

**West Roxbury Academy**

**Summer Reading Assignment 2017: *Jane Eyre by Charlotte Bronte***

**College English 12**

**Why Summer Reading?:**

High school and college students across the country are expected to complete summer reading in preparation for the next school year. Each summer, students lose two to three months of reading skills, leaving students two to three years behind. This learning loss is known as “summer slide,” and it can leave students at a serious disadvantage. One way to address this disadvantage is summer reading, along with writing and thinking about what you read. Summer Reading prevents learning loss and helps you gain, not lose, skills. Summer Reading helps you prepare for the following year and build skills necessary for high school graduation and college. Summer Reading is not a punishment; it’s an opportunity for you to invest in your skills. For more on the “summer slide,” check out the following resources:

<http://www.summerlearning.org/?page=know_the_facts>

<http://blog.ed.gov/2014/03/stopping-the-summer-slide/>

**What You Will Do:**

Read the book *Jane Eyre* by Charlotte Bronte, and keep a journal while you read. In your journal, it is expected that you analyze the characters of Jane, Mrs. Reed, Bessie, Helen Burns, Miss Temple, Mr. Brocklehurst, Edward Rochester, St. John Rivers, Mary, and Diana and their relationships to each other.

**Why this book?**

This was originally titled *Jane Eyre: An Autobiography*, Currer Bell was listed as the editor, not the author.

Eventually, Bronte named herself as the author, and this fact was included in the subsequent publications of *Jane Eyre.* Highly autobiographical, the novel parallels events in her own life as well as depicting women’s roles in 19th century England.

**Themes in this book and connections to ELA 12:**

As you read, you will see that women in the 19th century had few rights and depended solely on their male counterparts-husbands, fathers, and brothers-for support. The events and experiences of the main character depicts the prejudice and discrimination against women in Victorian English Society.

We will begin ELA 12 with literature of the Middle Ages, examining and analyzing English government and social norms. We will research the idea of chivalry and how it plays a major role in English history and track its importance throughout time and across cultures.

**Why keep a journal while you read?:**

Your journal will be evidence of your reading. You will submit your journal the first week of class, and you will earn a quiz grade based on the work you complete over the summer in your journal. When we write while we read, we remember more information and make that information more meaningful. Journaling is an active reading strategy that builds your skills in critical reading and thinking—important skills for high school, college, and career.

**Do I still have to complete Summer Reading assignments if I am enrolled in Summer School?**

Yes! Our summer reading assignments provide a common experience for our class to start the year, and we will use the experience of reading these books in discussions throughout the year.

**Where do I find the book?**

*Jane Eyre* is available to borrow from the library. You can also borrow a copy from WRA through Mrs. Saia in Rm. 026 starting June 15. In order to borrow a copy from WRA, you must sign a book slip and agree to return the book to the school in September. You can borrow an e-book version (digital) via the Boston Public Library here: <https://www.bpl.org/electronic/ebook.asp>. Additionally, you can buy the used book on [www.amazon.com](http://www.amazon.com)

**ELA 12**

You will read the book and submit a Dialectic Journal and Character Map. Review the directions below. For questions about Summer Reading or ELA 12, please email Mrs. Saia at any time during the summer: [asaia@bostonpublicschools.org](mailto:asaia@bostonpublicschools.org)

**Why are we doing this as a summer assignment?**

* This work provides a sampling of and tasks that will be useful in analysis.
* This will provide you with enough depth and complexity to get you thinking about key themes and the elements used to express them.
* They begin/add to your literary storehouse of knowledge which you’ll need to pull from when you take College English 12 this Fall.

**Directions:** read Jane Eyre, please use post its to mark your comments, observations, and questions.

**\* Please see the note on plagiarism and academic integrity at the end of this document!**

**Task 1: Jane Eyre**

You will complete **two** close reading assignments for Jane Eyre:

PART 1 → Dialectical Journal for every chapter

PART 2 → Three Textual Analysis Short Essays (to be completed after reading)

**PART A → Dialectic Journal**

**What is a dialectical journal?**

Simply put, “dialectical” means “the art or practice of arriving at the truth by the exchange of logical arguments” (dictionary.com). A dialectical journal, then, is used to arrive at the “truth” of a written work through the written response to quotations from that work.

**How many quotations should I have?**

Two per assigned chapter. Make sure to include the page number for at the end of each quote (see format below). Also indicate the speaker if you are using dialogue from novel.

