

# Summer Reading Assignment: 11<sup>th</sup> Grade Honors English

## Parkland High School

### Background and Expectations:

You have registered for 11<sup>th</sup> grade Honors English for your junior year English class. This is a challenging course that focuses on the development of oral and written literary analysis by the students. The above is accomplished through the study and discussion of British and World literature from the ancient Greeks and the inception of English as a language through the 19th century.

The College Board Advanced Placement Program English Committee “agrees with Henry David Thoreau that it is wisest to read the best books first.” To best direct you for a course of study that challenges you at an AP level and successfully prepares you for the AP Exam in 12<sup>th</sup> grade, the Committee believes that reading in an Honors or AP Level course “should be both wide and deep...should include the in-depth reading of texts drawn from multiple genres, periods, and culture.” The Committee also recommends “careful attention to both textual detail and historical context should provide a foundation for interpretation. Whatever critical perspectives are brought to bear on the literary works studied.”

We invite you to begin your experience by fulfilling the summer reading requirement for the course. The assignment will allow you to read and to experience a novel written by a Nobel Prize-winning writer that the literary world considers a classic and to practice your reading, criticism, and exploratory and writing skills before the actual class begins in September. Then, when school begins in September, we will be able to commence immediately with our coursework.

### Objectives:

1. Students will read *Lord of the Flies* by William Golding. They may sign out copies of the novel from the PHS library; however, students are strongly encouraged to purchase their own copies so that they may annotate and take notes in the text.
2. Students will keep a reading log/journal while reading the novel. Entries should be word processed Word Documents, placed in a folder, and submitted to the teacher. Students should retain a copy of their submissions. Each journal entry should be dated, and a total of **twelve** entries (one from each chapter) should be made while reading *Lord of the Flies*.
3. Journal entries will follow a chosen path of exploration and will follow prompts selected and agreed upon by the Honors English teachers. Entries will include examinations of textual fragments of the novel, student responses and reactions to text, and insights into the reading of the novel framed by thematic and structural connections. The twelve journal prompts are listed below and on the next page. Journal responses will be on average **one-half** page, (approximately 11 lines), typed and double-spaced in Times New Roman font, size 12 prose. These entries will follow a “close reading” approach. A document explaining “close reading” in detail can be found on the PHS website by clicking on the AP/Honors Summer Assignments link.
4. Students will use appropriate MLA in-text citation form (author’s last name and page number) when citing from a page in the novel.
5. Students will take an objective examination on the novel during the first week of school. **The Journal Entries are due on the first day of school during English class.**
6. Students are expected to spend **no more** than eight total hours on this assignment.
7. Students should not refer to Cliff Notes, Spark Notes or the like to complete this assignment. Students are expected to write personal reflective responses to the prompts.

### Journal Entry prompts:

#### Chapter One:

One of the themes in this chapter is the need for social order. Begin your response by completing the following sentence:

While I was reading this chapter, I noticed Golding presents the theme of social order through....

#### Chapter Two:

One of the prominent literary elements in this chapter is foreshadowing. Begin your response by completing the following sentence:

The significance of the varying views of the beast(ie) is that....

**Chapter Three:**

One of the important literary elements in this chapter is point of view. Why does Golding narrate certain passages from Simon's point of view?

**Chapter Four:**

Symbolism is a notable literary element in this chapter. Discuss the significance of at least three symbols in this chapter. Begin your response by completing the following sentence:

In Chapter Four, I started to think about....

**Chapter Five:**

Chapter Five presents how the hierarchy on the island is ineffective for survival. Think about this concept and begin your response by completing the following sentence:

This section of the book reminds me of....

**Chapter Six:**

One of the themes in this chapter is the fear of the unknown. Begin your response by completing the following sentence:

At first I thought....but then I realized ...

**Chapter Seven:**

In this chapter the point of view shifts to Ralph's. Begin your response by completing the following sentence with regard to Ralph's character:

Ralph reminds me of....

**Chapter Eight:**

One of the themes in this chapter is the loss of identity. How have the boys lost their identities on the island?

**Chapter Nine:**

In this chapter, some of the rituals that the boys have adopted have led to horrible actions. Begin your response by completing the following sentence:

The ritual dance gives....

**Chapter Ten:** One of the themes of the novel is vision. Begin your response by completing the following sentence:

Vision emerges as a theme a dominant theme in Chapter Ten because...

**Chapter Eleven:**

Roger plays a significant role in this chapter. How has Roger changed through the course of the novel? Begin your response by completing the following sentence:

Roger's power stems from....

**Chapter Twelve:**

One of the significant themes in this chapter is the loss of innocence. Begin your response by completing the following sentence:

Ralph cries at the novel's end because....

**Honors/AP Teachers will use the following rubric to score the journal entries:**

<b>Entry</b>	<b>Incomplete</b>	<b>Below Average</b>	<b>Adequate</b>	<b>Good</b>	<b>Excellent</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Your points are based on the following criteria</b>	Entry is not complete and lacks focus.	Entry lacks focus and does not specifically address the prompts.	Entry meets the length requirement, but lacks specificity.	Entry shows solid content and the responses are thoughtful and direct.	Entry is scholarly, and shows breadth of understanding.

**Summer Assignment Scoring Process:**

Twelve Journal Entries	5 points each	60 points
Objective Examination		50 points
Total Points for Project (This will comprise no less than 1/5 of the 1st marking period grade)		110 points

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