



# Olathe West High School

## Honors English 10

### Summer Assignment 2026

**For access to the Canvas Course,  
please email Mrs. Heather Sramek at  
[hjsramek@olatheschools.org](mailto:hjsramek@olatheschools.org)**

#### **Part I: Rhetorical Situation**

The Rhetorical Situation of any piece of writing includes the conditions it was written under, the purpose the writer has in communicating specific information, and the choices the writer makes to achieve that goal. For Honors 10, we will utilize the acronym SPACECAT to complete this analysis. Read Queen Elizabeth II's address to the United Kingdom and complete the SPACECAT handout. Be sure to write your answers in COMPLETE SENTENCES and use specifics in your responses, including evidence and explanations. There are resources available in Canvas to help you with the less familiar aspects of rhetorical analysis. **Due Date: August 14, 2026**

#### **Part II: Narrative**

**Seven short stories will be posted to Canvas.** You will need to **read each of them.** Be prepared to discuss the elements of narrative in each at the beginning of the school year. Elements of narrative include plot, theme, characters, conflict, setting, point of view, and style (including diction, syntax, and figurative language). You will also need to think about how the author organized or structured his or her short story. A resource page is available on Canvas which further covers this material should you need help. You should have a level of familiarity with the stories that would allow you to compare/contrast the stories and write analytically about them. We recommend keeping a journal of how each author uses the elements of narrative to craft his/her stories, or you may choose to complete the provided charts/questions for each short story. **Due Date: August 14, 2026**

**Once enrolled in the course, you will access course content through Canvas. You will need to log-in to Canvas, Open the Honors 10 Summer Assignment course, and navigate to Modules.**

## **“History Will Remember Your Actions” - Queen Elizabeth II**

*Queen Elizabeth II (b. 1926) has served as monarch of the United Kingdom and fifteen other Commonwealths since 1952. As the longest reigning monarch of Great Britain, she has led through public and private turmoil, including World War II, the Cold War, and the death of Princess Diana. In April 2020, shortly after the outbreak of the coronavirus pandemic, England’s Queen Elizabeth II delivered a televised address to the nation. Other than her annual message each Christmas Day, this speech is only the fifth televised address she has delivered since being crowned Queen of England in 1952. The link to her address is below, and the transcript follows. After you have watched or read the address, describe the rhetorical situation using the SPACECAT worksheet.*

<https://www.youtube.com/watch?v=2klmuggOEIE>

I am speaking to you at what I know is an increasingly challenging time.

A time of disruption in the life of our country: a disruption that has brought grief to some, financial difficulties to many, and enormous changes to the daily lives of us all.

I want to thank everyone on the NHS front line, as well as care workers and those carrying out essential roles, who selflessly continue their day-to-day duties outside the home in support of us all.

I am sure the nation will join me in assuring you that what you do is appreciated and every hour of your hard work brings us closer to a return to more normal times.

I also want to thank those of you who are staying home, thereby helping to protect the vulnerable and sparing many families the pain already felt by those who have lost loved ones.

Together we are tackling this disease, and I want to reassure you that if we remain united and resolute, then we will overcome it.

I hope in the years to come everyone will be able to take pride in how they responded to this challenge.

And those who come after us will say the Britons of this generation were as strong as any.

That the attributes of self-discipline, of quiet good-humoured resolve and of fellow-feeling still characterise this country.

The pride in who we are is not a part of our past, it defines our present and our future.

The moments when the United Kingdom has come together to applaud its care and essential workers will be remembered as an expression of our national spirit; and its symbol will be the rainbows drawn by the children.

Across the Commonwealth and around the world, we have seen heart-warming stories of people coming together to help others, be it through delivering food parcels and medicines, checking on neighbors, or converting businesses to help the relief effort.

And though self-isolating may at times be hard, many people of all faiths, and of none, are discovering that it presents an opportunity to slow down, pause and reflect, in prayer or meditation.

It reminds me of the very first broadcast I made, in 1940, helped by my sister. We, as children, spoke from here at Windsor to children who had been evacuated from their homes and sent away for their own safety.

Today, once again, many will feel a painful sense of separation from their loved ones.

