

## Honors English II Summer Reading 2019-20

### Students and Parents of incoming sophomores,

Honors English II is a rigorous study of grammar, literature and composition which creates a foundation for Advancement Placement English classes. Honors English courses contain a challenging curriculum and students must be self-disciplined and willing to adhere to a high standard of excellence in their coursework.

The curriculum consists of reading classical and contemporary literature, writing literary analyses, and reading and analyzing more than one piece of work at the same time.

**Students must demonstrate a thorough work ethic, responsibility for their assignments and learn from mistakes in order to succeed in this class.** In addition, Honors English courses are based upon college-level work and sometimes the reading material contains mature language, content or themes. If you find this objectionable, you may want to reconsider Honors classes.

Before entering the Honors English II class, students must complete a summer reading assignment. Students are required to read two novels, study literary terms, and complete a dialectical journal. We will spend the first weeks of school completing assignments based upon these two novels. (Although it is not a requirement to purchase these books, owning them may be beneficial so the student may annotate their reading).

There will be a Literary Terms Test the second week of school and the dialectical journal will be due the third week. I will provide specific dates once we resume school in August.

### Required Texts:

- *Lord of the Flies* by William Golding  
(ISBN-10: 0140283331 or ISBN-13: 978-0140283334)
- *A Long Way Gone: Memoirs of a Boy Soldier* by Ishmael Beah (ISBN-10: 9780374531263)

In addition to the summer reading program, students are expected to pass a benchmark test given at the beginning of the course to assess reading, grammar, revision, and writing abilities. A poor showing on this benchmark may result in transfer to a regular English class. Honors and AP coursework is challenging and time-consuming and remediation in basic skills is not part of the Honors curriculum.

I look forward to an exciting and rewarding year. See you in August.

Sincerely,

Kim Torczynski

Honors English II

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**Summer Reading Assignment for Incoming Sophomores**  
**Honors English II**

Complete the assignment as one document. It does not matter which book is read first; however, I highly recommend completing the steps in order. Knowing the historical and cultural context of a novel helps the reader have a better understanding of the material presented and its impact on the author's writing.

***Lord of the Flies:***

**Step 1:** Conduct a general search on the Internet of William Golding and the novel.

In a paragraph (7-10 sentences) briefly explain the historical connection for *Lord of the Flies* at the top of the page. What was happening in the world when the author wrote the piece and any factors that may have influenced his writing? Cite your sources in MLA format.

**Step 2:** Read novel.

**Step 3:** Under the historical impact paragraph, create a dialectical journal for *Lord of the Flies* with 9 entries. Mentally divide the book into 3 sections, think beginning, middle, and end. Complete three journal entries for each section. (See Attached Dialectical Journal Instructions and Example)

***A Long Way Gone:***

**Step 1:** Conduct a general search on the Internet of Ishmael Beah and the novel. In a paragraph (7-10 sentences) briefly explain the historical connection for *A Long Way Gone* below the last dialectical journal entry for *Lord of the Flies*. What was happening in the world when the author wrote the piece and any factors that may have influenced his writing? Cite your sources in MLA format.

**Step 2:** Read novel.

**Step 3:** Under the historical impact paragraph, create a dialectical journal for *A Long Way Gone* with 9 entries. Mentally divide the book into 3 sections, think beginning, middle, and end. Complete three journal entries for each section. (See Attached Dialectical Journal Instructions and Example)

As you read *Lord of the Flies* and *A Long Way Gone*, select and mark passages that seem significant, powerful, thought provoking, or puzzling. In the dialectical journal for example, you might record:

- Effective &/or creative use of stylistic or literary devices
- Passages that remind you of your own life or something you've seen before
- Structural shifts or turns in the plot
- A passage that makes you realize something you hadn't seen before
- Examples of patterns: recurring images, ideas, colors, symbols or motifs.
- Passages with confusing language or unfamiliar vocabulary
- Events you find surprising or confusing
- Passages that illustrate a particular character or setting

RESPONDING TO THE TEXT: You can *respond* to the text in a variety of ways. The most important thing to remember is that your observations should be **specific and detailed**. You can type or handwrite your entries. It must be legible. I will not spend time trying to decipher handwriting. Three to six sentences per entry is sufficient.

### Dialectical Journal Instructions & Sample Entry

**Instructions:** (1) Fold a piece of paper in half or draw a line down the middle of the sheet to create *two columns*. (2) Label the *left-hand column* “*Passages*” and the *right-hand column* “*Comments*.” (3) Find *9 significant quotes or passages* from throughout the novel and copy them into the *left-hand column*. The passages should come from the **beginning, middle, and end** of the book. For long passages, you may use the ellipsis dots (. . .) to skip parts of the text. (4) In the *right-hand column*, explain the context of the passage (i.e., what is going on in the story) and add any comments you have about the passage (personal reactions, analysis of content and literary devices, etc.). Use complete sentences for your comments and write neatly. This may be done as a Google doc as long as it is set up like the example below.

