth 10 points. Two points per quote, two points per device and six points per reaction.

IF you have any questions regarding this assignment, please e-mail Mrs. Wagner at mwagner@ecisd.org or Mrs. Swenson at bswenson@ecisd.org.