

White Knoll Middle School  
Honors Summer Reading: English 1  
Cornell Notes

**Choose one of these two novels;**  
*To Kill a Mockingbird* by Harper Lee (Historical Fiction)  
*Fahrenheit 451* by Ray Bradbury (Science Fiction)

**Due Dates**

Fall Semester: August 28, 2017

This assignment will count as a **formative grade** that will be eligible for redo. No late work will be accepted (talk to your teacher **BEFORE** the due date if you have extenuating circumstances). In addition, this novel will be the basis of a **summative assignment**, which will take place within the first two weeks of class.

**Create the journal:** (or you may use the template supplied)

1. Create a new document in Word or Google Docs in MLA format (1 inch margins, 12 point font, Times New Roman).
2. Name the document YourLastName\_Summer Reading. Example: Smith\_Summer Reading
3. Create a table with two columns.
4. At the top of the left column, write "Quote from the Text".
5. At the top of the right column, write "My Response".
6. At the end, write a brief summary of the chapters in 3-5 sentences.

**Process:** You may use the attached template OR make your own. Be sure to follow the below process--  
Left column—Copy a quotation **with page number** directly from the text that you think is important in some way. It does not necessarily have to be in quotation marks in the text.

Right column—Respond to the quote you copied in the left column. You are analyzing author's craft and explaining why the author used it, not simply identifying it. **You should describe why you think it is important. Do not summarize what the quote says.**

- ❖ **Line up the quote with its response, and number both sides.**

**Types of responses:** Use each of these at least once. (This goes in slots 1-4 on attached Cornell notes)

- Examine how a specific character is introduced and developed throughout the text. (Characterization)
- Discuss how ideas and events are connected and developed throughout the text.
- Analyze something specific about the author's style—figurative and connotative meanings of words and phrases; the impact of word choice on meaning and tone; unique or unusual dialogue; fresh, engaging, beautiful language; shifting perspective; deleted scenes / time sequence shifts; effective use of stylistic or literary devices; use of symbolism or irony; or patterns or motifs.
- Compare the development of themes found throughout this text with their development in other texts you have read.
- Discuss how the order of events creates a particular effect for the reader
- Explain a question you have about ideas, events, characters, or a particular passage.
- Describe why you agree or disagree with an observation made by the narrator or a character's action.
- Examine how certain events or details give insight into a character's actions, thoughts, feelings, or motivations.
- Make a prediction and explain why you think this will happen.

**How often to write:**

You will have around 15 individual pages at the end. Divide the number of chapters in your book in half (TKAM has 30). **Your entries should span the entire book, and represent the beginning, middle and end.**

**Example**

There is an example of acceptable entries on page 3 of this document. Please look at this example and use it as a guide for your journal.

## Rubric for Reader Response Journal

Criteria	Score
<p><b>Quotations</b></p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><i>Remember to include page numbers.</i></p>	<p>_____ / 35</p>
<p><b>Responses</b></p> <p>Read grade-level texts with purpose and understanding.</p> <p>Interact with texts to</p> <ul style="list-style-type: none"> <li>● formulate questions</li> <li>● make inferences</li> <li>● make predictions</li> <li>● determine and analyze theme</li> <li>● interpret and analyze author's style and choices</li> <li>● interpret and analyze character</li> <li>● propose explanations, analysis, and interpretations.</li> </ul>	<p>_____ / 55</p>
<p><b>Conventions</b></p> <p>Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling when writing notes and in summaries.</p>	<p>_____ / 10</p>
<b>TOTAL SCORE</b>	<p>_____ / 100</p>

\*Responses that are summary only will receive no credit.

\*\*Having fewer than 15 entries or not including entries that span across the **entire** novel will result in a loss of points. Entries are worth 5 points each.

<p><b>Cornell Notes</b>          Pull out important details and use evidence from the text when reading. One page for each chapter.  <b>Book title:</b></p>	<p><b>Name:</b> _____  <b>Class:</b> English 1 Summer Reading</p>
<p><b>Essential Understanding:</b> As you read your book, think about author's craft (theme, setting, characterization, tone, symbols, figurative elements, etc.) and pose questions and or make comments about how they affect the text.</p>	
<p><b>QUOTES FROM THE TEXT:</b>  <b>Main Ideas:</b> On this side, pull out important details or quotes from the text.</p>	<p><b>MY RESPONSE: Author's Craft:</b> On this side, explain why the author included this in the text, explain the craft, <u>do not write a summary here or explain a quote.</u></p>
1.	
2.	
3.	
4.	
5.	
<p><b>Theme:</b> (Evidence from this section to support theme)</p>	
Theme:	
<p><b>New Vocabulary Word:</b></p>	Definition:
Ex.	Sentence of your own:
<p><b>Characterization:</b></p>	
Ex.	
<p><b>Symbol:</b></p>	
Ex.	
<p><b>Questions:</b></p>	1.
	2.
<p><b>Chapter Summary:</b></p>	
	Use back for summary

**Cornell Notes ENTRY examples**  
*Their Eyes Were Watching God* by Zora Neale Hurston

Quote from the Text	My Response
<p>1. “The young girl was gone, but a handsome woman had taken her place. She tore off the kerchief from her head and let down her plentiful hair. The weight, the length, the glory was there” (87).</p> <p><b>SYMBOL</b></p>	<p>1. This is a symbolic moment for Janie. While Joe was alive, he never let her wear her hair down, which illustrated his power over her and the confined life she lead because of him. Now that he is gone, she is free. Letting her hair down is a symbol of this freedom.</p>
<p>2. “You better sense her intuh things then ‘cause Tea Cake can’t do nothin’ but help her spend whut she got. Ah reckon dat’s whut he’s after. Throwin’ away whut Joe Starks worked hard tuh git tuhgether” (111).</p> <p><b>CHARACTERIZATION</b></p>	<p>2. People think that Tea Cake is just after Janie’s inheritance from Joe. This shows how protective Janie’s friends are, as well as their suspicious nature. It helps develop the relationships among the characters.</p>

\* This is just a sample to show you the format and how to respond.