

Honors English 9

Recommended Summer Reading

Hello to our new class of 9th grade Honors English students! We are thrilled that you have chosen to take this course and challenge yourself to grow and build upon the foundations you've created as readers, writers, and thinkers.

While there are no *required* assignments for you to do during the summer, we do *recommend* that you keep your mind fresh so that you're ready to work when we return to school in August.

Here is what we recommend:

1. Read each story that we've provided in PDF form:
 - a. "The Scarlet Ibis" by James Hurst
 - b. "Marigolds" by Eugenia Collier
 - c. "War" by Jack London
2. With each story, consider the answers to the questions provided. The questions are meant to challenge you to think beyond *what* is going on in a piece of literature and consider *why* those stylistic and literary attributes are developed.

You may write the answers down, discuss them with a family member or chat with a classmate about what you think.

Questions you may have:

1. Do I have to read the stories and answer the questions?

No, the assignments are just recommended.

2. Will this assignment be collected?

No, so feel free to do as much or as little as you see fit. However, this may turn into one of your first assignments after school begins, so keep that in mind.

3. Will we be reading these stories in class?

. Some, if not all of them.

4. Why might it be important for me to complete the assignment, even though it's optional?

We will definitely be having an assessment the first few weeks of class that mimics these types of questions. Any practice you can get that will enable you to take an active part in class discussions and give you an advantage right from the start.

5. What if I have questions over the summer?

Feel free to email! Though you probably won't know your teacher yet, you can reach out to either:

- i. Mrs. Bieber: sbieber@basdschools.org
- ii. _____

We hope that you enjoy your summer, and that hopefully, you enjoy these stories! We look forward to meeting you all at Liberty next year!

Suggested Summer Reading Titles and Questions

"The Scarlet Ibis" - Questions to ask about Imagery/Figurative Language

How does imagery/figurative language contribute to the mood of the text?

What does the imagery/figurative language reveal about a character?

What does the imagery/figurative language reveal about the setting?

Is imagery/figurative language being used to foreshadow the plot?

What connotative meaning does the imagery/figurative language provide that is not brought out in the literal meaning?

Sentence Stems for Writing about Imagery/Figurative Language

- The (specific literary device) adds depth to the character by _____.
- The (controlling idea) of the passage is further explained by the (literary device) which shows _____.

- The (specific details of imagery) create a _____ tone which add to the theme by _____.
- The (specific simile/metaphor) adds meaning to the character/setting by comparing _____ to _____. This shows _____ about the character/setting.
- By personifying _____, the author is creating a sense of _____.
- The (controlling idea) is further explained through the use of (literary device/imagery) which shows _____.

“War” by Jack London - Questions to Consider for Point of View

What biases does the narrator or speaker have?

How broad or limited is the narrator’s perspective? How do these limitations affect our understanding of events?

Are there shifts in perspective? What contrasts can be observed in the different shifts?

Why does the perspective highlight or reinforce the meaning of the text?

What would the text lose if it were told from a different perspective?

Sentence Stems for Writing about Point of View

- The _____ POV adds to the text by _____.
- By having a(n) _____ narrator, the author is able to emphasize _____.
- The shift in perspective from _____ to _____ adds to the text by _____.
- The _____ POV adds to/reinforces the controlling idea of the text by _____.
- Without the _____ POV the story loses the meaning of _____.
- The _____ perspective provides insight into _____ by _____.

“Marigolds” by Eugenia Collier - Questions to ask about Characterization:

How are the characters physically described?

What language does the author use to describe their actions? Active? Lazy? Deliberate? Careless? Happy? Angry? Confident? Defeated? Arrogant? Judgemental? Ignorant?

How do characters talk? What might the style of language - the use of things like slang or archaisms - reveal about the characters who use the language?

Might the names the author gave to characters hold some significance?

What actions do the characters perform, particularly actions that seem contradictory or defy your expectations? Are there any contradictions to how characters behave or between how they think and act?

Can you identify the nature of a conflict or conflicts that involve the character? What does a focus on the nature of internal conflicts reveal about the possible deeper meanings of the story?

Sentence Stems for Writing about Character

- The character is driven by a motive of _____ which can be seen through _____.
- The character's conflict is one of _____ which causes the character to react by _____.
- The character's thoughts contradict the character's actions as seen through _____. This suggests that _____.
- The character's physical description leads one to believe the character is _____. This matters because _____. _____ and _____ contradict parts of this character. This shows _____.
- The author portrays the character to be _____, but the character is really _____. This is indicated by _____ and shows _____.
- The character's words, thoughts, or actions drive the plot by _____. This shows _____ about the character.