

Summer Reading 2019
Honors Junior English
Mrs. Horman
Class Code: q7zo1u

Last Name _____
First Name _____

You need to log into our classroom account before May 22, 2019 so that I know you are part of the class.

Welcome to Honors Junior English!

While you are enjoying your summer vacation, pick up a copy of the novel, *Of Mice and Men* by John Steinbeck. I think you will find this selection interesting and challenging. Please be careful with the novels as they are property of the school.

All of our tasks will be completed on google classroom. You will use a google document and work from that until you are ready to turn in your assignment. When you are ready to turn in your assignment, you will simply attach it to our google classroom. Your completed works are due by Friday, July 19, 2019.

Tasks

1. Return signed permission slip to Mrs. Horman by Wednesday, May 22, 2019.
2. Log into the google classroom account by Wednesday, May 22, 2019.
3. Read and enjoy the novel, *Of Mice and Men*.
4. **Annotate** the text as you go. See provided handout below for tips. **(You will complete your annotations on a google document and then attach your document to our google classroom account. It may be beneficial to purchase your own copy of the reading material so that you can mark directly in the novel.)**
5. All of your work is due by **3:00 pm on Friday, July 19, 2019**. Every day your project is late equals one letter grade off. There are no exceptions to the late rule. If you are going on vacation or have a camp scheduled during this time, then turn your assignment in earlier. Remember, the due date is a Friday. If you turn it in on the following Monday, it is already two days late.
6. Reading response journals are due on Friday, July 19, 2019. See notes below to guide you with your journals.

Everything is due on Friday, July 19th! No exceptions. Do not forget to click the 'turn it in' button found on google classroom.

****Every day your assignment is late; one letter grade will be deducted off of your final grade on the project. If you are going to be out of town, turn them in early. Everyone is busy so use your time wisely.**

• **Remember, teachers are just an email away. Feel free to contact me during the summer, and I will get back to you as soon as I can. I will check my email weekly. Do not wait and email with all of your questions a few days before the assignment is due. Manage your time carefully!**

o Email: hornli@wapak.org

• **Here's to a relaxing summer and a successful junior year!**

Your assignment has three parts. All directions are explained.

1. Plot annotations (google document attached to our google classroom)
2. Reader Response Journals (google document attached to our google classroom)
3. Written response (2 pages)

Part I: Annotations

Tips

These are your 'ah ha' moments.

Set up a chart like the one below.

- Annotating is your conversation with the text. To be an active reader, to think deeply about the text, and to appreciate the writer's craft we MUST annotate.
- Don't mark too much. If you mark everything, nothing will stand out.
- Make brief notes to mark important plot events.
- Write down words that are unfamiliar or unusual. Try to figure out what the words mean through the way they are used; supplement your guesses by consulting a dictionary.
- Write down words, images, and details that seem to form a pattern throughout the text
- Write down passages you think might be symbolic.
- Mark key ideas and note briefly your reflections about them in the margins.
- When you get an idea while reading the text, note it in brief form. You may never think of this idea again unless you write it down.
- If you have a question about something in the text, write it on a post it and put it on the page when it first occurred to you.

Sample of annotating:

Create a chart on your google document that looks similar to this.

You should have 3 - 5 annotations for each chapter in this novel.

EXAMPLE

Chapters	Unfamiliar Words/page # /definition	Questions	Important details, images, or passages	Notes and "ah ha" moments
Chapter Two	Distended (p 140) – to become larger and rounder because of pressure from inside	Why do they help John Smith instead of just leaving him on the mountain?	The spool was red, green, and yellow. The mouse was noted to have learned how to do those things himself and was most likely not trained.	I can't believe a mouse can do this!

