Summer 2018

Dear Honors Freshmen,

Honors English courses are designed to prepare you for the rigorous language demands of college and require a great deal of reading and thinking during the school year. Research indicates that the more a person reads, the better that person not only reads, but writes, spells, and understands vocabulary.

In order to develop, sustain, and sharpen your habit of reading critically, the freshman honors program asks that you read two books of literary quality during the summer months as well as compose one essay. This summer reading and writing assignments, common practice in schools around the nation, also demonstrates your commitment to the honors program.

This packet has detailed explanations of what is expected of you this summer. However, please do not hesitate to stop by my classroom before the end of the school year if you have questions. You may also email me at any time during the summer if you need to. My email address is Erica.agee@cvusd.us.

Your assignments are as follows:

1. Choose TWO of the three novels/plays:

*-Of Mice and Men* by John Steinbeck

*-A Raisin in the Sun* by Lorraine Hansberry

*-Death of a Salesman* by Arthur Miller

Read and annotate. See attached rubric/annotation guides.

2. Write an essay comparing and contrasting the theme of dreams in both texts.

Please see the attachments for further explanation.

Happy reading and writing!

Mrs. Vander Hoek

*Of Mice and Men* Annotating Guide

The beauty of annotating is that it slows down your reading giving you time to think. You will be annotating the novel as your read. I expect **30** or more annotations that appear throughout the novel in addition to defining words that you do not know. You may highlight/underline and make notes directly in the novel, use post-it notes, or take notes on a separate piece of paper. If annotating as you read is frustrating, read a chapter in its entirety and then go back and annotate it. Reading a text a second time is preferable anyway.

Make annotations about the following:

1. **Loneliness/Isolation:** Which characters in the novel are lonely? Why are they lonely? What causes these characters to feel isolated? How are the characters experiences with loneliness different from one another? Are any of the characters able to overcome their loneliness? How?
2. **Dreams/Hopes/Plans:** What are the dreams/aspirations of the different characters? Why do you think these characters have these dreams? Do any of their dreams come true? What is preventing the characters from reaching their aspirations?
3. **Justice:** What does it mean to truly get justice? Where is justice served in the novel? Where is justice not served? Does the ranch have its own kind of justice system?
4. **Prejudice:** Where in the novel do you see examples of racism, sexism, ageism, able-ism? Are all of the characters treated fairly in the novel? What situations occur where characters are not treated fairly?
5. **Your personal connections-** Make notes where you feel you can relate/connect to the novel. Do you relate because you have been in a similar situation?
6. **Write Questions-** Write down questions that you have as you read. Are any portions of the novel confusing?
7. **Vocabulary-** Write down the definitions to words that you do not know.

***A Raisin in the Sun* Annotating Guide**

**Make annotations about the following:**

1. **Family:** How do the different members of the family interact? How do they show love to one another? Why is family a central focus of this play?
2. **Dreams/Hopes/Plans:** What are the dreams/aspirations of the different characters? Why do you think these characters have these dreams? Do any of their dreams come true? What is preventing the characters from reaching their aspirations?
3. **Pride:** What role does pride play in the Younger family? In what ways are the Youngers proud? Who in the family is the most proud and why?
4. **Dissatisfaction:** Are any of the characters truly happy? What are the various characters complaints? What is causing their dissatisfaction?
5. **Your personal connections-** Make notes where you feel you can relate/connect to the novel. Do you relate because you have been in a similar situation?
6. **Write Questions-** Write down questions that you have as you read. Are any portions of the novel confusing?
7. **Vocabulary-** Write down the definitions to words that you do not know.

***Death of a Salesman* Annotating Guide**

**Make annotations about the following:**

1. **The American Dream:** What is the American Dream? How do the characters view the American Dream?
2. **Dreams/Hopes/Plans:** What are the dreams/aspirations of the different characters? Why do you think these characters have these dreams? Do any of their dreams come true? What is preventing the characters from reaching their aspirations?
3. **Lies and Deceit:** Why do the Lomans deceive themselves and one another? Where is the play are they lying?
4. **Success:** How do the different characters define success? Are they successful?
5. **Your personal connections-** Make notes where you feel you can relate/connect to the novel. Do you relate because you have been in a similar situation?
6. **Write Questions-** Write down questions that you have as you read. Are any portions of the novel confusing?
7. **Vocabulary-** Write down the definitions to words that you do not know.

Essay

Prompt: *Of Mice and Men, A Raisin in the Sun,* and *Death of a Salesman* have characters with lofty dreams and aspirations. Compare and contrast how two of the novels/plays uses the theme of dreams.

