

Honors English 10: Literature, Language, and Composition Summer Assignment

Welcome to Honors English 10! You may not know what to expect for this course. You've probably been told (a) it's a lot of work, (b) it's *really* a lot of work, and (c) well, you get the idea. While it's true that the reading and overall workload is heavier than English 10, and work is graded with higher expectations, Honors English is a lot of fun as well. It's a class that encourages creative thinkers and literature lovers. On a more practical level, Honors English will better prepare you for higher-level English classes and courses that involve reading and writing (which is ALL of them). It's a class that's challenging because without the challenge, it wouldn't also be enriching and rewarding. If it was easy, everyone would do it.

Now it's time to get down to business—the summer assignment. The summer assignment involves reading and annotating texts, and writing one essay.

Due on the first day of class

- ❑ Annotations for *Poisonwood Bible* (in class)
 - These annotations are summative and will prepare you for the in-class exam on the first day of school (also summative)
- ❑ *Poisonwood Bible* Essay (hard copy in class, Moodle by end of school day)
 - This essay will be used to gauge your literary analysis skills and will be a formative grade

❑ Step 1: Prepare

1. **Acquire the Texts**

You will need to acquire your own fresh, unmarked copy of the following texts:

- *How to Read Literature Like a Professor: A Lively and Entertaining Guide to Reading Between the Lines* by Thomas C. Foster; **ISBN-10:** 006000942X, **ISBN-13:** 978-0060009427
- *The Poisonwood Bible: A Novel* by Barbara Kingsolver; **ISBN-10:** 0061577073, **ISBN-13:** 978-0061577079

2. **Get Your Technology in Order:**

All assignments are due the first day of class. If you are absent the first day of class, **the assignments are still due on Moodle**. Be sure you have access to everything before the 2018-2019 school year is out. I will have limited ability to help you over the summer.

3. **Prepare to Annotate**

Go to <http://www.tnellen.com/cybereng/adler.html> and read Dr. Adler's essay, "How to Mark a Book." This informative essay not only discusses the importance of marking (or annotating) while you read, but highlights some helpful techniques to use in the process. That being said, marking a book is certainly an activity that is personal and unique to you, the reader. It is important that you create a system that works well for you. Consider the possibilities of highlighters, colored pens or pencils, and post-it notes as

some of your options. Your summer annotations should be helping you. Don't annotate everything! Annotate what is important for the tasks you have been given. I am looking to see that you have engaged with the texts in a way that will be beneficial to the tasks assigned.

** If you are going to be using an e-reader, you should still be able to show me your annotations.*

□ **Step 2: Read Selections from *How to Read Literature Like a Professor***
(adapted from Sherry Scoggins, Clyde High School)

Thomas Foster knows “how to read literature like a professor” because he is a professor of English at the University of Michigan. In a very informal style (this is not a textbook), Foster focuses on literary basics: major themes and motifs, literary models, and narrative devices. This introduction to literary analysis will be the foundation for your summer assignment essay. It's important that you engage with this book before you start to read *The Poisonwood Bible* so you know what you are looking for as you read. ***You don't need to read this entire book!*** Look over the essay prompts on the following page and choose two or three topics you would be interested in writing about. Then read the corresponding chapters of *How to Read Literature Like a Professor* to give your *Poisonwood Bible* annotations direction. See Step #5 for the corresponding prompts.

Note: If you are reading the revised edition of HRLLP, some of the chapter numbers are different. It doesn't matter which version of the book you use as long as the chapter subjects you read are from the list below.

□ **Step 3: Read and Annotate *The Poisonwood Bible***

The Poisonwood Bible is a powerful novel that blends elements from history, literature, politics, religion, poetry, and culture to weave a tale that—at its core—is a coming-of-age story. Read carefully and thoughtfully, and remember that no book of merit can be appreciated when the reader is distracted by TV, cell phones, Facebook, etc. Give yourself the time and space to fully engage with the material. Look over the essay prompts before you start reading. Make sure you choose two or three topics you may want to write about. Your topic selection will help give you annotations purpose.

