10th Grade Honors English – Summer Reading Assignment

Welcome to Honors English II! 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 [grace.flores@demingps.org](mailto:grace.flores@demingps.org). I look forward to having you in class this year! 😊

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**What is Honors English?** Honors is similar to Regular Education classes, but the curriculum is enriched with rigorous coursework and challenging materials. In addition to preparing for the PSAT/SAT Exam, you will also prepare 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 learn!

**What do I have to do this summer?! And why???** Honors/AP classes across the nation assign reading over the summer. A Summer Reading Assignment will 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 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 in 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. Flores your guidance 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 language 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 even 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 ***The Great Gatsby*** by F. Scott Fitzgerald.

* If there are copies available, you can check out a physical copy of the book from Mrs. Flores or from the DHS library.
* You are welcome to purchase your own copy so that you can annotate and highlight. I recommend checking with our local used bookstore or purchasing a copy (either new or used) from Amazon or your favorite book retailer.
* This is a great audiobook that also has the text so you can read and listen at the same time: <https://www.youtube.com/watch?v=bN_Mhe5oXoo&t=11996s>
* Spotify has a quality playlist, but it’s just audio. Make sure you are listening intently and taking notes: <https://open.spotify.com/show/341R324vMqkInpnAskxw6Q?si=916568ff7e1943ef>

***The Great Gatsby***

ABOUT THE AUTHOR

Like the narrator of The Great Gatsby, F. Scott Fitzgerald grew up in the Midwest and went to college in the East. Fitzgerald was born in Minnesota in 1896, attended Princeton University, and served in the army during World War I, although he did not see any military action. While stationed in Alabama during the war, he met and married Zelda Sayre. In the 1920s, he and Zelda were a glamorous, internationally celebrated couple. They spent their time entertaining wealthy friends at parties in Paris, New York City, and nearby Long Island. To support this extravagant lifestyle, Fitzgerald wrote a series of popular novels and stories in the 1920s. He was disappointed by the sales of The Great Gatsby, published in 1925, but today the novel is considered a modern masterpiece. In the 1930s, Zelda began to suffer from an incurable mental illness, and in 1937 Fitzgerald went to work as a screenwriter in Hollywood to pay bills and medical expenses for her. His final novel, The Love of the Last Tycoon, is about Hollywood.

BACKGROUND

The Great Gatsby vividly evokes American life in the 1920s, the era that began following World War I and ended with the Great Depression in 1929. This time is often referred to as “The Jazz Age” or “The Roaring Twenties.” Young people of the time felt a new sense of freedom, inspired by popular music, prosperity, and the availability of automobiles. Movies and radio shows gained popularity, and flashy cars became a symbol of wealth. People like Jay Gatsby, the central figure in Fitzgerald’s novel, dreamed of get-rich-quick schemes. Many Americans were preoccupied with making and spending money, and there was little concern for the welfare of the poor. Intolerance toward minorities—ethnic, religious, and racial—was widespread. New laws restricted immigration, while political corruption and organized crime also helped define the era. With the stock market crash of 1929, however—in the words of Fitzgerald—“the party was over.”

As you read The Great Gatsby, keep these literary elements in mind:

* CHARACTERIZATION is the way or ways in which a writer reveals information about his or her characters. In direct characterization, the writer makes direct statements about a character’s personality. In indirect characterization, the writer suggests characteristics by describing what the character says and does or how other characters respond to him or her. Notice how Fitzgerald uses both these techniques to create a vivid impression of the mysterious Jay Gatsby.
* POINT OF VIEW is the perspective from which a story is told. In first-person point of view, the narrator is one of the characters in the story. Notice how the reader’s view of the story is shaped by its narrator, Nick Carraway.
* NARRATIVE STRUCTURE refers to how a work of fiction is organized. Notice how Fitzgerald uses flashbacks to fill in the reader’s knowledge of Jay Gatsby’s past.
* A SYMBOL is a person, place, or thing that stands for something other than itself. Notice references to “the green light” and “the eyes of T. J. Eckleburg.” Look for their symbolic meanings.
* A novel’s plot centers on external conflicts, in which characters confront other people or outside forces, and internal conflicts, which occur within the characters’ minds. As you read, ask yourself what each character wants most—and who or what is stopping that character from achieving those goals.
* A THEME is an insight about life conveyed in a work of literature. Ask yourself what ideas The Great Gatsby conveys about the American Dream, the importance of money, and the difference between reality and illusion.

***The Great Gatsby* 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 dialogue with the book as you read it.

**DIRECTIONS:** This part of the assignment must 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, 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 9 dialectical journal entries total. Fill out the table provided, either typed or handwritten. On the left side, record a quote from the text. Be sure to indicate the Chapter and Page Number for each quote. On the right 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 \_\_\_ |  |

***The Great Gatsby* 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 of the necessary information and significance from the novels several years after you read it. Let’s be honest, some of us don’t even remember what we had for breakfast last Monday!

**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. The Great Gatsby is considered part of the Modernism Era. Conduct research about Modernism in literature and summarize your findings. |  |
| Genre  * What genre is *The Great Gatsby*? |  |
| 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 EXPLAIN the significance of how it is used in the novel. |  |
| 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 The Great Gatsby 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?) |  |

***The Great Gatsby* 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 at least 3-5 sentences per question).

1. What is the meaning of the title? In what way is Gatsby great?
2. What is the American Dream? How does Gatsby represent this dream? Does the novel praise or condemn Gatsby's dream? Has the American dream changed since Gatsby's time?
3. Discuss elements of the Jazz Age, or Roaring 20’s that Fitzgerald includes in The Great Gatsby. What commentary is made by Fitzgerald about society in this era?
4. Compare and contrast Gatsby's social class with that of Tom and Daisy Buchanan. How does geography contribute to the definition of social class in The Great Gatsby?
5. What part of his past is Gatsby trying to recapture? Is he successful? Is there a person, feeling, or event in your past that you'd want to revisit? Do you think this relates to Fitzgerald’s life?
6. **What do the faded eyes of Doctor T. J. Eckleburg symbolize? Is there a connection between this billboard and the green light at the end of Daisy's dock?**
7. **What is the symbolism of the green light that appears throughout the novel (at the end of Daisy’s pier, at intersections throughout the book)?**
8. **What do the Valley of Ashes symbolize?**
9. The 1920s was the decade of ‘the flapper’, the young woman who exercised unprecedented freedom. Is Jordan Baker a ‘flapper’? Why?
10. Perhaps the novel's climax occurs when Gatsby confronts Tom in New York. Did Daisy's ultimate choice surprise you? Is it consistent with her character?
11. How does Fitzgerald foreshadow the tragedies at the end?
12. What makes The Great Gatsby a classic novel? Why has it maintained its place in American literature?