Guidelines:

1. Minimum of 2 pages typed, double spaced, size 12 font, Times New Roman OR 3 pages, single spaced by hand.
2. A minimum of 3 paragraphs (introduction, body, conclusion).
3. A clear thesis statement that argues your point.
4. Use of clear examples from both texts (including direct quotations) to support your thesis statement.
5. MLA formatted (visit https://owl.english.purdue.edu/owl/resource/747/01/ if you need help) including a works cited page.

Please reference the rubric on the back of this page to see how you will be graded. I strongly recommend that you use the writing process for your essay: prewrite, draft, revise, edit, and then write a final draft.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Outstanding** | **Exceeds Expectations** | **Meets Expectations** | **Approaching Expectations** | **Does Not Meet Expectations** |
| **Introduction/ Conclusion** | - Introduction grabs attention and provides meaningful context to a persuasive argument- Conclusion effectively restates the argument, but fresh language and meaningful insight leaves the reader wanting more 9 8 | - Introduction sparks some interest and effectively introduces a reasonable argument- Conclusion restates arguments, but uses new language and shows understanding of the big picture 7 6  | - Introduction provides context for the argument but it is obvious/basic- Conclusion restates arguments, but recycles previous statements verbatim 5  | - Introduction or conclusion does not flow with the argument of the paper- Introduction or conclusion contains blanket or vague statements; needs development to be effective 4 3 | - No introduction and/or conclusion 2 1 |
| **Thesis** | - Thesis is clearly articulated and persuasive, contains an original opinion 9 8 | - Thesis presents a reasonable opinion, argument is clear and focused 7 6 | - Thesis is a plausible argument; contains a legitimate opinion; but somewhat broad and basic 5 | - Thesis demonstrates misunderstanding of the prompt or text 4 3 | - Thesis not evident; thesis is a fact or plot summary; thesis not in correct position 2 1 |
| **Topic Sentences and Transitions** | - Topic sentences contribute to the highly persuasive nature of the argument 9 8 | - Topic sentences articulate precise argument; logically linked to thesis 7 6 | - Topic sentences are present and make an argument connected to the thesis; however, ideas are obvious and basic 5 | - Topic sentences are not linked to the thesis - Topic sentences show misunderstanding of prompt or text 4 3 | - Topic sentences are not evident- Topic sentences are facts or summary 2 1 |
| **Evidence** | - You have chosen the best evidence to support your point- Evidence is highly persuasive and effective in supporting your argument- A minimum of 3 quotes are used 9 8 | - Your evidence is believable and convincing and supports your argument- A minimum of 3 quotes are used 7 6 | - Evidence is present, but superficial- A minimum of 3 quotes are used 5 | - Evidence chosen does not support thesis/ topic sentences- Textual evidence is irrelevant- A minimum of 2 quotes are used  4 3 | - Little or no evidence 2 1 |
| **Commentary** | - Creative/ original ideas and insights; extensive commentary, refreshing; goes beyond the obvious  9 8 | - Analysis is believable and convincing, a few assertions may lack specific examples, but assertions are still clearly connected to the argument 7 6 | - Analysis supports your argument, but ideas are obvious and basic 5 | - Ideas lack development; misunderstanding of prompt or text; illogical  4 3 | - Analysis not present and is simply plot summary- Analysis does not address the prompt  2 1 |
| **Style, Vocabulary, Sentence Structure** | - Sophisticated vocabulary; sentence variety; quotations are smoothly blended 9 8 | - Effectively blends direct quotation with explanatory words and phrases to introduce the quotation and facilitate narrative flow; still attempting advanced vocabulary  7 6 | - Blend quoted material smoothly; sentence structure lacks variety- basic and obvious; attempts to incorporate more advance vocabulary  5 | - Problems with sentence clarity, redundancy; some quotes stand alone; some vague sentences; little use of advanced vocabulary or sentence variety 4 3 | - Serious problems with coherence and sentence clarity; most sentences need revision; most quotes stand aloe and lack connection to the essay 2 1 |
| **Mechanics and Coherence** | -Perfect! (only 1 or 2 MINOR errors)- Proper MLA format- Works cited page  9 8 | - Effective coherence, grammar, spelling, punctuation; close to perfect- Proper MLA format- Works cited page  7 6 | - Minor problems with coherence, grammar, spelling, punctuation, but does not interfere with the understanding of the essay -Proper MLA format-Works cited page  5 | - Several distracting problems with coherence, spelling, grammar, punctuation; citations incorrect-Incorrect MLA formatting-Incorrect or missing works cited page  4 3 | - Major coherence, spelling, grammar, punctuation errors; distracts and interferes with understanding of essay; citations nonexistent -Incorrect MLA formatting-No works cited page  2 1 |

Average: \_\_\_\_\_\_\_\_\_\_\_\_\_\_/ 9

Grading Scale: 1=50 2=60 3=65 4=70 5=75 6=85 7=90 8=95 9=100

Letter Grade: