



English III Honors
Summer Assignment 2019

Welcome to your journey into British literature in English III Honors with Ms. Haughey (mhaughey@ltps.org). For those of you returning to the program, you know the drill. For newcomers, take a deep breath and dive in. For this honors class, all novels will be read as a whole and discussion will take place after assessment.

You have chosen to join this program because you love books and have a thirst for reading, analyzing, critiquing, and especially writing. Make sure you are well prepared! Take extensive notes on all pieces of literature.

The Books:

- *Life After Life*. Written by Kate Atkinson in 2013, the novel has an unusual and unique structure, repeatedly looping back in time to describe possible alternative “lives” for its central character, Ursula Todd, based on specific decisions and circumstances. The story takes place from 1910 to 1940’s WWII.
- *White Teeth*. Written by Zadie Smith in 2000, *White Teeth* focuses on the relationship between two wartime friends, one from Bangladesh and one from England and their respective families living in London.
- *Curious Incident of the Dog in the Nighttime*. Written by Mark Haddon in 2003 (and now a Broadway play), this novel is a fictional mystery. The novel is narrated in first person by Christopher John Francis Boone, a 15-year-old boy who struggles with certain social situations and the nuances of language.

What to do over the summer:

READ

- Read each of the three books CAREFULLY.
- Take extensive notes throughout as you read. *This set of notes will be for YOU, not for a grade. However, the better your notes, the easier it will be to discuss the novels and to write your essays.*
- Formal Annotations. *Recommended format: Double-entry journal (Typically set up in a two-column table with the quote in the left column and the analysis in the right.) This is the graded portion of your summer take-home work. See ANNOTATION GUIDELINES and the attached rubric for specific expectations. Annotations will be due on Sept. 10th.*

FOCUS

- *We will likely spend the most time on White Teeth, so PLEASE know that book well.*

WRITE

- The first essay (on *The Curious Incident of the Dog in the Nighttime*) will be introduced the first week full week of school and will be written in class.
- The second essay will be a synthesis essay where you will include both texts (*Life After Life* and *White Teeth*) simultaneously in each body paragraph. This will be a take home essay and direction will be given in the first few weeks of class.

Both essays will be assigned after we return to school.



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ANNOTATION GUIDELINES

*For this assignment you are going to record your annotations in a log. You should have at least 10 annotations for each text for a **minimum of 30**. Include page numbers and any other concrete information that is necessary. Make sure you are identifying, thinking critically, and questioning higher level analytical concepts – not literal or surface concepts.

*Annotations should be in depth, analytical, meaningful and thorough. Make sure you include character motivations, themes, cultural implications, writing style, tone, conflicts, etc.

*Some themes to consider while reading are: war, loss, conformity, perception, isolation, equality, empathy, hypocrisy, imprisonment, existentialism, identity, etc.

*See attached rubric.

All annotations are due to Turn It In on Tuesday September 10th. All annotations should be your own original work and show your personal journey through understanding and questioning the literature.

Due Date: All work is due on Tuesday, September 10th to Google Classroom AND Turnitin.

- No credit will be awarded to late work, but your submissions *will* be evaluated.
- Students who enroll in the class (from out of district) on or after August 1st will be able to submit the summer assignment on October 1st.
- All summer work will be graded and returned within the first marking period.

Annotation Rubric

Approach Choices:	Excellent	Good	Adequate but Needs Improvement	Lacks Quality
<p>Number of annotations (post-its or written notes)</p> <p>Consistent frequency of entries throughout text (not bunched)</p>	Annotations cover the entirety of the reading, are well dispersed. Annotations do not taper midway and are abundant. Excels.	Annotations are frequent but not as thorough. The text is completely covered however not as equal in coverage. Adequate.	Annotations are fairly sparse or only cover the majority of the text, missing a larger section. Average.	Text is only annotated at the beginning or the end but not throughout. Minimum.
<p>Width: Variety of topics marked for discussion (connection to Romanticism)</p>	Annotations discuss ALL required literary elements. Questions are included as well as extra topics that go beyond the requirements. Above expectations.	Annotations cover the requirements and discussion of all literary elements is complete. Questions are included, but minimal. Meets all expectations.	Annotations are too narrowly focused on one or two main topics, skipping other literary elements and lacking effective questions for discussion. Below expectations.	Annotations miss categories altogether and discuss fewer than the required literary elements. No questions are present in the annotations. Do not seem to show complete understanding.
<p>Depth: Significance of commentary</p>	Not only are there notes but also comments about these notes that show depth of understanding and discussion of purpose and effect. Excellent.	The notes have an occasional insight on the overall purpose and effect of the elements. The reader seems to show a deeper understanding of reading. Well done.	The notes include mostly identification of elements with only a few insightful comments on the significance of the reading. Below level.	Notes seem to only identify elements, and some of the notes seem purposeless. There is no commentary from the reader on purpose or effect. Poor.
<p>Big Picture: author's tone & shifts tagged for discussion, themes are identified.</p>	Annotations identify the main ideas and provide readers' insights on the main themes.	Annotations seem to understand the big picture but perhaps not clearly or with varied focus.	Annotations seem shallow, only seeing the details without the whole. Too narrow a focus.	Annotations miss big picture overall, details identified but not analyzed as a whole.

Points Total: _____/