

WHS Summer Reading Work

Honors American Literature

11th English III

DUE DATE: August 4th at 11:59pm (first day of school)

Summer Reading Contacts: Mrs. L. Scott (latrese.scott@henry.k12.ga.us)

Common Core Georgia Performance Standards (11th-12th Grade)

ELACC11-12RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

ELACC11-12RL2: Determine two or more themes or central ideas of text to analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

ELACC11-12RL3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

ELACC11-12RL4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging or beautiful.

Welcome to Honors American Literature-English III!

For your summer reading assignment, you will be reading one of the following novels of your choice:

Drama Selections

"Master Harold"...and the Boys by Athol Farad
A Raisin in the Sun by Lorraine Hansberry
An Enemy of the People by Henrik Ibsen
Death of a Salesman by Arthur Miller

Fiction/Non-Fiction Book Selections

Kindred by Octavia Butler
A Lesson before Dying by Ernest J. Gaines
The Autobiography of Malcolm X as told to Alex Haley
The Scarlet Letter by Nathaniel Hawthorne
Their Eyes Were Watching God by Zora Neal Hurston
The Secret Life of Bees by Sue Monk Kidd

There are four (4) assignments associated with the summer reading assignment. These assignments are: 1) Study questions 2) Literature Circles (study question answers will be discussed in Group Literature Circles), 3) a multiple-choice reading comprehension test, and 4) an argumentative or narrative essay. Please carefully read the information below detailing these four (4) major assignments.

Reading Instructions: Choose one of the above novels. Be sure to read carefully and follow the directions below. Honors English III classes will be working with their novel choice for the first few weeks of school; therefore, it is critical that you read and comprehend the text and use tools to help you analyze the plot, characters, themes, key lines, etc.

For honors students, if possible, it is STRONGLY recommended that you purchase your own copy of the text for the purpose of annotation and continuing to build your own personal library. It is strongly recommended that you annotate, use sticky notes to mark key lines or events in the text, track character development throughout the text, and take good notes in order to reference them later. **Contact Mrs. L. Scott via email if need a hard copy of the text** or have questions about additional reading comprehension strategies.

1) Study Questions (your answers will be used for Literature Circles): While reading the novel, answer the thirty (30) study questions in which you provide at least one piece of textual evidence to support your response. Each response should be at least 100 words in length and should include the "strong and thorough" textual evidence that supports your response. Textual evidence should follow MLA format (quotations with page numbers). Delve deeply into the text and have fun!

2) Study Questions Submission Method: It is strongly recommended that you type your responses in *Microsoft Word* or on *Google Drive* as you are working on the assignment in order to prevent loss of information along the way. **When finished with all thirty (30) questions, and after REVISING AND EDITING, you will submit to google classroom on the first day of school.**

WORD OF CAUTION: Teachers regularly read Spark Notes, Pink Monkey, Cliff Notes, e-notes, etc. **DO NOT MAKE THAT MISTAKE!** Write original answers to each question.

3) Multiple-Choice Test Information: Within the first couple of weeks of school, we will have a multiple-choice test on the novel you selected, including character quotes. You are strongly encouraged to maintain notes of the main characters and their development, the conflicts, the complications, the resolution, the themes, the motifs, etc. that you experience in the book.

4) Narrative/Argumentative Writing Information: We will also be writing a narrative essay or argumentative essay over the text once school begins, so your complete understanding of the book is essential. This will be your opportunity to exhibit your writing skills, so be ready to shine!

SPECIAL NOTE: Late MAJOR work will be accepted with a 20% deduction per day late beginning with this summer assignment. If you have any informed questions regarding the late policy, please email Mrs. L. Scott. Be patient; I will respond to your email.

PROCRASTINATION: Do not wait until the week before school starts or the first day of school to ask questions. Be responsible. Be accountable. Start early in the summer. This summer work is associated with your first four (4) grades in the class. Please begin the year on the right foot.

