

9th Grade ELA Honors Summer Assignment 2019-2020

In order to help students prepare for the rigor and complexity of honors English, students will read a novel and complete a dialectical journal with entries from the beginning, middle and end of the novel (10 in all). Additionally, students will study the given list of literary devices. They will be tested on these terms and the novel they've read when the semester begins, so they should study accordingly.

Please choose one of the following novels to read:

Paulo Coelho: *The Alchemist*

William Gibson: *The Miracle Worker*

Gary Soto: *Buried Onions*

Ray Bradbury: *Fahrenheit 451*

DIALECTICAL JOURNAL INSTRUCTIONS

The purpose of a dialectical journal is to identify significant pieces of text (sentences or phrases from the book, not necessarily dialogue) and explain their significance. It is a way to take notes on what is read using the actual text. **Journals must include ten entries total.**

What do I need to do?

1. Divide your paper into *two columns*. The left column should include the chosen text, the right column is where you write your analysis of the quote.

2. *Text* must be **quoted** in *MLA format* (quotation marks, page number). Chosen text should reflect a thoughtful reading of the novel. Be selective in your quotes to insure they meet requirements for number three below.

*Students should focus on finding examples of literary devices from the list provided. When possible, students should connect literary devices to meaning in the dialectical journal results.

3. Your *analysis* is not a simple summary, it *is in-depth commentary* on the *significance* of the quote.

- Why is this quote important to the plot? Setting?
- What does this quote reveal about a character?
- What literary device is being used in the quote and why? (Refer to Summer Assignment Literary Device list).
- If you had a strong reaction to the quote, what was it and why did you feel that way?

Example using *Walden* by Henry David Thoreau

QUOTE	ANALYSIS & COMMENTARY
“I went to the woods because I wished to live deliberately, to front only the essential facts of life, and see if I could not learn what it had to teach, and not, when I came to die, discover that I had not lived” (406).	This quote is significant because it states the purpose for <i>Walden</i> . Thoreau wants to test the transcendental ideals and explore nature, and therefore God, to become more aware of the value and purpose in his life. He wants to live and learn now so he doesn't have to live with regrets for not having taken the time to “transcend” the mundane.

Literary Devices

Be prepared for a test on these terms during the first week of school. You will be expected to know *the definition* and *the effect* of each term as well as be able to identify them in a textual excerpt. Thus, you may want to prepare by going beyond the examples provided for you by looking for multiple examples of each term on the internet to ensure a strong familiarity and understanding of the terms. Helpful resources are www.literarydevices.net or *How to Read Literature like a Professor* by Thomas Foster.