*Word of warning about homework help websites (Sparknotes, etc.): Although online study guides are helpful, I'm not interested in what they have to say; I'm interested in what **you** have to say. So, if you don't want your thinking tainted, don't visit these websites.*

□ **Step 4: Write the Essay**

Directions: Look over the following essay prompts and **choose one** that you feel can be developed into a multi-paragraph essay. The essay should be **1500 words** in length. Pick your words and evidence wisely, and diligently revise your first draft. Any essay I receive that looks like a rough draft or like it was partially or wholly plagiarized will be rejected.

You'll notice that each prompt on the following pages asks you to apply information and strategies from Thomas C. Foster's *How to Read Literature Like a Professor* to Barbara Kingsolver's *The Poisonwood Bible*. Think of the prompts as potential claim statements. You will want to make specific references to Kingsolver, but not to Foster. See rubric for further details.

Bring hard copies of your essays to class and submit to Moodle by the first day of school.

Keep in mind that a well-developed essay—

- ✓ states a clear and focused claim in the introduction
- ✓ consists of focused body paragraphs with clear topic sentences
- ✓ uses specific support from the novel
- ✓ includes analysis beyond basic summary
- ✓ clearly connects your support to your claim
- ✓ uses transitions both within paragraphs and between paragraphs to connect ideas
- ✓ ends with a satisfying conclusion
- ✓ is carefully proof-read and free of errors in capitalization, usage, punctuation, and spelling
- ✓ follows MLA manuscript formation and documentation rules (i.e. parenthetical citations, heading, 12-pt font, Times New Roman etc.)

Essay Prompts

Each prompt is introduced with the Chapter # from Thomas C. Foster's guide, followed by the assignment. Note: If you are reading the revised edition of HRLLP, some of the chapter numbers are different. It doesn't matter which version of the book you use as long as the chapter subjects you choose are from the list below.

▪ Chapter 2: Nice to Eat with You: Acts of Communion

“[I]n the real world, breaking bread together is an act of sharing and peace, since if you're breaking bread you're not breaking heads” (Foster 8). Pick a character from the novel and consider the following questions: How does his/her relationship to food create or diffuse conflicts in the novel? Does he or she adapt to the new culture or reject it? After considering these questions, write an essay where you analyze how your chosen character's relationship, ideas, and understanding of food controls the outcome of that character in the book.

▪ Chapter 5: Now, Where Have I Seen Her Before

“Stories grow out of other stories, poems out of other poems. And they don't have to stick to genre. Poems can learn from plays, songs from novels” (Foster 33). In the novel, Adah mentions numerous poems in her narration (see list below). Choose one of these poems and consider how the poems may contribute to the characterization of Adah or another character, the themes of the novel, or some other element of literature Kingsolver uses to convey her meaning. Some questions to help you think about them: Why does Kingsolver have the character of Adah mention them? What is their effect? After you read the full poem, instead of just the lines Adah

recites, do you have any new insights about Adah, other characters, the circumstances of the story, something else?

- ✓ “The Red Wheelbarrow” by William Carlos Williams (170)
- ✓ “‘Hope’ is the thing with feathers—“ by Emily Dickinson (185)
- ✓ “Presentiment—is that long Shadow—on the Lawn” by Emily Dickinson (295)
- ✓ “Because I could not stop for Death” by Emily Dickinson (365)
- ✓ “Tell all the Truth but tell is Slant” by Emily Dickinson (407)
- ✓ “This is my letter to the World” by Emily Dickinson (443)
- ✓ “A Toad, can die of Light” by Emily Dickinson (527, 530)

▪ **Chapter 7:...Or the Bible**

Book Two: Revelation 13:1, 9

The first six books of the novel are introduced with a passage from *The Bible*. Choose one of the following quotes and explain its significance to that section or the novel as a whole.

