

WHS Summer Reading Work

Honors English I (9th Grade Literature & Composition)

DUE DATE: JULY 30th at 11:59pm (first day of school)

Summer Reading Contact: Mrs. Bell Professional Email: cassandra.bell@henry.k12.ga.us

Common Core Georgia Performance Standards (9th – 10th Grade)

ELACC9-10RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

ELACC9-10RL2: Determine a theme or central idea of text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

ELACC9-10RL3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

ELACC9-10RL10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Welcome to Honors English I!

For your summer reading work, you will be reading ***Anthem* by Ayn Rand** and there are four (4) major assignments associated with the summer reading work, which are: 1) *Anthem* discussion questions 2) Socratic Seminar (discussion question answers will be discussed in a Socratic Seminar), 3) a multiple-choice reading comprehension test, and 4) an argumentative or narrative essay. Please carefully read the information below detailing these four (4) major assignments.

1) Reading Instructions: Read *Anthem* by Ayn Rand. Be sure to read carefully and follow the directions below. Honors English I classes will be working with *Anthem* for the first few weeks of school; therefore, it is critical that you read and comprehend the text and use tools to help you analyze the plot, characters, themes, key lines, etc.

For honors students, if possible, it is STRONGLY recommended that you purchase your own copy of the text for the purpose of annotation and continuing to build your own personal library. It is strongly recommended that you annotate, use sticky notes to mark key lines or events in the text, track character development throughout the text, and take good notes in order to reference them later. Contact Ms. Bell via email if you have questions about additional reading comprehension strategies.

WHS has provided all prospective students with a copy of *Anthem*. This book is the property of WHS and should be treated as such. At the beginning of the school year, you are required to return the same book assigned to you. If you lose, damage, or destroy the book, you are required to replace it with a new copy or pay for a new replacement copy at \$7.00.

2) Discussion Questions (your answers will be used in Socratic Seminar): While reading *Anthem*, answer the twenty (20) discussion questions in which you provide at least one piece of textual evidence to support your response. Each response should be at least 100 words in length and should include the “strong and thorough” textual evidence that supports your response. Textual evidence should follow MLA format (quotations with page numbers). Delve deeply into the text and have fun!

MLA Format: According to the text, “Your MLA-formatted textual evidence should appear in a manner similar to this quote” (Rand 25).

3) Discussion Question Submission Method: It is strongly recommended that you type your responses in *Microsoft Word* or on *Google Drive* as you are working on the assignment in order to prevent loss of information along the way. Responses will be submitted via Turnitin.com. When finished with all twenty (20) questions, and after REVISING AND EDITING, please follow the steps below to submit your assignment.

If you've used Turnitin before, you can use the same email and password to log in. You can keep all your papers and grades together, even if you're now in a different class or a different school! Make sure that you use a professional email address. (for example: jdoe@gmail.com)

IF YOU ALREADY HAVE A TURNITIN ACCOUNT

- a) Visit www.turnitin.com and click on "Log In."
- b) Log into your account.
- c) Click on "Enroll in a Class."
- d) Type the Class/Section ID and Enrollment Password below (do not copy and paste information).
Class ID: 15109092 **Enrollment password: mindsatwork**
- e) Click on "2018-2019_Summer Reading Discussion Questions."
- f) Click "Submit."
- g) From this point, you are going to upload either your *Word* document or *Google Drive* document.

IF YOU DO NOT HAVE A TURNITIN ACCOUNT

- a) Visit www.turnitin.com and click on "Create Account."
- b) Enter your information, including a professional email address (preferably Gmail).
- c) Once logged in, click on "Enroll in a Class" and follow steps *d – g* from above.

Submitting Your Responses & Similarity Report: *Turnitin's* Similarity Report is the result of comparison between the text of the submission against the search targets selected for the assignment; this may include billions of pages of active and archived internet information, a repository of works previously submitted to *Turnitin*, and a repository of tens of thousands of periodicals, journals, and publications. Any matching or highly similar text discovered is detailed in the Similarity Report that is available in the Assignment Inbox. Your "Similarity Report Score" should be at 30% or less. You will have two (2) opportunities to submit your assignment to ensure that your Similarity Report Score is at 30% or below. Your first submission will render a score within the hour. Your second submission will render a score after 24 hours. Please plan accordingly. For more Turnitin.com questions, please email Ms. Bell.

