



TOWNSHIP OF OCEAN SCHOOLS
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English II Honors Summer Assignment 2026

Welcome! Students taking English II Honors will be required to complete a summer reading assignment. The summer assignment represents your first experience with several important skills and ideas which will be reinforced and referenced throughout the course, so completing it with your best effort is essential to success in English II Honors. Students will read and take notes in order to prepare for the challenges of sophomore year, as well as AP testing in grades 11 and 12.

- Please join the English II Summer Google Classroom (code: c2xk3c7x) for links to the assignment, links to information about the historical context, and other excerpts that may help you with this assignment. If you have not received an email from me inviting you to join, please email me as soon as possible. lterlecky@oceanschools.org
- Students are required to read [Where I Lived and What I Lived For](https://www.walden.org/wp-content/uploads/2016/03/Walden02WhereILived.pdf) from *Walden*, by Henry David Thoreau. <https://www.walden.org/wp-content/uploads/2016/03/Walden02WhereILived.pdf>
- While reading, take active notes. Follow the guidelines below for your notes.
- The notes must be submitted through Google Classroom by the first day of school and will be graded according to the Annotations Rubric at the end of this document.
- Notes are the student's individual work. This is not a collaborative assignment. DO NOT consult ChatGPT, AI, etc. An idea taken from another source and represented as your own is considered plagiarism. Plagiarized assignments will result in a zero. Notes should be typed and submitted by the first day of class.
- Students will take an assessment to demonstrate comprehension of the reading during the first weeks of class.
- Students are also required to read one **additional self-selected text and participate in a book talk** at the beginning of the year. Further details about this assignment are on the Summer Google Classroom.
- **The Annotations/Notes assignment is due on the first day of class.**

Annotations/Notes:

1. **Speaker:** Is there someone identified as the speaker? What do you know about this person? Can you make some assumptions about this person? What class does the author come from? What political bias can be inferred? What gender? Is the speaker reliable?
2. **Audience:** Does the speaker identify an audience? What assumptions can you make about the audience? Is it a mixed group in terms of race, politics, gender, social class, relation, etc.? Who was the piece created for? Does the speaker use language that is specific for a unique audience? Does the speaker evoke Nation? Liberty? God? History? Hell? Does the speaker allude to any particular time in history, such as ancient times? The Industrial Revolution? World Wars? Etc.
3. **Purpose:** What is the speaker's purpose? In what ways does the author convey this message? What seems to be the emotional state of the speaker? How is the speaker trying to spark a reaction in the audience? How is this piece supposed to make you feel?
4. **Subject:** What is this about? How do you know this? How has the subject been selected and presented by the writer?

5. **Tone:** What is the author's attitude toward the subject? How is the writer's attitude revealed? What words or phrases show the speaker's tone? Does the tone change?
6. **Exigence:** What inspires, stimulates, provokes or prompts a writer to write a text?
7. **Figurative language:** Look for words or phrases that may be used figuratively (similes, metaphors, imagery). Consider elements that might represent something more than just themselves. Explore for —elements that refer to something outside the work. Look them up if you need to.
8. Significant **quotes** that relate to the significance of the novel as a whole.
9. Look up significant words, maintaining awareness of both **denotative** and **connotative** meanings. Underline these words, and record relevant meanings. Consider how **diction** affects **tone**.
10. Can you make any **connections** between the text and history, literature, current events, science, or your own experiences?

These notes will help prepare you to compose an argument essay on the topic below during the first few days of class.

Topic: Compose an essay *in favor of or against* living “deliberately” as Thoreau defines it.

Question to Consider: *What does it mean to live deliberately? What are the benefits or drawbacks from living this way? Consider our society today. Are we living deliberately as Thoreau suggests we should? What might Thoreau say about our society today?*

Feel free to email me with questions! Iterlecsky@oceanschools.org

I encourage you to continue reading any other self-selected books throughout the summer. Have a safe and relaxing summer. I look forward to meeting you in September.

Sincerely,

Mrs. Terlecsky
Honors English II Teacher

Mr. Schwartz
Supervisor of English

<i>Annotations Rubric</i>					
	5	4	3	2	Score
Accuracy	Ideas and terms are accurate, resulting in defensible interpretations	notations are mostly accurate, demonstrating a basic understanding of the text	Some mistakes indicating minor misreading or misuse of terms	Severe or repeated mistakes in annotation; evidence of confusion over terminology	
Thoroughness	notation provides a comprehensive overview of the work	Notes provide an adequate overview meaning/composition	Notes provide a minimal overview of meaning/composition	Overview of meaning and composition is inadequate or incomplete	
Depth of Insight	Notes offer significant insights into author's literary decisions	Notes offer some insights into author's literary decisions	Notes do not clarify author's literary purpose	Notes obfuscate author's literary purpose	
Visual clarity / organization	Notes are clearly written, well-organized	Notes are legible and appropriately placed	Notes are mostly legible; organization may be problematic	Notes are illegible; errors in organization obscure meaning	