9th Grade Honors English – Summer Reading Assignment

Welcome to Deming High School and to Honors English! Please read through the information about Honors English and the mandatory Summer Reading Assignment presented in this document. If you have any other questions after reading or while you are working on the assignment, feel free to contact me at [kimberly.molina@demingps.org](mailto:kimberly.molina@demingps.org). I look forward to having you in class this year!

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**What is Honors/Pre-AP English?** Honors is similar to Regular Education classes, however the curriculum is enriched with rigorous coursework and challenging materials. In addition to preparing you for the PSAT/SAT Exam, you will also be prepared for higher-level AP classes, and thus, AP exams—from which, you can earn college credit. We have engaging discussions, dive deep into art of language and writing, and explore a wide range of societal concepts. The only requirement for taking class is showing the *motivation* and *will power* to take it!

**What do I have to do this summer?! And why??** Honors/AP classes across the nation assign reading over the summer. Summer Reading Assignments keep your skills sharp and prepare you for Honors English class. It will also inform your English teacher about you as a student so that you can get the best education as possible as early in the year as possible. **The assignment is mandatory and will be graded. Points will be deducted if it is turned in late. Failure to turn in this assignment will impact your grade for the 1st grading period.** *If you do not want to be in Honors English or if you feel you have been placed in this class by accident, you must talk with Mrs. Molina your school counselor as soon as possible. If you stay in the class, you will still be required to complete the assignment.*

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| **Grading Scale** | **Score** |
| 5: Exceeded Expectations | 100% |
| 4: Met Expectations | 90% |
| 3: Approached Expectations | 80% |
| 2: Partially Met Expectations | 70% |
| 1: Did Not Meet Expectations | 60% |

**DUE DATE: Friday August 11, 2023**

**Grading:** Each step of the assignment will be graded individually using the scale to the right, and a final score will be determined from the sum of the steps. Additional points may be deducted if the assignment is late, is plagiarized/copied from another student, uses informal instead of formal/professional vocabulary and tone, is illegible, is incorrectly formatted or unacceptably disorganized/messy, if directions are not followed, etc. Be sure to use proper capitalization, punctuation, and spelling (CUPS). Follow the precise directions provided, and again, please contact me at any point to ask questions, get help, or express concerns.

**Reading:** *Before you start reading, make sure you have read this document entirely, including the directions for each assignment.* You will need to work on the different parts of the assignment as you read the book. Otherwise, your performance on each piece will suffer and you may have to spend a lot of extra time backtracking all the information.

For this Summer Reading Assignment, you are responsible for reading ***Lord of the Flies*** by William Golding. With this novel, you will explore the balance of civilization and savagery in human nature with a group of boys stranded on a deserted island without adult supervision. What could go wrong?

**The Book:** You can check out a book with Mrs. Pacheco at RMMS. If you were not able to get a book from RMMS, message Mrs. Molina to check out a book over the summer. You are also welcome to purchase your own copy so that you can annotate and highlight. Getting a physical copy of the book is preferred, but you may also listen to the audiobook.

* Audiobook on YouTube: <https://www.youtube.com/watch?v=fDb-4m4O9QE&t=17697s>

***Lord of the Flies* Dialectical Journals**

What is a dialectical journal? The term “dialectic” means “the art or practice of arriving at the truth by using conversation involving questions and answers.” A dialectical journal will help you develop a better understanding of the novel as you read it. Think of this like having a *dia*-logue with the book as you read it.

**DIRECTIONS:** This part of the assignment should be completed as you read the book, otherwise you will have to backtrack a lot and you might miss important details. As you read the novel, *Lord of the Flies* by William Golding, complete ONE journal entry per chapter. One entry includes both a Quote from the novel and a Response to that quote. You will turn in 12 dialectical journal entries total. Fill out the table provided, either typed or hand-written. On the left-hand side, record a quote from the text. Be sure to indicate the Chapter and Page Number for each quote. On the right-hand side, write your response to the quote you just pulled from the text. Do not merely summarize the chapters! This will cause a deduction in points. Instead, respond to the text with your ideas/insights, questions, reflections, and comments on each passage.

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| **Quote (passages from the text): Insert quotes from the text that stand out to you and record them in this column. You must have 1 journal entry per chapter (1 quote; 1 response). Be sure to indicate the chapter and page number in each quote.**  Look for quotes that seem significant, powerful, thought provoking, or puzzling.   * Effective and/or creative use of stylistic or literary devices * Passages that remind you of your own life or something you’ve seen before * Structural shifts or turns in the plot * Examples of patterns: recurring images, ideas, colors, symbols, or motifs * Confusing language or unfamiliar vocabulary * Events you find surprising or confusing * Passages that illustrate a particular character or setting * Analyze a passage and its relationship to the story as a whole | **Response: In this column, write your response to the quote on the left for each chapter. Each response must be at least 5-8 sentences. No summary please!**  Respond to passages critically.   * Analyze the text for use of literature devices (tone, structure, style , imagery) * Make connections between different characters or events in the text. * Make connections to a different text (or film, song, etc.) * Discuss the words, ideas, or actions of author or character(s) * Consider an event or description from the perspective of a different character |
| Example:  Chapter 1, Page 1  “The undergrowth at the side of the scar was shaken and a multitude of raindrops fell pattering.” | Example:  I really like the way Golding described the setting in chapter one, specifically the way he described the rain. Raindrops pattering reminds me of being a kid looking out the window while it rained. I can tell that they’re on an island of some sort because it said something about a lagoon. However, there’s kind of a dark, saddened tone, especially with the use of the word “scar” to explain where the ship fell. I can imagine where the plane cut into the “flesh” of the island. This personifies the island and makes it seem more alive. This is a good example of how Golding uses imagery and personification in his writing. |

