

Welcome to Pre-AP English 3-4, soon-to-be Sophomores.

Just for the record, this class may be labeled on your schedules as “Pre-AP English 3-4” or “Honors English 3-4”. It’s 100% the same. You’re in the right spot.

As is customary with Honors/AP classes campus-wide (and pretty much nationwide), there is a summer assignment that you must complete prior to your first day of school. The purpose of this document is to outline that assignment, and everything you will need to know for it. It is paramount that you read this document thoroughly; it will be full of details and specifics for the nature of the assignment. Failure to follow the details could result in poor scores and general chaos/confusion—we don’t want that.

You will read William Golding’s *The Lord of the Flies* for your summer assignment. A brief synopsis of the novel: William Golding’s 1954 novel *Lord of the Flies* tells the story of a group of young boys who find themselves alone on a deserted island. They develop rules and a system of organization, but without any adults to serve as a civilizing impulse, the children eventually become violent and brutal. You may purchase a copy of this text for yourself via Amazon or a local bookstore. It is commonly assigned and considered a literary classic, so it shouldn’t be too hard to acquire. In addition to this, multiple online copies can be found by Googling the phrase “*Lord of the Flies* full text”.

Your understanding of the novel will be assessed in three ways:

1) Submitting hand-written annotations for the novel. These should be at least ten (10) pages— five (5) if you are using both sides of the paper. Things to annotate would include: general descriptions of the characters, brief chapter summaries, and any thematic concepts that appear throughout the novel. Online resources such as SparkNotes, Shmoop, or YouTube can help you with comprehension and some of the bigger questions of the novel, but be warned: any and all work you turn in must be 100% your own. These resources are to supplement your understanding and learning, not replace it. Any significant similarity to other published sources will result in grade penalties all the way up unto receiving a zero for the assignment. Just... don’t, eh?

2) Taking an objective exam over the novel during the first week of school. It has 90 questions, and will comprehensively cover the novel: plot, author background, characters, themes, and symbols will all be valid topics for the exam.

3) Writing your first analytical paragraph based upon a significant quotation of your choice from the novel. Here are the directions to do so—follow them closely.

a. You will have to choose a quote worth writing about. Look for a quote that shows any changes in character development or exposure of a theme on what it means to be human. Look for any literary elements (internal/external conflicts, symbolism, irony, ...) that might also help to show any changes in character development or exposure of a theme.

b. Next, type out your quote correctly, using perfect MLA citation. Need to check your perfect MLA citation? Google, I’m sure, has many wonderful resources to aid you in your quest.

c. Your paragraph will start with the phrase “In this quote” (yup, everyone needs to do it this way—you don’t need quotation marks, though). Your first 1-2 sentences will address who said the quote, whom it was said to, and a BRIEF explanation of what the quote means. In other words, you will explain the context of the quote—but only in 1-2 sentences—any more than this and we’re writing a summary paragraph, not analysis.

d. Your next sentence will begin with the words “This shows that” (yup, everyone needs to do it this way—you don’t need quotation marks, though). After those words will come 2+ sentences of commentary elaborating on the quote you chose and how it shows any changes in character development or exposure of a theme on what it means to be human and adding concrete details to support your commentary.

e. Your next sentence will begin with the words “This also shows that” (yup, everyone needs to do it this way—you don’t need quotation marks, though). After those words will come 2+ sentences of additional commentary further elaborating on the quote you chose and how it shows any changes in character development or exposure of a theme on what it means to be human and adding concrete details to support your commentary.

f. Finally, you will end with a sentence that begins with the words “Overall, the reader can infer that” (yup, everyone needs to do it this way—you don’t need quotation marks, though). This is the deepest part of all. Simply put, this part has to address issues that we can use in our own lives; it should be able to answer the brutal question “So what?” Now is where you need to make a statement on the human condition = what it means to be human. What can the reader really learn about themselves as humans based on what you just shared in this paragraph? So Ralph is good-natured and cares about people. So what? So Jack is selfish and status-conscious and will do anything it takes to be a leader. So? So Sam and Eric can’t function without the other. So what? So Simon knows who the Lord of the Flies really is. So what, still? What can I or you the reader learn from all this? What do all of these commentaries about characters or theme development in the book show about us humans in the year 2020? This is the part that shows why we as humans love literature; we love what it teaches about ourselves. And, put simply, a theme in literature is what the author is trying to say about some element of being human. It’s as simple—and way more complicated—than that.