- ✓ Book One: Genesis 1:28
- ✓ Book Three: Judges 2:2-3
- ✓ Book Four: Bel and the Serpent, 1:6
- ✓ Book Five: 13:19-22
- ✓ Book Six: Song the Three Children, 7-19, The Apocrypha

▪ **Chapter 10: It’s More Than Just Rain and Snow**

The Congo’s harsh weather is one of many challenges for the Price family. Torrential rain, for example, keeps the Price family indoors and destroys their garden. But in addition to being a plot device, rain can also clean things off, restore or transform the world it falls on, or make a setting more mysterious, murkier, and more isolating. Explain how rain is significant and/or symbolic in the novel.

▪ **Chapter 12: Is That a Symbol?**

“If you want to figure out what a symbol might mean, we have to use a variety of tools on it: questions, experience, preexisting knowledge” (Foster 99). A symbol is a person, place, or thing that represents an abstract idea or concept. There are countless symbols in *The Poisonwood Bible*. Choose one symbol and elaborate on its meaning. Remember to use preexisting knowledge and textual evidence to support your interpretation.

Chapter 13: It’s All Political

“I love *political* writing. Writing that engages the realities of its world—that thinks about human problems, including those in the social and political realm, that addresses the rights of persons and the wrongs of those in power—can be not only interesting but hugely compelling” (Foster 110). On one level, *The Poisonwood Bible* is a political allegory where the Price family and the Congolese represent the United States and its relations to “foreign” countries. Illustrate how Nathan Price’s beliefs parallel US Foreign Policy. Cite specific examples when necessary.

▪ **Chapter 19: Geography Matters...**

“Geography [is] a metaphor for the psyche—when characters go south, they are really digging deep into their subconscious, delving into the region of darkest fears and desires” (Foster 170).

How do the river, the jungle, and the African landscape that the Price family (or one specific character) experiences reflect their own internal journey?

Rubric - You will be assessed on the following standards for your essay on *The Poisonwood Bible*. Please note that I will be assessing your essay on three separate CCSS standards: Reading Literature, and Writing; all for formative grades.

Standard	4 (A) Exemplifying	3 (B) Meeting	2 (C) Approaching	1 (D) Developing
W1a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	<p>I introduced a precise, arguable claim that contained specific details and I can clearly distinguish the claim from alternate or opposing claims with clear justification.</p> <p>I developed writing that shows organization which highlights the intertwined relationship between the claim, counterclaims, reasons, and evidence.</p>	<p>I introduced a precise, arguable claim and I can distinguish the claim from alternate or opposing claims.</p> <p>I developed writing that shows organization that establishes the relationship between the claim, counterclaims, reasons, and evidence</p>	<p>I introduced an arguable claim that needed more specifics, and I acknowledge alternate or opposing claims needed to clarify differences.</p> <p>I developed organized writing that contains a claim, counterclaims, reasons, and evidence.</p>	<p>I introduced a statement that needed to be more specific to be arguable and I acknowledged one alternate or opposing claim.</p> <p>My organization may be lacking reasons and/or evidence to support the claim and/or counterclaims.</p>

Summer Assignment	Yes!	Starting to	Not Yet
W1a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.			
I have introduced a precise claim.			
I have constructed my claim with clarity so that it separates it and strengthens it from alternate or opposing claims.			

My op-ed is constructed so that ideas build on one another.			
My op-ed reads as one coherent piece.			

