2019 Summer Reading for GT10 Students  
DUE September 23, 2019

Welcome to GT 10! This class is designed for students who have a true passion for literature. Through exploration of a variety of texts from different genres, time periods, and cultures, you will begin your journey in literature this summer in order to best prepare for critical analysis and writing.

The Books- Your option- choose 1: Books available online, in libraries & stores

1. *Cry, the Beloved Country* by Alan Paton  
2. *The Stranger* by Albert Camus  
3. *In the Time of the Butterflies* by Julia Alvarez  
4. *Crime and Punishment* by Fyodor Dostoyevsky  
5. *Nectar in a Sieve* by Kamala Markandaya:

Choosing the Book: These books contain interesting characters and philosophical and psychological studies. Many people enjoy the discussions and explorations of the books after reading them. Pick a book that you think you’ll like, and you will get a lot out of participating in the analysis. You’ll have to read in order to be able to do this effectively. There is a lot to think about with the book you choose! Please do not choose a book by size!

How Much to Read at a Time: Check the number of pages in your book, figure out how many days you need to read (For example, 4 weeks, 4 days a week = 16 days of reading), and divide the number of pages by the number of reading days to determine how many pages per day you need to read to accomplish your goal. So, a book of 250 pages over 16 days is 15-16 pages per day.

Writing Requirements (2):

1. Take notes. You may use a notebook or type your notes. Sticky notes are helpful, but you will need to write up your ideas for me to collect.

Categories for Note taking: Note: Not all categories apply to every book (e.g. the philosophical concepts); nor do all categories important all the way through the book. Focus on important ANALYTICAL concepts of YOUR choosing. I am NOT interested in what online resources say about the book!

   a. Protagonist
      - Mental health: causes and effects
      - Growth/development
      - Interactions and relationships
      - Motivations and the development of those motives
b. Point of views and perspectives (especially different ones in the text)
c. Philosophical Concepts:
   - Nature of existence
   - Extraordinary man (Crime and Punishment)
d. Author’s style and literary techniques
e. Themes (author’s messages about universal topics)

2. Dialectical Journal: 10 entries
   a. An **Analytical** Dialectical Journal: 10 typed entries in chronological order and spread throughout the book. Note the book, chapter and page numbers.
   b. Pick quotations that are significant to the book or to the author’s purpose. The richer the passage, the deeper you can go with your analysis and the more points you can earn.
   c. For each entry, incorporate at least two concepts from the Note Taking Categories above or two writing techniques.
   d. Thoroughly explain what each quote is saying, summarize the segment from which it is taken, and explain its significance.

**Sample** Dialectical Journal from *The Chosen* by Chaim Potok:

<table>
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<tr>
<th>Chapter 1: Passage / Page</th>
<th>Response</th>
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<td>&quot;'Only two runs,' Mr. Galanter said, smashing his right fist into his left hand. 'And they hit us with all they had. Now we give them our heavy artillery. Now we barrage them!' . . . 'Fire away’&quot; (26)</td>
<td>This quote picks up on the high school coach's use a war <strong>motif</strong> during a high school baseball game at the end of WWII as he and the author’s use <strong>fighting diction</strong>: “smashing,” “fist,” “hit,” “artillery,” “barrage.” At first this seems to be a mere quirk in the coach’s speech patterns, but upon closer inspection, it's apparent that this little high school ball game has indeed become a <strong>metaphor</strong> for a battle, a conflict of competing Jewish ideologies -- complete with jingoism and hatred. Potok also employs <strong>situational irony</strong> in that Mr. Galanter is not a soldier in the &quot;real&quot; war but coaches a battle in which his students are his soldiers, fighting the enemy baseball team.</td>
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**DUE DATE: SEPTEMBER 23, 2019**

Consider the following schools of thought as you prepare to read and analyze the information and produce a final product: Psychological Approach & Philosophical Approach
PSYCHOLOGICAL APPROACH

Analyzes literature by focusing on the psychology of the writer and characters. This approach evaluates the thoughts, motives, actions, development and subconscious of the characters.

Considers the following:
- motivating forces, emotions, and dimensions of the mind
- conscious and unconscious behaviors
- internal and external conflicts
- application of Freudian or other psychological theories
- tripartite self: id (basic desires), superego (morality), and ego (balance of id and superego)
- psychological disorders and dreams

PSYCHOLOGICAL APPROACH: QUESTIONS FOR LITERARY ANALYSIS

- What forces motivate the characters?
- Which behaviors or conflicts are conscious and unconscious?
- Given their backgrounds, how believable are the characters’ behaviors?
- Are Freudian or other psychological theories applicable?
- Do any of the characters correspond to the tripartite self? (Id, ego, superego)
- What roles do psychological disorders and dreams play?
- What do the characters’ emotions and behaviors reveal about their psychological states?
- How is the writer’s personal psychology or unconscious dimensions of his/her mind reflected?
PHILOSOPHICAL APPROACH

Analyzes literature by focusing on themes, view of the world, moral statements, and the author's philosophy.

Considers the following:
- Human nature
- Mankind's relationships with God and with the universe
- Morality, good vs. evil
- Reward and punishment

PHILOSOPHICAL APPROACH: QUESTIONS FOR LITERARY ANALYSIS

- What view of life does the story present? Which character best articulates this?
- What moral statement does this story make? Is it explicit or implicit?
- What is the author's attitude toward his world? Toward fate? Toward God?
- What does the work say about the nature of good or evil?
- What does the work say about human nature?
- Is good rewarded? Is evil punished?
- Is the world ordered or random?