But now, as then, we know, deep down, that it is the right thing to do.

While we have faced challenges before, this one is different.

This time we join with all nations across the globe in a common endeavour, using the great advances of science and our instinctive compassion to heal.

We will succeed - and that success will belong to every one of us.

We should take comfort that while we may have more still to endure, better days will return: we will be with our friends again; we will be with our families again; we will meet again.

But for now, I send my thanks and warmest good wishes to you all.

Name \_\_\_\_\_

After reading Queen Elizabeth II's address to the United Kingdom, complete this handout. Use the back or extra paper if you need more space. Write in complete sentences. Due: August 14, 2026

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| <b>S</b> | <b>Speaker (writer)</b><br>Who is the speaker/writer? What do we know about them? What can you tell or what do you know about the speaker that helps you understand the point of view expressed? |  |
| <b>P</b> | <b>Purpose</b><br>What is the speaker/writer hoping to accomplish? What is the reason behind this piece? What do they want the audience to do after having listened?                             |  |
| <b>A</b> | <b>Audience</b><br>Who is the speaker/writer trying to reach? How do we know? Do they indicate a specific audience? What assumptions exist in the text about the intended audience?              |  |
| <b>C</b> | <b>Context</b><br>What is the time and place of this piece? What is happening in the world as it relates to the subject of the speech or the speaker/writer?                                     |  |
| <b>E</b> | <b>Exigence</b><br>What was the spark or catalyst that moved the speaker/writer to act/write? How did that event impact the speaker/writer?  |  |
| <b>C</b> | <b>Choices</b><br>What are the rhetorical choices that the speaker/writer makes in the speech? Think about overall structure, devices, diction, syntax, etc.                                     |  |
| <b>A</b> | <b>Appeals</b><br>Which of the three rhetorical appeals (ethos, logos, pathos) are present in the text? Where? Why?  |  |
| <b>T</b> | <b>Tone</b><br>What is the speaker/author's attitude toward the subject? Is the tone the same throughout the whole piece? Where does it shift? What evidence is there to demonstrate the tone?   |  |

**Read “Harrison Bergeron” by Kurt Vonnegut and pay particular attention to how Vonnegut uses the elements of narrative to craft his story. Use the questions below to help you think about the story. You may answer the questions in the chart below, or you create your own journal to track the different elements throughout the story.**

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| <p><b>Theme</b><br/>First identify the subject (s) of the story and then ask: what is the writer trying to say about this subject? What literary tools does the writer use to create this theme?</p>   |  |
| <p><b>Plot</b><br/>What is the relationship between the events of the story? How do the actions inform the theme of the story?</p>   |  |
| <p><b>Characters</b><br/>What is the motivation of each character? How do characters grow or transform throughout the story? Or do they fail to grow or change at all? What does their growth or lack of growth say about the theme of the story?</p>  |  |
| <p><b>Conflict</b><br/>How does the conflict affect the main characters in the story? How is the conflict resolved and what does the resolution say about theme? How does the conflict change the main characters?</p>                                 |  |
| <p><b>Setting</b><br/>How does the location, time, and/or date of the story affect the theme? How does the setting affect how the characters respond to conflict?</p>  |  |
| <p><b>Point of View</b><br/>Does the narrator reflect an inner or an outer perspective on the story?<br/>Why did the author select this point of view? What would change if the story were told from a different point of view?</p>                    |  |
| <p><b>Style</b><br/>Is the diction hard or simple to understand? Are the sentences short or complex? Why did the writer make these stylistic choices? How do these choices add or detract from the effect of the story?</p>                            |  |
| <p><b>Structure/Organization</b><br/>How is the story structured/organized? Is it in the typical story-telling style? Does it utilize flashback? Does it utilize an unexpected form? How does this help or change your understanding of the story?</p> |  |

**Read “What of This Goldfish Would You Wish” by Etgar Keret and pay particular attention to how Keret uses the elements of narrative to craft his story. Use the questions below to help you think about the story. You may answer the questions in the chart below, or you create your own journal to track the different elements throughout the story.**

