

Honors English I Summer 2017
Summer 2017 Reading Assignment
Mr. Ellis
Email: dellis2@chinaspringisd.net

Novel: Lord of the Flies by William Golding

You will need to provide your own copy of the book. You will be required to annotate the book, so you need a copy in which you can highlight and write. The novel is available at local bookstores and online. If you are unable to purchase a copy, please contact Mr. Ellis or the English Department to borrow the novels from the English Department library. You will also need to purchase a Blue Book in which to record your assignment answers. Blue Books are available at local campus bookstores, office supply stores, and online.

1. **Annotate** the novel as you read. With a pen and highlighter, directly write on the pages of your novel or use post-it notes if you are using a borrowed book. Come up with a logical and consistent method for your annotations. See the annotation handout for more instruction. Your annotated novel is to be turned in with your writing assignments on the due date. You will receive a daily grade for the annotating. Each chapter must be annotated effectively to receive full credit. The more you annotate, the better your grade and understanding will be.

2. Blue Book assignment

- You will write your responses in the Blue Book.
- Write LORD OF THE FLIES on the cover of the Blue Book, along with your name and Mr. Ellis.
- First, you must find 20 examples of figurative language in the novel. Highlight the example in your novel. Write the example, the page number on which you found it, and label what type of figurative language it is in your Blue Book. (Ex. She was a shadow in a world of shadows. Pg. 34. Metaphor) Figurative language to look for: Simile, Metaphor, Personification, Hyperbole, Onomatopoeia, Symbolism, Alliteration, Idiom, Sarcasm, and any others you may find.
- Please skip a line between each figurative language example.
- Second, you must respond to the Lord of the Flies prompt. Write the prompt, skip a line, and then begin your response. (Refer to the Writing Assignment section for your prompt.)
- Your essay response will count as a test grade.
- Essays will be graded holistically according to the scoring rubric.

3. **Assignment Due Date:** Your annotated novel and Blue Book are due in the high school office on Thursday, July 13th. There will be a box in the office for you to drop off the assignments. Place your novel and Blue Book in a sealed manila envelope with your name and teacher's name on the outside.

WRITING ASSIGNMENT:

In responding to the prompt, please be sure your ideas are original. No plagiarism! Spark Notes, Cliff's Notes, etc. can help you understand difficult ideas, but your thoughts and Blue Book responses must be your own. I don't care what anyone else thinks about the literature we read; I only care what you think. Plagiarism in any form will receive a zero.

Characterization Essays

Pick a character you admire from the novel. Explain why you admire this character through analysis of his/her personality. Support your answer with textual evidence. Your essay should have an introduction, body, and conclusion.

Skip a line and then follow the same procedure for a second essay over a second character.

Again, include an introduction, body, and conclusion.

You will have a total of three paragraphs for each essay.

ANNOTATION TIPS

Annotating (v) – to furnish a literary work with critical commentary or explanatory notes
The key is for you the reader to make a connection with the text you are reading. Mark the concepts to help you comprehend the story. We will be practicing and utilizing this technique throughout the school year.

Elements to Mark as you annotate:

- Circle a character's name each time a new person is introduced. If there are descriptors that follow, annotate those as well.
- Square the setting (place, date, time)
- Did the author use important symbols? Highlight those and write "symbol" beside them.
- Write definitions to unknown vocabulary words in the margin.
- Use a "?" if something is confusing.
- Use "OMG!" if something surprises you.
- Write a plot summary sentence at the bottom of every other page or every few pages.
- On the back cover of the book, list possible themes of the novel.
- Have any shifts in point of view, place, time, diction, or tone occurred? Why?

Honors English I Rubric

9-8 'A'

- The essay demonstrates a clear, complete understanding of the assignment.
- The essay effectively explores the writer's thoughts and feelings about the characters.
- The essay stays focused on the prompt and provides effective support, including direct examples and quotations.
- The writer's voice is clear, consistent, and sincere throughout the response.
- The essay includes an exceptionally clear introduction, supporting evidence with vivid details, and a conclusion that reaffirms the focus of the response.
- There are very few, if any, usage, grammar, punctuation, capitalization, and spelling errors.

7-6 'B'

- The essay demonstrates an overall understanding of the assignment.
- The essay effectively exposes the writer's thoughts and feelings about the characters but does not explore them in depth.
- The essay stays on the prompt but provides less effective support, with fewer direct examples and quotations.
- The writer's voice is mostly consistent but sincerity is not obvious.
- The essay includes a clear introduction, supporting evidence, and a conclusion that recalls the focus of the response.

-Some usage, grammar, punctuation, capitalization, and spelling errors occur but not enough to impede understanding.

5 'C'

-The essay demonstrates only a basic understanding of the assignment.

-The essay touches on the writer's thoughts and feelings about the characters but does not explore them to any degree.

-The essay drifts from the prompt at times with only one or two direct examples and quotations.

-The writer's voice is not always consistent and sincerity is lacking.

-The essay includes an introduction that is not entirely clear or may not attempt to catch the reader's attention, supporting evidence that lacks details, and a conclusion that may not echo the focus of the response.

-Usage, grammar, punctuation, capitalization, and spelling errors occur to the point that understanding is somewhat impeded.

4-3 'D'

-The essay demonstrates only a limited understanding of the assignment.

-The essay implies the writer's thoughts and feelings about the characters but is unclear about them.

-The essay drifts from the prompt throughout and includes no direct examples or quotations.

-The writer's voice is generally inconsistent and difficult to identify.

-The essay includes an introduction that is not clear and may not include an attention-getter, very few supporting details, and a conclusion that does not echo the focus of the response.

-Numerous grammar, punctuation, capitalization, and spelling errors occur to the point that understanding is significantly impeded.

2-1 'F'

-The essay demonstrates no understanding of the assignment.

-The essay never reveals the writer's thoughts and feelings about the characters.

-The essay repeatedly drifts from the prompt and gives no examples or quotations.

-The writer's voice is not consistent or sincere.

-The essay does not have a clear introduction and does not catch the reader's attention, no supporting details, and no clear conclusion.

-Numerous grammar, punctuation, capitalization, and spelling errors prevent understanding.