

## SUMMER READING ASSIGNMENT\*

**\* This assignment must be prepared, typed, and uploaded to Canvas by the end of the first day of school. Students who do not have this completed will receive a zero on the assignment. \***

Welcome to Honors Sophomore English! This year's focus of study will be divided into five thematic units (**Relationships, Fate and Freewill, Good and Evil, Alienation and Isolation, and Identity**) designed to explore the breadth and variety of classic literature. The emphasis of the course will be on extensive reading, in-depth discussions, presentations, and composition of various papers you might see in the college setting. These will include expository or argumentative essays, a research paper, and in-class writing to a specific prompt.

Don't worry if you've never done one of these before! That's why you are in this class! To get experience and practice

with these types of writing!



Now to the summer challenge! The book you are reading should be a pleasure. It is a wonderful story which encompasses all the motifs. This novel, *East of Eden*, by John Steinbeck, will be explored through the completion of **several short formal written assignments** versus a traditional essay.

The summer assignment is divided into sections:

1. The reading,
2. the writing during summer, and
3. the writing when we start school.

The skills you will be demonstrating will include things like making personal connection to the year's motifs, analyzing major ideas, character development, and theme statement creation.

### **Read *East of Eden* by John Steinbeck:**

Do not be intimidated by the length. It is a long book, but not a difficult one to read. You need a hard copy of the book. Audio only will not cut it. You need a visual copy of the text to find direct quotes and do close reading.

### **Written Assignment During the Summer (3 parts)**

#### **PART ONE (Motifs ~ do not use *East of Eden*):**

1. Picking two thematic units as a title:
  - a. Explore and discuss each of those topics on a personal level. Begin by defining what you feel the unit represents. Provide personal examples from your experiences.
  - b. Finish by making a connection to previously read stories/novels (**do not reference *East of Eden***).

\*Each unit response should be ½ of a page in length (two small paragraphs). This part should be no more than 1.5 pages in total.

The units are:

- |                      |                             |
|----------------------|-----------------------------|
| 1. Relationships     | 4. Alienation and Isolation |
| 2. Fate and Freewill | 5. Identity                 |
| 3. Good and Evil     |                             |

#### **PART TWO (Theme Statements ~ Use *East of Eden*):**

The emphasis in this section will be theme statements (position statements) from *East of Eden*.

1. Pick two motifs. This can be the same or different from part 1
2. Write a general theme statement for them.

\*Each theme statement should be 1 sentence. (topics/motifs are 1 or 2 words, but themes are an arguable/provable, position statements) with the focus being on the author's meaning that you could potentially use in a theme (expository) essay.

\*Do not reference the novel in your theme statement.

i.e. remember back to *Romeo and Juliet* by William Shakespeare (Below is literally all that is needed for part 2):

Example:

Part 2

Topic/Motif = Love

Theme statement = Even though two people may love each other, sometimes that love may not be enough to have a successful relationship.

### **PART THREE (Character Analysis ~ Use *East of Eden*):**

The emphasis in this section will be characters from *East of Eden*.

1. Pick one of the motifs and theme statements you created from Part 2.
2. Pick a character which you think encompasses the motif and theme statement completely.
  - a. Discuss this character by making specific references to their overall development and motivations. Make your reader understand this connection by citing specific events or actions that occur as the novel progresses.
  - b. Discuss how the chosen character supports your theme statement. Two examples must be quoted with your discussion and be from different parts of the novel.

\*This should be 1 ½ to 2 pages long. Be prepared to verbally defend your choices in the arena of class discussion during the first full week of class. (while not a traditional essay, this still is a formal writing response paper and needs to be done in a formal voice and written in 3<sup>rd</sup> person).

Again, these assignments – Part one, two, and three must accompany you to class on the first day. This should be **typed, 1 ½ spaced or double spaced, 1-inch margins, and 12 pt font**. If the work is thorough and well supported, the length should be about 3 ½ pages. Remember.... Your classmates and teachers are your audience. The students have read the book (I have many times). **Please!! Limited summary and focus on analysis**.

### **PART FOUR:**

During the first full week, you will write an in-class essay. You will receive the prompt the day before. That means you will have 24 hours to outline. This essay will address one of the novel's themes and will be supported by quote evidence. You will be allowed to use the novel.

Finally, your questions can be addressed to Ms. Metzger at [melissa.metzger@sno.wednet.edu](mailto:melissa.metzger@sno.wednet.edu) and also please see our Canvas page when it becomes available.

I am really excited to be working with you during the school year. If you have any problems or concerns as you complete the summer project, please ask questions. Try to have a safe and relaxing summer!

Ms. Metzger

## **Tips for an academically engaging and pain free summer assignment and Honors Sophomore English class.**

- 1). Buy your own books and mark them up (write in them and tag pages). Half Price Books/Upper Case Books can have inexpensive copies.
- 2). Take notes on each chapter you read and create your own personal study guide.
- 3). Write down character's name and do a written character sketch to remember descriptions and details.
- 4). Read twice! The first time read for plot and a second time for in depth analysis and use of literature terms.
- 5). Use class tools like Canvas to engage with classmates when you have questions. There is a chat feature, discussions area, and sometimes specific pages for doing this type of work.

\*\* Because of sports, activities, work, or other obligations during the school year, you may want to get the books ahead of time and do the first read over the summer\*\*

## **Grading Guide (Based on Writing Traits, College Board/AP exams, and *Understanding by Design*)**

### Signs of an "A":

- Mature understanding of a given topic (offers insightful analysis; considers subtleties; can see several sides of an issue)
- Thorough, organized work
- Creative, well-supported ideas
- Critical thinking clearly present
- Effective at communicating (strong control of language and ideas)
- Applies previous knowledge and concepts to new situations and problems with skill and insight

### Signs of a "B":

- Solid understanding of a given topic (starts to take basic ideas to deeper levels)
- Skilled work, but lacks the care and detail of an "A"
- Ideas supported, for the most part
- Competent organization overall
- Communication hindered by some flaws in spelling, punctuation, etc.

### Signs of a "C":

- Basic understanding of a given topic (gets the main ideas, but does not go beyond the surface)
- Work is done adequately
- Ideas may be over-generalized and/or lack support in places
- Should reorganize work to make it more effective
- Quite a few errors and problems with spelling, punctuation, etc.

### Signs of a "D":

- Limited understanding of a given topic (struggles to grasp main ideas, let alone more sophisticated aspects)
- Ideas are vague and rarely supported
- Lacks organization
- No evidence of proofreading or rethinking of ideas in order to communicate effectively

### Signs of an "F":

- Does not grasp even the basics of a given topic
- Incomplete, unsupported, and sloppy
- Seems thrown together at the last minute; overall, misses the assignment's goals