g. Now, after you make your earth-shattering statement, take time for 2-3 sentences (again) of additional explanation/commentary/concrete details to truly sell your finest and deepest analysis.

NOTE: Your paragraph should be at least 250 words; complete a word count and type it in [brackets] next to the last word in your paragraph.

Here is an example below from a different text: feel free to copy the format.

Quote: “It is my hawk, not Hob’s. What does it matter what Hob says? He is a servant” (White 17).

Paragraph: In this quote Kay reacts angrily when Wart warns him that both he and Kay should not allow Cully to hunt because Hob, Sir Ector’s serf and trainer of the falcons in the mews, would be extremely upset. This shows that Kay is conscious of the rigid class distinctions in the social makeup of feudalistic England. For example, Kay realizes clearly what his status and place in society is, rudely disregarding Wart’s advice (who, after all, is not a true son of Ector) and claiming that Hob is just “a servant” (17). This also shows that Kay is a foil to Wart, and White sets the stage for the reader’s understanding of the rivalry and contradictions between these two brothers. For example, Kay, after losing Cully because he is not as good at falconry as Wart is and belittling Hob’s set station in life, huffily storms off and leaves Wart to fix the situation (17). Wart, on the other hand, toughs it out

in the dark and menacing forest, waiting and hoping for Cully to return. Wart, always decent, good-natured, and eager to please, is not overly brave or courageous, but he has within him the ability to do what has to be done to set matters right—no matter what the cost to him, like being terribly frightened out in the forest alone. This determination to handle a difficult predicament and sensitivity to all people regardless of their social status is what will make Wart a much more preferable leader than someone like Kay. Overall, the reader can infer that even though two siblings can be raised in the exact same household, how each one is raised can have some influence on the inner qualities each person develops. Wart, raised with love but knowing he is not a true son of Sir Ector, is able to have a freer and more loving spirit. Kay, who is brought up knowing he will be lord of the manor someday, is so used to being superior that his selfish and haughty qualities are understandable and even allow the reader to empathize with Kay, knowing that a lot of how Kay behaves is because he is a victim of his environment; he constantly veers between the haughtiness that his title requires and his own truly kind heart. Regardless of their stations in life, however, Kay's and Wart's rivalrous, sibling behavior is typical among most children their age and has occurred with most siblings throughout the ages. [411]

... How to turn all of this in, you ask?

On the first day of school, the annotations and paragraph will be collected. Please bring your handwritten annotations, stapled and with your name on them. Your analytical paragraph will need to be accessible digitally by you on day one: email it to yourself, or merely use your PVLearners account and create a Google Doc you'll remember how to find come August. However you need to do it, just make sure you have access to your response. If you can't conjure it up, it can't really be turned in.

Essays will be submitted digitally to plagiarism detection software. As I mentioned before, any work with significant similarity to another student's or to external sources will potentially receive grading penalties all the way up to receiving no credit. Don't share your work with anyone—even just “to look for ideas”, and make sure the words that wind up on the assignments are yours and yours alone—unless they're quoted and properly cited, of course.

Alright. All legal jargon, contract language, and directions aside: have a wonderful summer. Enjoy reading the novel—life is a busy, crazy beast these days and a few quiet hours with a book could be just what you're looking for. We eagerly await getting to meet all of you in August and beginning the school year. Until then, happy reading! If you have any questions, please feel free to reach out to us via our email addresses listed below.

Sincerely,

Mr. Morgan (brmorgan@pvschools.net)

And

Ms. Baker (krbaker@pvshools.net)