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| **Dialectical Journals** | |
| Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Title of Text: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Author: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| **Quote (passages from the text): Insert quotes from the text that stand out to you and record them in this column. You must have 1 journal entry per chapter (1 quote; 1 response). Be sure to indicate the chapter and page number in each quote.** | **Response: In this column, write your response to the quote on the left for each chapter. Each response must be at least 5-8 sentences. No summaries, please!** |
| Chapter 1 Page \_\_\_ |  |
| Chapter 2 Page \_\_\_ |  |
| Chapter 3 Page \_\_\_ |  |
| Chapter 4 Page \_\_\_ |  |
| Chapter 5 Page \_\_\_ |  |
| Chapter 6 Page \_\_\_ |  |
| Chapter 7 Page \_\_\_ |  |
| Chapter 8 Page \_\_\_ |  |
| Chapter 9 Page \_\_\_ |  |
| Chapter 10 Page \_\_\_ |  |
| Chapter 11 Page \_\_\_ |  |
| Chapter 12 Page \_\_\_ |  |

***Lord of the Flies* Novel Notecard**

Throughout your time at Deming High School, you will complete a Novel Notecard for each important book you read. You will collect these cards throughout your high school career and use them to study for the SAT and AP exams. It will help you remember all the necessary information and significance from the novels several years after you read it.

**DIRECTIONS:** Answer the questions on the left in the right-side column.

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| Novel Notecard Graphic Organizer | |
| **Bibliographic Entry (Citation)**   * What is the author’s name? * What is the title of the book? * What is the publishing company of the version you read? \*Hint: Look in the very first pages of the book. * What is the year your version was published? \*Hint: Look in the very first pages of the book. |  |
| Date of Authorship and Era  * When did the author first write the book (earliest publication date)? * A literary era is a span of time for literature that shares intellectual, linguistic, religious, and artistic influences. Lord of the Flies is considered part of the Modernism Era. Conduct research about Modernism in literature and summarize your findings. |  |
| Genre  * What genre is *Lord of the Flies*? |  |
| Setting/Important Places  * Where does this novel take place? * What are the most important places in the novel? |  |
| Important Characters  * Who are the top five characters in the novel? Briefly describe each character. What makes them so important? |  |

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| Literary Devices  * Which of the following literary devices did you notice in the novel? Symbolism, metaphor, imagery, allegory, alliteration, allusion, repetition, syntax, etc.? * Choose 3 interesting/important uses of literary devices and describe what the underlying meaning is. |  |
| Plot Summary  * In one sentence, describe the beginning of the story. * In one sentence, describe the middle of the story. * In one sentence, describe the end of the story. |  |
| **Theme**   * What was Lord of the Flies about? Make a list of 8-10 different topics from the novel. * Choose the top three that you believe are the most important to the meaning of the novel overall. * For each of those three, answer this question in one strong, complete statement: What message is the author saying about that topic? |  |
| **Powerful Quotes**   * Find three quotes from the novel that are powerful, famous, meaningful, and relative to the themes of the novel. Be sure to identify who the speaker of the quote is (specific character –list name– or narrator/author?) |  |

***Lord of the Flies* Discussion Questions**

In class, we will have many great discussions with each other about what we are learning from the readings. Although speaking out in class can be a little intimidating, the best way to succeed in a discussion is to prepare yourself. Everybody has a unique perspective and interesting ideas/opinions, and we deserve to share and be heard. Discussions are also a great way to help each other learn about the challenging concepts we will cover in class. Use these questions to help you prepare for our first discussion as a class.

**DIRECTIONS:** This part of the assignment will prepare you for a class discussion about the concepts in the novel. This portion may be completed after you finish the novel, once you can see the bigger pictures. Answer each question thoughtfully, using specific evidence from the text to support your responses. Fully explain your thoughts and ideas. Each question must be answered in complete sentences (aim for 3-5 sentences per question).

1. What insights about human nature, human psychology, and human society does the novel present? How are they expressed?
2. Discuss the deterioration of the “society” on the island. What circumstances, events, and psychological forces cause this deterioration?
3. In what way can Piggy (with his eyeglasses) be seen as representing the rational, scientific aspects of society?
4. What role does the conch play? How does it represent a civilizing force?
5. What does the beast represent? How is it used by Jack to control the others? Are there parallels for "the beast" in the real world, the one outside of fiction?
6. What does Simon mean when he suggests that the beast is only the boys themselves?
7. Why do the littleuns choose to follow Jack and the hunters rather than Ralph? Is it because they feel safer with Jack's group, believing that Jack can protect them? Or do they enjoy what the hunters do?
8. What is your opinion of the novel overall—is the story convincing? Does it present a realistic vision of human nature? Have you experienced or observed things that would either support or contradict Golding’s ideas?
9. What do you think about the rules of civilization? Do they free us and enable us to rise to our best selves? Or do the rules constrain our bad nature that lies at the heart of humanity?