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| <p><b>Theme</b><br/>First identify the subject (s) of the story and then ask: what is the writer trying to say about this subject? What literary tools does the writer use to create this theme?</p>   |  |
| <p><b>Plot</b><br/>What is the relationship between the events of the story? How do the actions inform the theme of the story?</p>   |  |
| <p><b>Characters</b><br/>What is the motivation of each character? How do characters grow or transform throughout the story? Or do they fail to grow or change at all? What does their growth or lack of growth say about the theme of the story?</p>  |  |
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| <p><b>Structure/Organization</b><br/>How is the story structured/organized? Is it in the typical story-telling style? Does it utilize flashback? Does it utilize an unexpected form? How does this help or change your understanding of the story?</p> |  |

**Read “The Seventh Man” by Haruki Murakami and pay particular attention to how Murakami uses the elements of narrative to craft his story. Use the questions below to help you think about the story. You may answer the questions in the chart below, or you create your own journal to track the different elements throughout the story.**

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| <p><b>Theme</b><br/>First identify the subject (s) of the story and then ask: what is the writer trying to say about this subject? What literary tools does the writer use to create this theme?</p>   |  |
| <p><b>Plot</b><br/>What is the relationship between the events of the story? How do the actions inform the theme of the story?</p>   |  |
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| <p><b>Structure/Organization</b><br/>How is the story structured/organized? Is it in the typical story-telling style? Does it utilize flashback? Does it utilize an unexpected form? How does this help or change your understanding of the story?</p> |  |

**Read “The Lottery” by Shirley Jackson and pay particular attention to how Jackson uses the elements of narrative to craft her story. Use the questions below to help you think about the story. You may answer the questions in the chart below, or you create your own journal to track the different elements throughout the story.**

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| <p><b>Theme</b><br/>First identify the subject (s) of the story and then ask: what is the writer trying to say about this subject? What literary tools does the writer use to create this theme?</p>   |  |
| <p><b>Plot</b><br/>What is the relationship between the events of the story? How do the actions inform the theme of the story?</p>   |  |
| <p><b>Characters</b><br/>What is the motivation of each character? How do characters grow or transform throughout the story? Or do they fail to grow or change at all? What does their growth or lack of growth say about the theme of the story?</p>  |  |
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| <p><b>Structure/Organization</b><br/>How is the story structured/organized? Is it in the typical story-telling style? Does it utilize flashback? Does it utilize an unexpected form? How does this help or change your understanding of the story?</p> |  |

**Read “Called Out” by Barbara Kingsolver and pay particular attention to how Kingsolver uses the elements of narrative to craft her story. Use the questions below to help you think about the story. You may answer the questions in the chart below, or you create your own journal to track the different elements throughout the story.**

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| <p><b>Theme</b><br/>First identify the subject (s) of the story and then ask: what is the writer trying to say about this subject? What literary tools does the writer use to create this theme?</p>   |  |
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| <p><b>Structure/Organization</b><br/>How is the story structured/organized? Is it in the typical story-telling style? Does it utilize flashback? Does it utilize an unexpected form? How does this help or change your understanding of the story?</p> |  |

**Read “The Wife’s Story” by Ursula LeGuin and pay particular attention to how LeGuin uses the elements of narrative to craft her story. Use the questions below to help you think about the story. You may answer the questions in the chart below, or you create your own journal to track the different elements throughout the story.**

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| <p><b>Theme</b><br/>First identify the subject (s) of the story and then ask: what is the writer trying to say about this subject? What literary tools does the writer use to create this theme?</p>   |  |
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| <p><b>Structure/Organization</b><br/>How is the story structured/organized? Is it in the typical story-telling style? Does it utilize flashback? Does it utilize an unexpected form? How does this help or change your understanding of the story?</p> |  |

**Read “My Life as a Bat” by Margaret Atwood and pay particular attention to how Atwood uses the elements of narrative to craft her story. Use the questions below to help you think about the story. You may answer the questions in the chart below, or you create your own journal to track the different elements throughout the story.**

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| <p><b>Theme</b><br/>First identify the subject (s) of the story and then ask: what is the writer trying to say about this subject? What literary tools does the writer use to create this theme?</p>   |  |
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