IMPORTANT: Copying or paraphrasing another student's response is unethical and prohibited. Doing so will result in a grade of "0" for the discussion question assignment. It is imperative that you demonstrate your originality and critical thinking ability. Remember, you have ONE chance to make a first impression! Make a good one!

The final discussion question grade will be based on (1) the accuracy of your answers (2) the quality/content of postings and (3) the total number of postings completed out of the required twenty (20) questions.

WORD OF CAUTION: Teachers regularly read Spark Notes, Pink Monkey, Cliff Notes, enotes, etc. **DO NOT MAKE THAT MISTAKE!** Write original answers to each question.

3) Multiple-Choice Test Information: **Within the first couple of weeks of school, we will have a multiple-choice test on *Anthem*, including character quotes.** You are strongly encouraged to maintain notes of the main characters and their development, the conflicts, the complications, the resolution, the themes, the motifs, etc. that you experience in the book.

4) Narrative/Argumentative Writing Information: We will also be writing a narrative essay or argumentative essay over the text once school begins, so your complete understanding of the book is essential. This will be your opportunity to exhibit your writing skills, so be ready to shine!

SPECIAL NOTE: Late MAJOR work will be accepted with a 20% deduction per day late beginning with this summer assignment. If you have any informed questions regarding the late policy, please email Ms. Bell. Be patient; I will respond to your email.

PROCRASTINATION: Do not wait until the week before school starts or the first day of school to ask questions. Be responsible. Be accountable. Start early in the summer. This assignment is associated with your first four (4) grades in the class. Please begin the year on the right foot.

Discussion Questions

1. Equality states that it is very unusual for men to reach the age of 45. Offer several possible explanations as to why life expectancy is so short in his society. Chap. 1
2. When does this novel take place—in the past, present, or future? How do you know? Chap. 1
3. Clearly, Ayn Rand intended Equality to stand out from his “brothers.” Explain how she accomplishes this by contrasting Equality’s physical qualities and character traits to those of his fellow men. Chap. 2
4. Reread the account of Liberty 5-3000. What character traits are revealed in this brief description? Chap. 2
5. Find several examples of the ways in which this society tries to obliterate each individual’s mind (and self) by quashing personal choices, desires, and values. Chap. 2
6. Discuss the appropriateness of Equality’s new name, “Unconquered.” Chaps. 3-4
7. The old locks and lack of guards in the Palace of Corrective Detention indicate that prisoners never tried to escape. Why not? Chaps. 5-6
8. Equality understands that his invention will benefit mankind greatly; however, this was not his main motivation in conducting his experiments, and it is not the primary source of great joy he experiences. Discuss this statement. Chaps. 6-7
9. What does Equality mean, at the beginning of chapter 7, when he says, “We are old now, but we were young this morning”? Chap. 7
10. What are the real reasons behind the rejection and the fear of the gift? Chap. 7
11. What is Equality experiencing for the first time in chapter 8, and what does he feel as a result? Explain why this is significant. Chap. 8
12. What does the Uncharted Forest symbolize in *Anthem*? Why is this significant? Chaps. 8-9
13. In chapter 9, Equality questions the morality of his former society. Contrast what he was previously taught about solitude, good, evil, and joy to what he now believes. Chap. 9
14. What does Equality now realize in chapters 10-11 is the proper goal and purpose of his life? How does this contrast with his old society? Chaps. 10-11
15. In what ways is “I” like a God? Explain. How does this contrast with his old society? Chaps. 10-11
16. Why do the main characters take the names Prometheus and Gaea? Why weren’t they allowed to choose their names in their old society? Chap. 12
17. Discuss what Prometheus plans to do in the future and how this is different from his old society. Chap. 12

18. Prometheus reaches the important realization that “To be free, a man must be free of his brothers.” Cite several examples from *Anthem* that illustrate the truth of this statement.
19. What overall message about life is Rand attempting to communicate to her readers?
20. What is Rand’s overall purpose in writing the novel and how does she go about achieving that purpose?

Students,

You have not put forth your best effort until you have contacted me for clarification where there is a lack of understanding. Email me at cassandra.bell@henry.k12.ga.us. The teachers at WHS want to hear from you—the students—with your informed questions!

Thank you, in advance, for your enthusiasm for excellence in the Honors 9th Grade Literature and Composition class and we look forward to a great year!!!