Device	Definition	Example	Function
Allusion	A reference to a mythological, literary, or historical person, place, thing. Allusions to Greek mythology, the Bible, historical events, legends, geography, or earlier literary works are common in Western literature.	<p>“He met his Waterloo.” (Alludes to the defeat of Napoleon at the battle of Waterloo)</p> <p>“He was a real Romeo with the ladies.” (Alludes to Shakespeare’s play <i>Romeo and Juliet</i>)</p>	Lends authority to an idea. Makes an association with something the reader knows. Creates emotion in the audience because of that association.
Denotations of Diction	The literal or “dictionary definition” of a word.	<p>The name “Hollywood” denotes an area of Los Angeles, worldwide known as the center of the American movie industry.</p> <p>The denotative meaning of “snake” is “any of numerous scaly, legless, sometimes venomous reptiles having a long, tapering, cylindrical body and found in most tropical and temperate regions.”</p>	Denotations are generally restricted meanings. Writers, therefore, generally utilize the connotations of a word to convey their messages.
Connotations of Diction	Individual words within a passage that carry cultural and emotional associations or meanings in addition to their literal meanings or denotations (also called “heavy diction” or “loaded diction”)	<p>The name “Hollywood” connotes such things as glitz, glamour, tinsel, celebrity, and dreams of stardom.</p> <p>Connotations for the word “snake” would include evil or danger.</p>	Adds additional meaning to a piece of writing. Creates emotional associations in the audience. Establishes the speaker’s attitude.
Dramatic Irony	Situations in which the audience knows more about the situations, the causes of conflicts, and their resolutions before the leading characters or actors.	<p>In <i>Romeo and Juliet</i>, the audience knows Juliet isn’t dead, but Romeo doesn’t.</p> <p>In the story <i>Snow White and the Seven Dwarves</i>, the audience knows the apple Snow White will eat is poisoned, but she doesn’t.</p>	Creates intense suspense and/or humor. Emphasizes, embellishes, and conveys emotions and moods more effectively. Gets the audience more emotionally involved: we know what’s going to happen, but are powerless to stop it.
Foil Character	A character that shows qualities that are in contrast with the qualities of another character. The characters may be enemies or friends in the story.	<p>Draco Malfoy is a foil character to Harry Potter in the <i>Harry Potter</i> series.</p> <p>Mater is a foil to Lightning McQueen in the <i>Cars</i> series.</p> <p>Hans Solo and Luke Skywalker are foil characters in <i>Star Wars</i>.</p>	Uses contrast to highlight the traits of the characters. Develops the characters and helps the reader understand their personalities and importance in the literary work.
Hyperbole	A deliberate, extravagant, and often outrageous exaggeration.	<p>“I’m so hungry, I could eat a horse!”</p> <p>“I’d walk to the end of the earth for you.”</p>	Can be used for either serious or comic effect. Provokes a response, casts something in a strong light.

Device	Definition	Example	Function
Foreshadowing	An advance hint of what is to come later in the story. A writer may use character dialogues to hint at what may occur in the future. In addition, any event or action in the story may throw a hint to the readers about future events or actions. Even a title of a work or a chapter title can act as a clue that suggests what is going to happen.	In the movie, <i>Frozen</i> , a troll says, “Listen to me, Elsa. Your power holds beauty, but also great danger. You must learn to control it, or fear will be your worst enemy.” This gives the audience the idea that Elsa’s powers will get out of control due to her fears. <i>In Harry Potter and The Sorcerer’s Stone</i> , we learn that Harry and Voldemort’s wands are brother wands from Ollivander. Later we learn in <i>The Goblet of Fire</i> that because of the twin status, the wands have a special connection, and so do Harry and Voldemort.	Creates an atmosphere of suspense in a story so that the readers are interested to know more.
Imagery	Consists of words or phrases a writer uses to represent persons, objects, actions, feelings, and ideas descriptively by appealing to the senses. Can utilize figurative language and diction with strong connotations.	“The slope of the bars of honey-colored sunlight decreased; they slid up the bushes, passed over the green candle-like buds, moved up toward the canopy, and darkness thickened under the trees.” (Descriptive words, personifications, and metaphors of the movement and disappearance of sunlight create a creepy feeling (mood) in this scene from <i>Lord of the Flies</i> .”	Illustrates an idea, a feeling, or the particular qualities of something.
Metaphor	A comparison of two unlike things not using “like” or “as”	“Time is money” (time is compared to money—it can be spent well or wasted. Once it’s gone, you can’t get it back) “The typical teenager’s room is a disaster area” (a teenager’s room is compared with a disaster area. It’s messy, unorganized, you could get hurt walking around in it, you can’t easily find things, etc.)	Creates new meaning for an object/idea. Creates an emotional response in the audience. Helps the audience understand an emotion, idea, or new way of looking at something by comparing it to something they are familiar with.
Mood	Established through: Diction, imagery (description of setting), figurative language/literary devices (simile, metaphor, personification, etc.), theme (the message/lesson of the story), tone.	A depressing, melancholy mood is created in Bronte's <i>Wuthering Heights</i> : There was no moon, and everything beneath lay in misty darkness: not a light gleamed from any house, far or near all had been extinguished long ago: and those at Wuthering Heights were never visible.	It evokes various emotional responses in readers and thus ensures their emotional attachment to the literary piece they read. Once the readers are emotionally stirred, they fully comprehend the message that the writer tries to convey to them.
Paradox	A statement that appears contradictory, illogical, impossible, or absurd, but has a coherent meaning that reveals a hidden truth.	“I must be cruel to be kind.” (sometimes the truth hurts a person, but they need to hear it to help them) “I am nobody.” (One can’t be “nobody” since they are someone, but one can feel unimportant in the grand scheme of things—feel like they are no one of importance) “Freedom is not free.” (Free gives the idea of something without cost, but people, militaries, and groups around the world invest time, money, and lives in securing freedoms for themselves or others.	Makes a reader think over an idea in an innovative way. Can also communicate a tone of irony.

