

Honors English II

Welcome to Honors English II and give yourself a pat on the back for taking on the challenge of this course! This course requires you to bring your best thinking as it prepares you for AP/Honors English III/IV. I will set high standards as we practice reading and writing at higher levels.

The goal of Honors English is to build a toolbox of fiction and nonfiction works while continuing to think deeply, critically, and analytically as you read. The caliber of summer reading allows you to gauge how long it will take you to read a book and prepare you for future independent reading. These texts represent the level of reading that should be a part of your literary toolbox as well as being included on the list of most referenced titles on AP English exams.

Note: Please be advised that the books on this list, in their pursuit of depicting the human condition, may contain provocative and emotionally challenging material such as verbal abuse, physical and sexual assault, and racist, anti-Semitic and misogynist views. I encourage you to read book reviews and book summaries before committing to reading any of these texts.

Great reasons to read:

- *to understand the past
- *to explore your world
- *to plan for your future
- *to visit new places
- *to create great things
- *to make good decisions
- *to exercise your mind
- *to keep in touch
- *to have fun
- *to build a mature vocabulary
- *to make you a better writer
- *to open the door for college and beyond

Summer Reading Assignment:

*****Make sure that all of your responses are your own original human-generated ideas, not AI generated nor plagiarized.*****

- 1) Research the titles below, and choose a book that most interests you. You will need to purchase or borrow it. Titles with an asterisk(*) may be checked out from the Rice High School library. If you choose to borrow a book from RHS, you must do so with Mrs. Ford before May 22.

** 1984* by George Orwell

** The Adventures of Huckleberry Finn* by Mark Twain

Beloved by Toni Morrison

Bless Me, Ultima by Rudolfo Anaya

** Catch-22* by Joseph Heller

The Catcher in the Rye by J.D. Salinger

Emma by Jane Austen

** Frankenstein* by Mary Shelley

The Hobbit by J.R.R. Tolkien

The Kite Runner by Khaled Hosseini

Lord of the Flies by William Golding

** Of Mice and Men* by John Steinbeck

Their Eyes Were Watching God by Zora Neale Hurston

2) Read and annotate your book. You must *create a 20-entry dialectical journal in a composition notebook.*

While reading your selected novel, you are highly encouraged (if possible) to highlight and make notes in the margins of the text. If it is a borrowed book, use post-it notes. There isn't a minimum or maximum number of annotations, but they are expected and will help you when assessed over the book at the start of school.

Examples of things you can annotate:

- *words and phrases that stand out to you
- *important scenes or key sections of dialogue
- *character descriptions, motivations, and flaws
- *key decisions characters make
- *sections that are confusing for you
- *questions that pop into your head as you are reading
- *inferences you make while reading
- *connections you make to other texts, films, t.v. shows
- *connections you make to your personal life or to the lives of others
- *symbols, themes, or topics
- *literary devices used (flashbacks, foreshadowing, sub-plots)
- *figurative language used effectively (allusions, alliteration, metaphors, similes, etc.)

Directions for Dialectical Journal:

While reading the novel, students are expected to create at least 20 journal entries that include quotations or excerpts from the text and commentary for each. These quotations or excerpts should come from the beginning, middle, and end of the book. The commentary for each

quotation or excerpt should explain and comment on the meaning or importance and not merely paraphrase or summarize the text. Below are several ideas for a dialectical journal entry.

Form, Structure, and Plot: What is happening? Choose quotations/excerpts on the chronology of the plot: opening situation, complicating incident(s), main events in the rising action, climax, outcome. How much time is covered? If the action is framed as a flashback, explain. Choose quotations/excerpts involved in forms, such as dream sequences, stream of consciousness narrative, parallel events, significant patterns of foreshadowing, or anything else interesting, along with commentary explaining why this plot or structural device is important.

Character: Choose quotations/excerpts about central characters, such as personality, function in the novel, motivations, or flaws.

Setting: Choose quotations/excerpts that show where (continent, region, state, house, room) and when (year, month, time of day) the novel occurs. Choose quotations/excerpts that show how the setting affects the plot or ideas of the novel. What mood is created by the setting?

Themes: Choose quotations/excerpts that identify major themes in the novel. What moral and ethical questions are being explored in the novel, and how are they resolved? What is the author saying about life, about mankind, or about nature? What is the big lesson that we are to learn?

Imagery: Choose quotations/excerpts that appeal to one or more of the five senses. What is the effect? Look also for recurring images or motifs(light/darkness, colors, clothing, odors, sounds, etc.). How are these images or motifs used?

Symbolism: Choose quotations/excerpts that use an image to suggest complex or multiple meanings. When something is used metaphorically,

like a conch shell to represent authority, it becomes a symbol. Choose quotations/excerpts in the novel that use these symbols. What is the effect of the symbol? Are there patterns? Do these symbols advance one or more themes?

Figurative Language: Choose quotations/excerpts to identify effective examples of these devices: metaphors, similes, personification, and / or allusion. An allusion is a reference to someone or something known from history, literature, religion, politics, sports, science, or some other branch of culture.

Dialectical Journal Entry Example:

You must use complete sentences.

Text Evidence:	Commentary:
<p>“The graveyard is a mass of wreckage. Coffins and corpses lie strewn about. They have been killed once again; but each of them that was flung up saved one of us.” Chapter 4, p.31</p> <p><i>All Quiet on the Western Front</i> by Erich Maria Remarque</p>	<p>The horror of war is so complete, not even the buried are safe from the bombs. The gruesomeness of the scene reinforces the inhumanity of each side towards the other. Ironically, Paul and his comrades escape the shells by jumping into the emptied graves, and therefore, are saved by the dead.</p>
<p>“You’re nasty, Mr. Montag, you’re nasty.” P. 101</p> <p><i>Fahrenheit 451</i> by Ray Bradbury</p>	<p>By repeating “you’re nasty,” at the beginning and end of the sentence, it creates emphasis on the view of the speaker, Mrs. Bowles, towards Montag. Mrs. Bowles represents the majority of the people in their society, and her reaction towards Montag reflects how society feels about the truth and people who care about finding the truth.</p>

The summer reading assignment is due on **THE FIRST DAY OF SCHOOL**. You will turn in your composition book and assignment page. This assignment counts as a test grade. Twenty points will be deducted for each day the summer reading assignment is late.

A Note for Parents:

Please help your student by encouraging and expecting an early start on this assignment. The reading and written assignments are quite manageable when broken down into weekly chunks. Thank you for your involvement and supervision.

Feel free to email me with any questions.

Happy reading!

Ms. Perez

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Please sign and return this page on the first day of school with the assignment.

Student: _____ Date: _____

Parent / Guardian: _____ Date: _____