

## Honors English IV

### Summer Reading Assignment

#### Expectations:

- The Summer Reading Assignment is to be completed independently. Students are expected to work alone generating responses that reflect their independent views, analysis and interpretations of the readings.
- Below are the assignments that are to be completed along with the reading of the novels. **All written annotations and notes will be turned in on the first day of school. You may type or write them.**
- In addition to responding to the summer assignments, there will be follow up assignments given the first week of school.

**READING ASSIGNMENT:** You should read 2 of the novels below—One is required and one is a choice. We will utilize these novels the first week of school and will refer back to them during our study of Romantic Age, Victorian Age and Modern Age British Literature.

**REQUIRED Novel READING:** (with annotations following format below)

- *Lord of the Flies* by William Golding

**CHOICE Novel Reading:** (with annotations following format below)

- *Jane Eyre* by Charlotte Bronte
- *Wuthering Heights* by Emily Bronte
- *A Farewell to Arms* by Ernest Hemingway
- *Great Expectations* by Charles Dickens

**WRITTEN ASSIGNMENT (for Required Novel Reading & Choice Novel): (50 entries per book or 1 point per entry):** Close read the novel: 50 entries, equally distributed over the entire novel. Organize each entry in the following manner:

Heading: Chapter\* (The heading only needs to appear once at the beginning of the section)

Entry # (1-50)

- Page in text
- Quotation
- Label (literary/rhetorical device)
- Explain writer's intended effect on reader and how it adds to meaning

**The following is a sample entry:**

(Under CHAPTER 1 heading)

#17

- A. Page 18
- B. "He came like a protecting spirit to the poor girl, who committed herself to his care."
- C. Simile
- D. The man is being compared to a spirit that protects the girl from harm. This simile helps portray a positive tone and shows us more about Victor's father's characteristics. There are many references to spirits and heavenly attributes throughout descriptions of the characters in the novel. This gives the reader an overall sense that the ideas of a heavenly power or religious spirit will be important in the novel and determines a character's demeanor.

**REQUIRED Text Study:** Study & explore the text found at the link [HERE](#). Take notes using format of your choosing. Notes will be submitted on day 1 for a grade. Be prepared for a test on pages 47-51 (The Literary Periods of British and American Literature) --

#### HELPFUL HINTS:

- Ideally you will complete the close reading of the text after your complete reading of the story. As you read, identify quotes that stand out that may use literary and rhetorical devices with post-it notes, but don't dig into the intended effect until after you complete the story so that you understand what the author is doing before you tackle the depth of analysis that I'm looking for.
- Theme vs. Thematic concepts: A thematic concept is the generalized idea from which we can derive a theme. For many years you may have thought these concepts were actually themes, but in reality they are not. We have all seen them. We search Sparknotes for important themes and are

given items such as love or chaos vs. order. These are in fact thematic concepts and need to be referred as such.

Themes are derived from thematic concepts. If one sees ideas of death or corruption, he or she may say the thematic concept is death or corruption. Now we must go one step further to understand the actual theme. What is the piece saying about death? What is it saying about corruption? Theme examples: 1. Death is inevitable. 2. It is human nature to fear death.

A theme must:

1. Be a complete sentence.
2. Be universal.
3. Be about life or human nature.
4. Never be a moral.
5. Never be a cliché.