Instructions for Study Questions: While reading the novel, answer the study questions below in which you provide at least one piece of textual evidence to support your response. Each response should be at least 100 words in length and should include the “strong and thorough” textual evidence that supports your response. Textual evidence should follow MLA format (**quotations with page numbers**).

Study Questions-Significant Characters-Copy and paste these questions in a google document; type your name in the title bar.
(Provide evidence from the text with page #'s)

1. Who are the protagonist(s)?
2. Who are the antagonist(s)?
3. Which characters are dynamic?
4. Which characters are static?
5. How do actions of certain characters affect events of the plot/outcome of the story?
6. How does the dialogue of certain characters influence our opinion of them?
7. What important physical and non-physical qualities do key characters possess?
8. Do any characters represent social stereotypes?

Study Questions-Plot

(Provide evidence from the text with page #'s)

9. What happens in the exposition?
10. What happens in the rising action?
11. What happens in the climax?
12. What happens in the falling action?
13. What happens in the resolution?

Study Questions-Point of View

(Provide evidence from the text with page #'s)

14. From what point of view is the story told?
15. How does the point of view impact the reader's understanding/perception of the story?

Study Questions-Setting

(Provide evidence from the text with page #'s)

16. What is the setting and how does it contribute to the atmosphere/mood of the story?

Study Questions-Conflict

(Provide evidence from the text with page #'s)

17. Internal conflict (Man vs. self)

18. External conflict (Man vs.?)

Study Questions-Themes/Symbols

(Provide evidence from the text with page #'s)

19. What seem to be evident /dominant themes or ideas presented by the author in the book?

20. What symbols are evident and what might they symbolize?

Study Questions-Important Quotations/Passages

(Provide evidence from the text with page #'s)

21. Do any passages stand out as particularly important or representative of specific characters/ideas in the book? What makes them important?

Study Questions-Author's Attitude/Tone

(Provide evidence from the text with page #'s)

22. Does the author of the book have any obvious feelings on any issues?

23. What is his/her tone of voice while writing?

Unknown Vocabulary-Choose (7) vocabulary words from the text.

(Provide evidence from the text with page #'s)

24. 24-30. Include vocabulary word and its definition in context with its page number.

Grading Rubric

"A" 90-100% - This grade will be awarded to students who follow the directions as outlined above with great care. Their writing will reflect organization, structure, and depth of thought and analysis. Students receiving this grade will also turn in work that is neat and organized in its presentation and that is free of excessive and distracting errors in its technical merit.

"B" 80-89% - This grade will be awarded to students who follow the directions as given above, but may include students who have difficulty producing writing that reflects the organization, structure, and depth of thought found in the "A" grading range. Responses at this level may have slight, but not distracting problems in the area of technical merit.

"C" 70-79% - This grade will be awarded to students who have minor issues in following the directions as outlined above, but who still manage to give attention to and respond to all required reflection prompts. These students may show more significant issues in organization, structure, or analytical depth than those receiving the "B" grade, or may have frequent and repeated problems with the technical merit of their assignment.

"D" 60-69% - This grade will be given to students who fail to complete all required responses or who do not produce focused or coherent responses to the required prompts. Students receiving this grade may also have major and distracting errors in organization, structure, depth of thought, command of language, or technical merit.

"F" 59% or below - This grade will be given to students who submit responses that are mostly incomplete, completely unfocused or incoherent in relation to the required prompts, or that display little to no skill in organization, depth of analysis, command of language, or technical merit.

Students,

You have not put forth your best effort until you have contacted me for clarification where there is a lack of understanding. Email me at latrese.scott@henry.k12.ga.us. The teachers at WHS want to hear from you—the students—with your informed questions!

Even if you do not have questions, have one of your parents/guardians email me to let me know you have read the instructions and I will add ten (10) bonus points to the total score of your summer reading work.

Thank you, in advance, for your enthusiasm for excellence in the Honors 11th Grade American Literature class and we look forward to a great year!!!