Device	Definition	Example	Function
Personification	A kind of metaphor that gives inanimate objects or abstract human ideas human characteristics	<p>“The wind cried in the dark.” (The wind’s sound is compared to that of a person crying in darkness—a sad and lonely image)</p> <p>“Time grabs you by the wrist, directs you where to go.” (Time is compared to a person who might grab your wrist and point you in a direction—gives the idea that you don’t have a lot of control over time, and that often you are put into situations during the course of time that you have no control over.)</p>	A form of Metaphor. Creates new meaning for an object/idea. Creates an emotional response in the audience. Helps the audience understand an emotion, idea, or new way of looking at something by comparing it to something they are familiar with.
Simile	A kind of metaphor that is a comparison of two unlike things using “like” or “as”	<p>“Love is as delicate as a rose.” (Love is compared to a rose. Like a rose, love is beautiful, but also fragile and takes work to care for).</p> <p>“The town square was buzzing like a bee hive (the activity at the town square is compared to the activity of a bee hive. Like bees in a bee hive, the people in the town square must be moving busily around--selling things, working, shopping, etc.)</p>	A form of Metaphor. Creates new meaning for an object/idea. Creates an emotional response in the audience. Helps the audience understand an emotion, idea, or new way of looking at something by comparing it to something they are familiar with.
Situational Irony	A situation that ends up in quite a different way than what is generally anticipated.	<p>A shark who is a vegetarian in <i>Finding Nemo</i>. (One wouldn’t expect a shark to be a vegetarian)</p> <p>Olaf, a happy snowman from <i>Frozen</i>, is obsessed with the idea of summer, despite the fact that the sun is a snowman’s worst enemy. (One wouldn’t expect a snowman to wish for summer)</p>	Adds meaning to a situation.
Symbolism/ Symbol	When an object representing another gives an entirely different meaning that is much deeper and more significant. Context is essential to understanding a symbol, as “a chain” may stand for “union” as well as “imprisonment.” You must understand when, where, and how it is used. The audience also may read symbols differently depending on their culture and prior knowledge.	<p>“I hear leaves drinking rain; I hear rich leaves on top Giving the poor beneath Drop after drop; Tis a sweet noise to hear These green leaves drinking near.”</p> <p>(The poet, William Davies uses the symbol of rain falling on leaves to show the different classes of society. He does this by describing the way the upper leaves benefit from the rain first, and then hand down the rest to the lower leaves. The same way, rich people should pass on the leftover benefits to the poor people.)</p>	<p>Gives a writer freedom to add double levels of meanings to his work: a literal one that is self-evident, and the symbolic one whose meaning is far more profound than the literal.</p> <p>*Do not confuse with metaphor, whose meaning is created through comparison, not context.</p>
Tone	The speaker's or narrator's attitude towards the subject. Established through: diction, imagery (description of setting), figurative language/literary devices (simile, metaphor, personification, etc.), theme (the message/lesson of the story)	<i>The Diary of Anne Frank</i> by Anne Frank is written in a youthful, optimistic tone— In retrospect, the reader knows that things ended tragically for Anne Frank. Her diary, however, is full of hope, even as she deals with an incredibly difficult situation.	Decides how the readers read a literary piece, and how they should feel while they are reading it. It stimulates the readers to read a piece of literature as a serious, comical, spectacular, or distressing manner. In addition, tone lends shape and life to a piece of literature because it creates a mood.