Part II: Reading Response Journal

Select **THREE** significant passages from the novel (each should be about **seven lines or more**). Complete a reading response entry for each passage. I have added an example from a different novel so you can see what I expect. **You must use MLA 8.**

EXAMPLE of a reading response journal

Text Citation	Passage Analysis
“You don’t know about me without you have read a book by the name of <i>The Adventures of Tom Sawyer</i> ; but that ain’t no matter. That book was made by Mr. Mark Twain, and he told the truth, mainly. There was things which he stretched, but mainly he told the truth. That is nothing” (Twain 1).	Mark Twain introduces the reader to Huck through Huck’s first person narration at the beginning of the novel. Twain establish the first-person narrator by having Huck speak directly to the audience. Huck alludes to the novel <i>Tom Sawyer</i> to provide background information into both the setting of the story and the main character, Huck. Through this contextual setup, Twain introduces Huck as a young rogue who participates in much misadventure and mischievousness with the well-known Tom Sawyer; This foreshadows the adventure that is to come in the novel Twain further develops Huck’s character by using realistic diction and regional dialect such as “but that ain’t no matter”. This regional dialect provides a realistic quality to the novel that is both interesting and authentic.

Text Citations

- Cite passages that are significant in theme, characterization, setting, tone, or style (diction, detail, imagery, symbol, motif, syntax, etc.)
- Cite the entire passage completely, **documenting using MLA 8 format**. I know you learned MLA style with Mrs. Benschhoff and Mr. Jung.
- Quotations should span the length of the novel. That means don’t just choose quotes from the beginning or end of the novel.

Passage Analysis

- Explain how the passage makes a connection with a literary element.
- Discuss words, ideas, or actions in the passage.
- Give your personal reactions or comments about the connection.
- Discuss the author’s style—what is his purpose/effect and how does he achieve it?
- **AVOID MERE PLOT SUMMARY OR ONLY PERSONAL RESPONSE!!! YOU WILL BE PENALIZED FOR NOT ANALYZING STYLE (LITERARY DEVICES)!!!!**

Part III: Comparison Writing

Your writing must be a minimum of two pages and a maximum of three pages. You will need to use times new roman, size 12, double-spaced font. You must use MLA style and include a Works Cited page.

Social Issue: 1930's and Now

Possible list of topics:

- treatment of the mentally handicapped
- treatment of migrant workers
- loneliness

Remember, all of the above topics are to be **compared** with today.

You will be writing a comparison paper based on a social issue found in the novel *Of Mice and Men* by John Steinbeck. Your paper will compare the portrayal of the social issues within the novel with a modern article concerning that same social issue. You can find your article using an online source but make sure it is a **credible source**, no wiki or ask google or pro/con websites. You will be using in-text citations and including a Works Cited page. **No Plagiarism!** Your comparison paper will need to contain a minimum of five paragraphs. They are outlined below.

Paragraph one: Introduction of social issue. You will describe the social issue and indicate to the reader the main points you will be addressing in the three body paragraphs of your paper. Your description (or definition) of the issue you choose will be found within an official source (dictionary or encyclopedia) and you will need to include this reference on your works cited page and give credit to this source within your writing. (Remember to include a thesis statement.)

Paragraph two: Portrayal of the social issue in the novel *Of Mice and Men*. You must use a minimum of two quotes from your novel to support the 1930's view of this social issue.

Paragraph three: Portrayal of the social issue in modern article. You must use a minimum of two quotes from the article you choose to support the modern view of this social issue.

Paragraph four: Comparison of the issue now versus the 1930's. Has the issue or society's view of this issue changed? Has this issue worsened or gotten better in the last 80 plus years?

Paragraph five: Conclusion of findings. You will restate your introduction and summarize the main points of your paper.

****You will need to cite your quotes and punctuate your quotes correctly within your paper. Your quotes can be found anywhere in the paper, not just in certain paragraphs.**

