POSNACK
S C H O O L

Summer 2018
12th Grade English Honors Reading Assignment

Choose **at least TWO books** from the English IV summer reading list and read, annotate, and complete the graphic organizers below. Come to English class on the first day of school with your TWO annotated summer reading books, the completed graphic organizers, and any other notes you took. You will be expected to write an essay and create a digital media project about your novels when you return to school. Your annotations and the graphic organizers will help you prepare for these assignments. Both the essay and the project will be completed in class during the first two weeks of school.

Choose TWO

1. *Snow Falling on Cedars by* David Gutterson
2. *Pride and Prejudice* by Jane Austen
3. *The Picture of Dorian Grey* by Oscar Wilde
4. *Frankenstein* by Mary Shelley
5. *Great Expectations* by Charles Dickens
6. *The Secret Life of Bees* by Sue Monk Kidd
7. *Exit West* by Mohsin Hamid
8. *All Quiet on the Western Front* by Erich Maria Remarque
9. *Once and Future King* by T.H. White
10. *No Country for Old Men* by Cormac McCarthy

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Guide to Notetaking and Annotating

PART I. CHARACTER ANALYSIS

Analyze main Characters by annotating **and** completing the graphic organizers below for BOTH novels. Describe the main character or characters in each novel. What are some internal character traits? What conflict did the character(s) face? How did the character(s) change as a result of facing conflicts or challenges?

- o Annotate your novels for supporting evidence.
- o Fill in the character charts below (one for each novel). Include page numbers for each quote.
- o All information in the charts must also be annotated in your actual texts.

Novel Title:_____   **Character: _____**

	Quote & Page #	Analysis/explanation
Internal Trait		
Internal Trait		
Internal Trait		
Conflict/challenge		
Character change		

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Novel Title: _____   **Character:** _____

	Quote & Page #	Analysis/explanation
Internal Trait		
Internal Trait		
Internal Trait		
Conflict/challenge		
Character change		

PART II. LITERARY ANALYSIS TOPICS

Choose ONE of the three topics below for each novel. Then, complete ONE graphic organizer for each. You may use the same topic for each novel, or you may choose different topics for each. It is up to you to decide which topic fits best with each novel, as some topics may work well with one novel but not others.

- o   Annotate your novel for supporting evidence.
- o   Fill in one chart below for each novel. Include page numbers for each quote.
- o   Information in the charts must also be annotated in your actual text.

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TOPIC #1: INTERNAL CONFLICT

A classic topic in literature is the individual's struggle between passion and responsibility. Does your character feel an internal conflict between his or her own desires and other moral obligations? Find at least **four** supporting quotes from the text.

Novel Title: **_____**

	Quotes & page #	**Analysis/Explanation**
Character's Desires		
Character's Moral Obligations		

TOPIC #2: SETTING

Examine the physical, cultural, or geographical surroundings in the novel. How do elements of setting serve to shape the plot? How do they influence the characters? Find at least **four** supporting quotes from the text.

Novel Title: **_____**

	Quote & page #	**Analysis/Explanation**
Setting (describe)		
Setting's influence on character		

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TOPIC #3: Symbols

A symbol is an object, action, or event that represents something else. What symbols did you think were important to the author's message? Choose one or more symbols and explain how they function in the novel. If you choose to discuss only one symbol, you need to find at least **four** supporting quotes from the text.

	Quote & page #	**Analysis/Explanation**
Symbol		
Symbol		

Essay Rubric

Criteria	25	20	15	10	5
Thesis Statement, Focus, & Supporting Details	The thesis statement is engaging and focused. Supporting details are strongly developed and relevant. The writing clearly holds the reader's attention.	The thesis statement is clear and focused. Supporting details are adequate. The author's reasoning, logic, or perspective is easy to understand.	The thesis statement is stated but needs further development. Supporting details are not specific, focused, or well developed. There is some evidence of the author's reasoning, logic, or perspective.	The thesis statement is beginning to emerge. There is a topic but it is not supported and is lacking in detail. The author's reasoning, logic, or perspective is not clear.	There is no thesis statement. The writing does not communicate subject knowledge. There is no reasoning, logic, or perspective presented by the author.
Organizational Structure & Sentence Fluency	The introduction and conclusion are interesting and focused. The use of transitions are varied and add interest to the writing. All sentences are well constructed and varied.	The introduction and conclusion are easy to recognize. Transition words or phrases are varied and effectively connect ideas. Sentence structure includes both simple and complex sentences.	Introduction does not yet show the author's purpose. Some use of transitions but they are not necessarily effective. Sentences are confusing or loosely organized, and may contain some run-ons or fragments.	The introduction or conclusion is not clear. Transitions are weak or do not connect ideas. Sentences contain many run-ons or fragments.	There is not an introduction or conclusion. Transitions are not used. Sentence structure is very basic and simple.
Word Choice	Effective and engaging use of word choice. Word choice includes the correct use of imagery and/or other figurative language.	A variety of word choices is used to make the writing more interesting. Some use of imagery and/or other figurative language.	Word choice is improved but very basic. Attempts to use imagery and/or other figurative language but is not used correctly.	Word choice is misleading or confusing. Beginning to use imagery and/or other figurative language.	Word choice is limited or not used appropriately. Uses jargon or clichés.
Writing Conventions	Uses correct grammar, mechanics and/or spelling. Consistent agreement between parts of speech. Punctuation is varied and used correctly.	Mostly uses correct grammar, mechanics, and/or spelling. Maintains agreement between parts of speech. Punctuation is used correctly throughout with few mistakes.	Few errors in grammar, mechanics, and/or spelling. Occasional errors between parts of speech. Simple end punctuation is correct, but other punctuation is missing or wrong.	Several errors in grammar, mechanics, and/or spelling. There is inconsistent agreement between parts of speech. Punctuation is apparent but is often incorrect.	Numerous errors in grammar, mechanics, and/or spelling. Parts of speech show lack of agreement. Punctuation is missing or incorrect.

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