Standard	4 (A) Exemplifying	3 (B) Meeting	2 (C) Approaching	1 (D) Developing
W1b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	<p>I developed claims and counterclaims fairly with reputable and appropriate evidence for each.</p> <p>I addressed the strengths and limitations of both claims and counterclaims in a way that anticipates the audience's knowledge and concerns and then addresses them appropriately.</p>	<p>I developed claims and counterclaims fairly with evidence for each.</p> <p>I addressed the strengths and limitations of both claims and counterclaims in a way that anticipates the audience's knowledge and concerns.</p>	<p>I developed claims and counterclaims with evidence.</p> <p>I addressed the strengths claims and limitations of counterclaims and attempted to address the audience's knowledge and concerns.</p>	<p>I developed claims and counterclaims but I need to provide evidence for counterclaims.</p> <p>I addressed the strengths claims or the limitations of counterclaims but I need to pay more attention to the knowledge and concerns of the audience.</p>

Summer Assignment	Yes!	Starting to	Not Yet
W1b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.			
I have ideas, examples, anecdotes, facts, etc. to support my central claim.			
I have consider counterclaims to my argument and recognized them in my writing.			
I have refuted counterclaims in a considerate and thoughtful way.			
I can write responsively to address my audience's needs and understandings.			

Standard	4 (A) Exemplifying	3 (B) Meeting	2 (C) Approaching	1 (D) Developing
W1c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	<p>I have used words, phrases, and clauses to link both the major sections of the text and smaller pieces within these sections.</p> <p>I created cohesion and clarified the relationship between the claim, reasons, evidence and counterclaims that demonstrates understanding of the topic.</p>	<p>I have used words, phrases, and clauses to link the major sections of the text.</p> <p>I created cohesion and clarified the relationship between the claim, reasons, evidence and counterclaims.</p>	<p>I have used words, phrases, and clauses to link sections of the text but missed some important sections.</p> <p>I created cohesion between the claim, reasons, evidence and counterclaims.</p>	<p>I developed claims and counterclaims but I need to provide evidence for counterclaims.</p> <p>I addressed the strengths claims or the limitations of counterclaims but I need to pay more attention to the knowledge and concerns of the audience.</p>

Summer Assignment	Yes!	Starting to	Not Yet
W1c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.			
I can use appropriate and accurate transitions to connect various phrases, sections, and ideas within my piece.			
I can determine which type of transition (e.g. transition words/phrases, sentences, paragraphs, etc.) is needed for the task at hand.			
I can use these transitions in order to show a shift in thinking, development, evidence, and point of view.			
I can create a cohesive topic that juggles various pieces of information, evidence, and ideas.			

Standard	4 (A) Exemplifying	3 (B) Meeting	2 (C) Approaching	1 (D) Developing
W1d. Establish and maintain a formal style and	I established and maintained a formal style and	I established and maintained a formal style and	With some exceptions, I established formal	I tried to establish a formal style but bias impacted the

objective tone while attending to the norms and conventions of the discipline in which they are writing.	objective tone that matched the norms and conventions of the genre. I have represented my argument clearly and fluidly, utilizing both logic and well-informed and qualified opinions.	objective tone that matched the norms and conventions of the genre.	style and objective tone that matched the norms and conventions of the genre.	objective tone of the genre.
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Summer Assignment	Yes!	Starting to	Not Yet
W1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.			
I can identify an appropriate tone to use for the context of the writing piece.			
I can maintain this tone consistently throughout the piece.			

Standard	4 (A) Exemplifying	3 (B) Meeting	2 (C) Approaching	1 (D) Developing
W1e. Provide a concluding statement or section that follows from and supports the argument presented.	I provided a concluding statement or section that follows from and supports the argument presented and make possible connections to further implications of my analysis.	I provided a concluding statement or section that follows from and supports the argument presented.	I provided a concluding statement or section that follows on from the argument presented but needs to be clearer in supporting the overall argument.	I attempted to provide a concluding statement or section follows on from the argument but does not clearly sum up the argument presented.

Summer Assignment	Yes!	Starting to	Not Yet
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W1e. Provide a concluding statement or section that follows from and supports the argument presented.

I have provided a paragraph (or two) that brings my essay to an end.			
I can return to the original issue in a way that comments on the impact or significance of the topic.			