Honors English 11 Writing Rubric

CATEGORY	4 - Accomplished	3 - Skilled	2 - Developing	1 - Ineffective
Thesis and Ideas	<p>The essay has a clear and engaging thesis that is supported through the paper. (S)</p> <p>Reasoning is supported with specific details and examples. (E)</p> <p>Ideas are logical, thoughtful, and build upon the evidence.</p> <p>Inferences and conclusions are original and thoughtful. (E)</p>	<p>The essay has a thesis that addresses the prompt. Some parts of the essay could have more thoroughly addressed the thesis.</p> <p>Reasoning is supported with details and examples but sometimes lacks specificity.</p> <p>Inferences and conclusions are as expected.</p>	<p>The thesis of the essay is not well defined or does not sufficiently address the prompt.</p> <p>Reasoning is based mostly on opinion with little supporting evidence.</p> <p>Ideas are lacking in critical thought, are undeveloped, weak, and can be inconsistent and repetitive.</p>	<p>The essay does not have a thesis and strays from the prompt.</p> <p>Reasoning is based on opinion.</p> <p>Ideas are superficial and lack critical thought.</p> <p>Inferences are illogical.</p>
ORGANIZATION	<p>The essay is interesting, unified and readable.</p> <p>The essay has a clear introduction that is interesting and contains the appropriate background information.</p> <p>The body of the essay thoroughly addresses all main points.</p> <p>The conclusion ties all main points together and establishes the broader significance of the essay.</p> <p>Paragraphs flow due to effective use of transitions.</p>	<p>The essay is readable.</p> <p>The essay has an introduction, body and conclusion (S.E.E.) although some parts of the paper could use more development.</p> <p>The essay contains transitions, and some could be stronger to help with the paper's flow.</p>	<p>The essay has a beginning, middle and end but the introduction, body and conclusion are undeveloped.</p> <p>The paper may contain minimal paragraphing.</p> <p>Lack of transitions leads to an inconsistency in train of thought.</p>	<p>The essay lacks transitions and flow.</p>
STYLE	<p>The essay is interesting to read.</p> <p>The paper contains a variety in sentence structure.</p> <p>The writer's choice of words includes concrete, vivid and sensory words along with action verbs.</p> <p>The writer employs figurative language and special devices when appropriate.</p>	<p>Sentences could have been more varied in structure.</p> <p>Word choice is adequate and acceptable.</p> <p>The writer rarely, if ever, employs figurative language and special devices.</p>	<p>The paper contains minimal variety in sentence structure.</p> <p>The writer relies on abstract words and "to be" verbs.</p>	<p>There is no variety in sentence structure.</p> <p>Word choice is confusing and open to interpretation.</p>

PURPOSE	The writer clearly understands the prompt, follows directions, and strongly conveys the topic. The writer is aware of the audience and demonstrates appropriate tone and point-of-view. The writer goes beyond what is asked in the prompt and handles the assignment in a novel way.	The writer understands the prompt and does what the assignment asks. The writer is usually aware of the audience and demonstrates appropriate tone and point-of-view.	The writer answers part of the prompt but seems unsure of what was wanted and may wander from the topic. The writer has little audience awareness and does not always use an appropriate tone or point-of-view.	The writer is unresponsive to the topic. The writer has no audience awareness and does not use appropriate tone or point-of-view.
CITATIONS & MUGS: Mechanics, Usage, Grammar, Spelling	The writer uses correct MLA format (as required) for all citations and references. The essay contains no grammatical errors.	The writer uses correct MLA format for most citations and references. There may be an error in referencing a source but no errors for citations. The essay contains occasional grammatical errors (2-3), but none that seriously detract from understanding the paper.	The writer incorrectly uses MLA format. The essay contains more errors (4 or 5 specific areas.)	MLA or APA format are not used for citations and references. The essay contains a number of grammatical errors (more than 6)

May 2019

Dear Parents and Students,

The summer fiction assignment is a key first piece of the Honors English 11 curriculum. The assignment is geared toward preparing students for the types of reading, writing, and thinking skills that they will use in class and that will help them prepare for BGSU General Studies Writing 1110.

Please take a few minutes to read the information provided for the assignment. Failure to complete all parts of the assignment will result in this student being placed into a CP English 11 class for the 2019 - 2010 school year.

If you have any questions, or if a student has decided not to continue with Honors English 11, please feel free to notify me at hormli@wapak.org. Please sign and return the bottom portion of this letter by May 22, 2019.

Sincerely,

Lisa A. Horman
WHS English Department

I have read and understand the summer assignments required for Honors English 11.

Print student name

Student signature

Parent signature

Summer contact information:

student email address _____

parent email address _____

***Please tear off and return this page to Mrs. Horman by May 22, 2019.**