**What exactly constitutes a meaningful quotation?**

A quotation can be narration OR dialogue. You are NOT limited just to what the characters say. Find passages that you think help us better understand the author’s subject matter, characterizations, attitude, and especially THEMES (messages/”big ideas”). If you find yourself simply repeating what the quotation says, you might want to select a differentquotation or reevaluate how you are approaching the response.

**NO SUMMARIES!**

**What format should I use?**

Summarize the events of the reading in a paragraph at the top of your paper.

Then, draw a line down the rest of the paper. Use the left side of the double column notes to copy a significant quote or line from the story with its page number. Use the second column to react to that line: question, predict, symbols, allusions, and literary devices, reflections. Include each of these for each quote. Don’t be afraid to use ellipses like this … to shorten your quote.

**SUMMARY AND DIALECTICAL JOURNAL LAYOUT**

**Your Name:**

***Jane Eyre***

***Chapter Number:***

***Summary of Chapter***

|  |  |
| --- | --- |
| **Meaningful Quote 1:** |  |
| **“I really saw in [John Reed] a tyrant: a murderer. I felt a drop or two of blood from my head trickle down my neck, and was sensible of somewhat pungent suffering: these sensations for the time predominated over fear, and I received him in frantic sort.” (p. 15)** | **Questions you have about the quote:**  ***List your questions*** |
|  | **Predictions from this quote about what will happen:**  ***Predict what might happen!*** |
|  | **What does this quote reveal about the characters/setting/plot/theme?**  ***Explain what this quote reveals.*** |

|  |  |
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| **Meaningful Quote 2:** |  |
| **“Why had the mere name of this unresisting individual-whom his word now sufficed to control like a child-fallen on him, a few hours since, as a thunder-bolt might fall on an oak?” (p. 206).** | **Questions you have about the quote:** |
|  | **Predictions from this quote about what will happen:** |
|  | **What does this quote reveal about the characters/setting/plot/theme?** |

**After reading Jane Eyre…**

**PART B → Textual Analysis**

Choose THREE of the following topics and create a character map for chapters 1-38

Use the questions in each category to guide and prompt your thinking. The questions for each category are meant to guide you. Please do not answer every question listed for each section. Choose a focus and address it completely. Provide examples from the text, but no more than 25% of each response should be quotes.

**1. Characterization:** Identify the protagonist, antagonist(s) and any foils or parallel characters. How is characterization generally achieved – direct/indirect (through action, dialogue, physical description, comments from other characters, direct telling by the author)? How does each key character illustrate some aspect of the theme? What quotes capture who the main characters are and the ideas their struggles are meant to represent?

**2. Technique(s):** How does the author convey his or her thematic message? What point of view (1st or 3rd) is used? What effect does it have? Is the narrator reliable? Does the author use intruding narrative devices such as letters, author comment, diaries, internal narration or flashbacks? What is the effect on theme? Does the author use irony – either situational or dramatic (look them up)? Does the author use humor? Pathos (look it up)? Does the author use symbols? What do they signify? Note the author’s use of imagery. What colors, sounds, smells or other images are significant? Are any repeated as a motif? What figurative language (simile, metaphor, personification, irony) does the author use? What is the thematic effect?

**3. Setting:** How is the story’s time or place important to the conflict or thematic ideas of the novel? Also consider when and where the novel was written. Did any events inspire the author? What historical events or cultural developments helped influence or shape the novel? Is the novel in any way autobiographical? What should we know about the author in order to fully understand the work? What writers or thinkers influenced the author? What do critics have to say about the work?

**4. Style:** Consider the language and attitude of the author. What seems to be the author’s personality as demonstrated in the work? What can you say about the author’s syntax (sentence structure)? Do sentences tend to be long, short, concrete, abstract, direct, and indirect? What effect does this have on the reader and the theme? Look at the diction (word choice). Is it direct, forceful, colloquial, vulgar, sensuous, and satirical? What is the tone of the writing? What seems to be the author’s attitude about the theme? Try to come up with at least two unique adjectives that describe the author’s tone/attitude. How does this tone help shape the theme?

**5. Theme or Thesis argument(s):** The writer’s main statement. What argument or idea is being asserted through the work? What abstract concept is being made concrete through its representation in person, action, or image within the work? What generalization does the work make about the human condition? What is the author’s purpose in writing? What is the thematic climax of the work and how is the thesis argument resolved? Where does the author leave us in terms of the theme?