

Mr. Neill's 9th Grade Summer Work Assignment

Georgia ELA Standards:

9-12.T.T.1: Evaluate narrative techniques to enhance text's appeal to audiences or achieve specific purposes.

9-12.T.T.1.b Analyze how plot structures, conflict, narrative devices, word choice and other craft techniques are impacted by an author's purpose.

9-12.P.EICC.3 - Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension before, during, and after reading as part of the meaning-making process.

9-12.P.AC.2 Construct texts with the audience's experience in mind, basing decisions about craft techniques on knowledge of context, author, audience and purpose.

Hello, incoming Freshmen!

My name is Mr. Neill, and I look forward to teaching you in the coming school year.

For your summer assignment, read *Of Mice and Men* by John Steinbeck. The novel, set in California during the Great Depression, follows two migrant workers with a close bond who dream of one day owning and farming their own land. It might sound like a snooze, but the novel is full of drama and suspense, and has an ending you will never forget!

As you read the novel, use the double-entry journal below (instructions are included) to take notes. If you need more space to write, **it is perfectly fine to use additional paper** as long as you follow the same format.

After reading the novel, write a 1,000- to 1,200-word literary analysis paper on the theme of the American Dream displayed in the novel, following these guidelines:

- Make sure to have at least six citations from the novel to support your theme.
- Paper should be typed in 12-point, Times New Roman font, and double-spaced. Use MLA style in your citations and the formatting of your paper.
- For questions on MLA style, copy and paste the following link into your browser: https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html
- There is a rubric below. This assignment is a Minor Grade, which is weighted at 60 percent in the daily grade category.

If you have specific questions for me about the project, you can reach me at Neilbr1@richmond.k12.ga.us.

I will be checking my email at least once a week during the summer.

DIRECTIONS:

Use this double-entry journal as you read *Of Mice and Men*.

The **left side** of your table must contain at least eight quotations from the reading with page numbers noted. Should you wish to refer to a particularly large selection, you may paraphrase it.

The **right side** of your table should respond to questions such as:

- What strikes you about this?
- What was your first thought when you read this? And then? And then?
- What does this passage/idea make you think of or remember?
- Do you want to challenge or qualify this author's claim? In what ways do you agree with it? Disagree?
- What else have you read/heard/experienced that connects with this author's ideas?
- Does something confuse you or lead to further questions?
- How do you feel about this?

Using the template below, type out your responses (or print/hand write neatly) and have completed assignment prepared to turn in the first week of school. YOU MAY create more rows if you wish to.

This assignment is meant to help you analyze the text and should form the basis of the citations you will use in writing your paper. So think about plot events and dialogue that support a theme in the novel!

Name:

Date:

Author and Reading Covered:		
Page	Quotations	Commentary/Analysis

	Distinguished - 5	Proficient - 3	Developing - 1
Introduction and Thesis	The introduction effectively introduces the topic of a theme in “Of Mice and Men” and provides a clear and insightful thesis statement that previews the main arguments of the essay.	The introduction adequately introduces the topic of a theme in “Of Mice and Men” and provides a clear and insightful thesis statement that previews the main arguments of the essay.	The introduction is unclear or lacks a coherent thesis statement, failing to effectively set up the main arguments of the essay.
Spelling and Grammar	The essay is virtually free of spelling and grammar errors, demonstrating a high level of proficiency in written communication.	The essay contains occasionally spelling and grammar errors that do not significantly detract from the clarity of the writing.	The essay contains frequent spelling and grammar errors that impede comprehension and readability.

	Distinguished - 5	Proficient - 3	Developing - 1
Body and Evidence	Body paragraphs are well organized and thoroughly developed, providing insightful analysis supported by strong evidence from the text.	Body paragraphs adequately develop the main arguments of the essay and include relevant evidence from the text, though there may be some gaps in analysis.	Body paragraphs lack organization and coherence, with insufficient or poorly chosen evidence from the text.
Conclusion	Conclusion effectively summarizes the main points of the essay and offers insightful reflections on the significance of the themes discussed.	The conclusion adequately restates the main arguments of the essay, though it may lack depth or originality in its analysis.	The conclusion is vague, incomplete, or missing, and/or fails to sum up the essay's main points.
Use of MLA Style	Essay consistently follows MLA style guidelines for formatting, citations, and bibliography.	Essay generally follows MLA style guidelines, but there are some inconsistencies.	Essay lacks adherence to MLA style guidelines and/or has numerous inconsistencies.