

**Honors English IV
Summer Assignment**

Maximum Points: 400 (200 per assignment)

Due Date: First Day of School (No Exceptions)

Welcome to Honors English IV! I am excited to have the opportunity to work with you throughout this challenge. I know it will be a wonderful and successful school year. It is essential that you keep your minds active this summer through analytical reading. Therefore, your summer reading consists of two novels, *1984* by George Orwell, and any additional novel from the provided list. Outlined below are the assignments that will accompany these texts. These must be turned in on the first day of school in August. Any student who adds Honors English IV to their schedule after this is initially passed out is still responsible for reading the texts and completing the assignments. If you have any questions, please contact me at wborton@ecpps.k12.nc.us.

***Important: Students will NOT have access to their student accounts over the summer. All passwords will be changed. Do this on Google Docs with a personal account or with Microsoft Word.**

***1984* by George Orwell *Required (Everyone must read this novel. A class set is available in the library.)**

Choose one of the following:

The Lion, the Witch, and the Wardrobe by C. S. Lewis
White Teeth by Zadie Smith
A Portrait of the Artist as a Young Man by James Joyce
Neverwhere by Neil Gaiman
The Hobbit by J. R. R. Tolkien
Heart of Darkness by Joseph Conrad
Jane Eyre by Charlotte Brontë
Brave New World by Aldous Huxley
Cuckoo's Calling by Robert Galbraith (a.k.a. J. K. Rowling)
Americanah by Chimamanda Ngozi Adichie

If there is a British novel not on this list that you would like to read, contact me for approval.

Assignment 1: Choose a main character from your choice novel and write a 1-2 sentence thesis explaining what he/she is motivated by in the text. Next, find 10 moments in your choice novel where your character is motivated by the factor(s) you mentioned in your thesis. Create a chart like the one below, and provide a quote and page number for each of the ten "moments." Then, write a 4-8 sentence analysis for each moment. **(Do not simply summarize your quote; analyze it.)**

Quote and Page Number proving Motivation	Analysis of Quote (4 sentences each)
1.	
2.	
3.	

Assignment 2: Write a 3-4 page essay about the psychological and physical impact of technology and state power on the main character, Winston. How are technology and other means of state power exercised on Winston? As a result, how does Winston change or develop as a character over the course of the novel? Ultimately, what message is Orwell communicating about the relationship between state power and the public? Specific references to the text and direct quotes are expected in proving your claims. The essay should be size 12, Times New Roman, and double-spaced. It must follow MLA guidelines with in-text citations in every body paragraph for both quotations and paraphrased text.

Literary Analysis Rubric

	Introduction/Thesis	Body /Organization	Literary Analysis	Language Style/ Voice	Mechanics
5	Engaging opening introduces the essay's general topic and inspires thinking about that topic; logically proceeds to thesis; thesis is an easily identifiable, well-phrased argument that assesses the text and addresses specific ideas to be analyzed and proven in the essay; the ideas offered in the thesis reflect sound critical, analytical thinking; title and author of work are appropriately referenced	Each topic sentence clearly connects to the thesis and offers an identifiable, well-phrased idea to be proven in the paragraph; concrete details are well-chosen and incorporated; paragraphs are well-organized to create a coherent, carefully developed and supported argument; transitions between ideas are logical and each idea builds on the preceding; writer maintains focus and control of argument so that the point of each paragraph is always clear	Writing reflects a critical, analytical understanding of the text; through clear reasoning, writer draws sophisticated, insightful inferences from concrete details to support the connected ideas of the topic sentence and thesis; inferences are developed so that all claims and points made are well-supported and persuasive; analysis focuses on both thematic and stylistic elements of the text, demonstrating writer's ability to interpret the function of literary devices in the service of thematic meaning; appropriate balance of quotes & writer's analysis; writer is clearly engaged with and moved by his/her thinking process	Writing is academic in tone, demonstrating a clear sense of purpose and audience; writer's voice is evident -- confident and sophisticated; vocabulary and phrasing are academically appropriate, persuasive, and sophisticated without being pretentious	Essay includes a variety of sentences marked by varying opening words and structure; effective syntax and grammar demonstrate a mastery of writing conventions and serve the author's purpose; consistent adherence to MLA guidelines; accurate Work Cited page; absence of misspellings, punctuation errors
4	Generally engaging opening; areas to be strengthened may include: presentation of general topic; development of transition between general opening and specific thesis statement; thesis statement is phrased as an argument but may be strengthened through clarification of the main idea being offered	Each topic sentence generally connects to the thesis but in one or more topic sentence the main idea may need to be clarified; concrete details are generally well-chosen though some may be irrelevant or insufficient as evidence to effectively support the thesis and/or topic sentence; paragraphs are generally well-organized, although	Writing generally reflects a critical, analytical understanding of the text but is uneven; inferences demonstrate interpretive ability but could be developed further to better explain significance of detail and support thesis and/or topic sentence; some claims may be vague, generalized, or lacking in support; analysis could be stronger through focus on	Writing is generally academic in tone; writer's voice may not be consistently persuasive but is discernible; writing demonstrates an awareness of the purpose to persuade; vocabulary in some places may be simplistic or	Essay's sentences generally effective but may lack appropriate variety (some repeated opening words and structure); syntax and grammar may be awkward in places (but not distracting); a few misspellings (but not distracting); consistent adherence to MLA guidelines;

