

Honors 10th Grade Literature and Composition

Summer Assignment

Join our REMIND101 for summer reading assignment inquiries!

Text @ibaph2019 to the number 81010

Overview Welcome to Honors 10th Grade Literature and Composition! During this course, you will study a range of literary texts and devices while reading and analyzing both fiction and nonfiction texts. Additionally, you will practice analyzing a range of texts while developing your critical thinking, and composition skills.

In preparation for Honors Tenth Grade Literature & Composition you are required to complete a three part, mandatory summer reading assignment. Please make sure that you read the instructions for each portion of the assignment thoroughly and completely. We will be working with this assignment throughout the first couple weeks of school. Please be prepared to discuss the text with the class!

Required Summer Reading Texts:

- *I am Nujood, Age 10 and Divorced*, by Delphine Minoui and Nujood Ali

Assignment

Part I: Reading Component

Please purchase and read *I am Nujood, Age 10 and Divorced*

Part II: Annotating Component

AS YOU READ-

ANNOTATE your text. This means that during the first week of class, I will be checking to see if you have anything written in the margins of your text (i.e., statements, questions, words), items circled, underlined, highlighted, etc.—you should be interacting with the text at all times! While there are many ways to annotate a text, here are some examples (feel free to create your own system):

1. Circle symbols
2. Bracket off examples of motifs
3. Underline examples of themes
4. Squiggly-line major characters/descriptions
5. Write questions of comprehension in the margins
6. Write questions of further confusion at the end of each chapter that you will answer as you read further
7. Write brief summaries of your thoughts on what happened at the end of each chapter
8. Make notations of patterns you observe

9. Highlight in 1 color important terms (definitions/explanations will be found at the top/bottom of the page)
10. Highlight in another color solid examples of figurative language and write brief explanations in the margins next to it (i.e., similes, metaphors, personification, euphemism, foreshadowing, alliteration, anaphora, etc.) You may not find examples of everything in every text.
11. Highlight in another color examples of rhetorical devices (i.e., allusions, foils, paradoxes, irony, hyperboles, ethos, pathos, logos, allegories, parallelism, tone, etc.)

** Regardless of your system, there should be several examples of each of the above findings. Some examples of how to annotate can be found on YouTube:

- <https://www.youtube.com/watch?v=IzrWOj0gWHU> (Shorter Version)
- <https://www.youtube.com/watch?v=pf9CTJj9dCM> (Longer Version)

Part IV: Writing Component

After you read, write three (3) observation paragraphs for this text. Each paragraph should discuss the following aspects of the book:

1. A character
2. Conflict
3. Theme

Begin each paragraph with a topic sentence that makes an observation about the particular aspect of the book. Go on to support and expand upon your idea with specific examples, incidents, details, and at least one relevant quote from the book. Write in flowing sentences, weaving these elements from the book into your writing, not simply listing them. (Cite the page number for each quote used.) End each paragraph with a wrap-up sentence that ties your examples and details together in support of your topic sentence; show how they add up to your main point, what they have in common.

Example: *Macbeth*, by William Shakespeare

Character Observation

Macbeth is introduced to the audience as a seasoned warrior who serves bravely under the direction of King Duncan, but his unchecked ambition and paranoia lead him on a path of destruction. In Act I, Macbeth is respected for his fearless strength on the battlefield and steadily gains the love of his King and fellow soldiers. Duncan is so impressed by him that he promotes Macbeth to Thane of Cawdor in place of the traitor: “No more that thane of Cawdor shall deceive/ Our bosom interest: go pronounce his present death, /And with his former title greet Macbeth” (I.i.63). Macbeth is already on the path to power. Before this news reaches him, he is met by three mysterious witches in the woods that prophesy his path to glory and power. They greet him as thane of Glamis, thane of Cawdor, and ultimately shout, “All hail, Macbeth, that shalt be king hereafter!” (I.iii.51) This exchange confuses him at first, but he can’t seem to forget the strange predictions. His wife is immediately swept away by the prophecy and begins to plot the murder of the King. Macbeth is reluctant at first, but she nurtures the seed of ambition planted by the witches by breaking down Macbeth’s pride and questioning his masculinity: “Was the hope drunk /Wherein you dressed yourself? Hath it slept since? /And wakes it now, to look so green and pale /At what it did so freely?” (I.vii.36). With the encouragement of his wife, Macbeth commits his first murder and takes the first step that will lead him

further away from his humanity. In the aftermath of the King's fall, Macbeth is eventually chosen to take his place. The power bestowed on him is so intoxicating that he develops a deep, obsessive fear that someone will try to usurp him. He gets lost in a spiral of paranoia that turns him against all his former friends and allies. Thinking of his comrade Banquo, Macbeth explains "To be thus is nothing, /But to be safely thus. / Our fears in Banquo /Stick deep, and in his royalty of nature/Reigns that which would be feared" (III.i.50). He sees that his power is only valid if he can be secure in it, so he begins to chase and kill anyone he perceives as a threat to that power, until his retribution in Act V. The intoxicating combination of ambition and fear overcome Macbeth, warping him from an honored hero to a villainous traitor.

Deadlines:

Students registered for course by June 30, 2018	Students registered for course after June 30, 2018
<ul style="list-style-type: none"> • Full Credit = August 06 or 07 	<ul style="list-style-type: none"> • Full Credit = August 31
<ul style="list-style-type: none"> • Late Credit (-21%) = Until August 17 	<ul style="list-style-type: none"> • Late Credit (-21%) = Until September 10
<ul style="list-style-type: none"> • Not accepted = After August 17 	<ul style="list-style-type: none"> • Not accepted = After September 10

Submission Requirements:

Please bring a typed and **printed** draft of your writing component **as well as your annotated text** on the first day of school, August 6/7, 2019.

If you do not have access to a printer at home, you may visit any number of Atlanta's public libraries throughout the summer. Best of luck!