Example of a Dialectical Journal Entry: *A Long Way Gone*

Passages	Comments
<p>Number your passages. → 1.</p> <p>Place quotation marks at the beginning and end of the passage to show that it is copied word for word from the text.</p> <p>After the closing quotation mark but before the period, write the number(s) of the page(s) where the passage appears. Enclose this in parentheses.</p> <p style="text-align: center;">*In this example there are 4 dots because one is a period marking the end of a sentence in the quoted passage.</p>	<p>1. As Ch. 2 begins, we flash forward to Ishmael’s new life in New York City. He relates a dream of pushing a wheelbarrow.</p> <p>The wheelbarrow has a dead body in it and he is taking it to the cemetery. As he looks at the body, he is seeing it as if a part of him has already died. He wakes from the nightmare struggling with the new life he now has in New York. On the one hand, he wants to move forward and find happiness but his dreams haunt him and remind him of his past. This section focuses on just how difficult Ishmael’s internal struggle really is.</p>

**Context:** briefly tell what is going on in the story at this moment.

**Comments:** analyze the passage and explain any reactions you have. Show depth of thought.

AP Literary Terms List "A"—STUDY these terms. There will be a test the 2<sup>nd</sup> week of school.

The following literary terms are usually used on the AP exam. In order to use our time more effectively, we need to be able to use these words as we study writing and literature. Try to understand and use them as much as possible.

1. allusions - reference to a piece of literature, well-known historical event, person, place
2. analogy - a point by point comparison between two dissimilar things resulting in an abstraction, comparison/contrast
3. antagonist - person or force who opposes the protagonist; enemy
4. assertion - a positive statement
5. climax -the moment of highest emotional intensity; when the outcome of the conflict is finally made clear
6. conflict - struggle between opposing forces; external or internal
7. diction - a writer's choice of words
8. exposition -information provided regarding the characters, setting, theme; writing that provides information or explains a subject
9. euphemisms - a nicer word(s) used in place of an offensive term. Instead of "She's as mean as Hitler!" use "She's a little stressed-out."
10. flashback - relating an event from an earlier time
11. form - structure, shape, pattern, organization
12. foreshadowing - the use of clues that hint at important plot developments that follow
13. imagery - words or phrases that use description to create images in the reader's mind
14. juxtaposition - placing different ideas side by side for added meaning
15. lament - to mourn or regret
16. literary response - when a reader makes meaning of the text by using allusions, literary references to style, tone, point of view, diction, symbols as well as personal experiences.
17. mood - the emotional feeling given by the author
- 18 narrative pace - how quickly/slowly events progress
19. oxymoron – figure of speech that puts together two opposing ideas
20. plot - the sequence of related events that make up a story/drama
21. point of view - vantage point from which a narrative is told: first, limited third, omniscient third
22. rhetoric - an oratory or speech and the desired effect; a rhetorical question involves an answer that is obvious, but deeper meaning must be explored; presentation of facts and ideas in clear, convincing, attractive language.
23. self-parody - poking fun at one's self through a piece of literature
24. soliloquy- character makes an extended speech alone on stage
25. style- writer's choice of words, sentence structure, use of imagery and figurative language
26. syntax - the way words are put together
27. synopsis - a brief statement or outline of a subject. Usually it covers setting, characters, plot, outcome, theme

### AP Literary Terms List "B"

1. allegory - a story with more than one level of meaning - parable, fable - usually teaches a moral or lesson
2. apostrophe - writer speaks directly to an idea, quality, object, or person not present
3. citation - use proof for support; quote authoritative sources, page numbers in a source
4. colloquial - characteristic to a particular region; informal in diction-or style
5. connotation - emotional meaning of a word
6. denotation - explicit, literal, dictionary meaning of a word
7. digression - to stray from the point
8. dynamic character - one who changes in personality or attitude during the story
9. ellipsis - omission of words necessary for the complete construction but not necessary for understanding
10. idiomatic - cannot be translated literally; characteristics of a given language.
11. irony - contrast between expected/unexpected, what is stated/meant
12. metaphor - comparison between dissimilar things "Life is a box of chocolates."
13. meter (poem) - regular pattern of stressed and unstressed syllables in a line of verse
14. parable - simple story illustrating a moral or religious lesson
15. paradox - contradictory truth - "The coach considered this a good loss."
16. persuasion - speaking/writing intended to influence actions of another
17. protagonist - central or sympathetic character
18. resolution - final unraveling of plot and conflicts
19. speaker - the voice in a poem - character or poet?
20. static character - a character who does not change during the course of the story
21. syllogism - formula for presenting an argument logically; reasoning from the general to the specific
22. symbolism - use of an object that maintains its own meaning and stands for something else
23. theme - the central message; the idea the author wishes to convey about the subject
24. tone - attitude a writer takes toward the subject or the reader
25. trite - overused; commonplace; cliché
26. turning point - crucial moment when fate is sealed and ending will be happy/unhappy
27. understatement - saying less than what is meant: "This heat wave is a bit warm."