		some transitions may be awkward and there may be gaps in the development of ideas; focus and control of argument may need improvement because the point of a paragraph may not always be clear	stylistic elements that create thematic meaning; some imbalance of quotes and writer's analysis	ineffective	accurate Work Cited page
3	Opening is functional but too brief and/or simplistic, essay's topic is apparent but needs to be developed to engage the reader; abrupt transition from first sentences to thesis statement; paragraph may be incoherent, jumping from one point to the next without developing a smooth progression of ideas; thesis may be too general, vague, or imprecisely phrased; thesis may not directly address the prompt (though still an argument that assesses the text)	Topic sentences are present but more than one is weak in the following areas: main idea not discernible; a fact about the text is summarized; unclear connection to thesis. Concrete details are present but weak because they provide insufficient evidence to support topic sentence and/or are irrelevant because they do not support an insightful inference. Lack of coherent organization of ideas within individual paragraphs or from one paragraph to the next; abrupt transitions impede smooth flow of ideas; essay lacks consistent focus and control of argument; paragraph(s) may lack clear point(s); content of paragraphs does not consistently support or connect with thesis and/or topic sentence	Writing demonstrates basic comprehension of the text but not a critical, analytical understanding of it, as reflected by one or more of the following: lack of focused, developed idea guiding essay; interpretive analysis inconsistent or unsubstantiated; frequent summary of plot details that retell the story; writer restates the content of cited concrete details rather than draws significant inferences about sub-textual meaning; little or no analysis of how stylistic elements of the text create meaning. Writing marked and weakened by frequent generalizations, unsupported claims, assumptions, vague statements.	Writing tends to be mechanical in tone; writer's voice is not discernible in the essay; writing demonstrates inconsistent awareness of the purpose to persuade; vocabulary tends to be simplistic, marked by instances of informal or imprecise diction	Essay sentences lack variety (frequently repeated opening words and sentence structure); awkward syntax and grammar confuse writer's point and distract reader; misspellings, contractions, fragments, referring to "you" diminish academic nature of the writing and distract reader; inconsistent adherence to MLA guidelines (but does not compromise integrity of essay); Work Cited page may contain inaccuracies (but does not compromise the integrity of essay)

2	Opening is ineffective, poorly organized, and undeveloped (inappropriately brief); thesis may summarize plot point rather than present argument about text; thesis may not address the prompt at all; author and/or title of text may not be referenced properly (i.e. only author's last name, title incorrectly formatted)	Topic sentences absent or consistently lack focused ideas, either offering general, irrelevant comments or stating facts about the text; there is no discernible argument or point guiding essay; concrete details are absent or ineffective/insufficient; consistent lack of coherent organization of ideas within paragraphs and from one paragraph to the next; points of paragraphs are unclear	Writing demonstrates some awareness of text details but not a critical, analytical understanding of the text; points made are vague and unsubstantiated; essay lacks focus; no literary analysis present	Writing is mechanical in tone; writer's voice is not discernible in essay; writing demonstrates no awareness of purpose to persuade; vocabulary is simplistic and/or inappropriate	Frequent syntax, grammar, misspelling errors that distract the reader; lack of adherence to MLA guidelines undermines integrity of essay; inaccurate Work Cited page compromises integrity of essay
1	Fails to fulfill the requirements of the assignment	Fails to fulfill the requirements of the assignment	Fails to fulfill the requirements of the assignment	Fails to fulfill the requirements of the assignment	No adherence to MLA guidelines (missing citations, lack of proper format); No Work Cited page