

# Metea Valley High School Language Arts Department

## Honors English I - Summer Reading



**OVERVIEW:** As part of the commitment to Freshman Honors English, the Department of English requires students to enrich their study of literature by completing the following summer reading which will be incorporated into our discussions beginning first quarter. Please print the stories from the following links, and on the first day of class, bring annotated copies of each and a written response to one story of your choosing.

**PROSE FICTION** - For the purpose of establishing a common foundation for our discussions to open the year, incoming Honors freshmen should read and annotate the following ten (10) selections:

[“from \*Bless Me, Ultima\*” – Rudolfo Anaya](#)

[“The Veldt” - Ray Bradbury](#)

[“Marigolds” - Eugenia Collier](#)

[“Sweat” – Zora Neale Hurston](#)

[“The Lottery” - Shirley Jackson](#)

[“The Life You Save May Be Your Own” - Flannery O’Connor](#)

[“The Cask of Amontillado” - Edgar Allan Poe](#)

[“A Killer On A Coconut Tree” – Shruthi Rao](#)

[“Chrysanthemums” - John Steinbeck](#)

[“A Worn Path”- Eudora Welty](#)

### **Annotation Expectations**

It is a *requirement* that you annotate the assigned Summer Reading.

Annotation means marking in the text the following AS you read:

questions [Q],  
connections [C],  
visualizations (important images) [V]  
summarizations [S] and  
predictions [P]

Given the variety and depth of literature you will annotate, you should make **three-to-four** annotations per page as you read. The expectation is that you are engaged in *thoughtful analysis* as you read. Your annotations should reflect both analytical thinking and active reading.

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### **Writing Assignment:**

**Pre-Writing:** Choose **one** short story about which you feel most comfortable writing.

**Prompt:** In a multi-paragraphed essay (using at least four relevant, specific quotations) argue how the author employs details from the story to convey a theme.

### **EXAMPLE:**

To be successful in responding to this prompt you must think of a thematic concept and create a claim. This is nothing more than a statement that identifies the story's principal theme. This statement needs to be arguable and true of everyday life. Below is an example that could be found for James Hurst's "The Scarlet Ibis." There are two components - a thematic concept and an argumentative claim.

<b>STORY:</b>	"The Scarlet Ibis"
<b>AUTHOR:</b>	James Hurst
<b>THEMATIC CONCEPT:</b>	pride
<b>CLAIM:</b>	<i>In "The Scarlet Ibis" James Hurst relates the theme that pride overwhelms our ability to be sympathetic.</i>

- The claim contains a **subject** ("pride") and a **verb** ("overwhelms").
- The claim is **arguable**.
- The claim relates to everyday life for the characters, readers, and our society (**holistic**).
- The claim avoids **clichés and/or idioms** – *Don't judge a book by its cover. Looks can be deceiving.*

### **SAMPLE BODY PARAGRAPH\*:**

The first experience that the narrator has that really brings out his pride is when he tries to persuade his brother he can walk. After taking a summer to get his brother to stand and take a few steps, one morning after breakfast, Doodle walks over to the table. Hurst describes the joy the family feels at seeing Doodle walk for the first time. Since the narrator is telling the story looking back, he realizes that he, "did it for myself; that pride, whose slave I was, spoke louder to me than all their voices" (319). Instead of being happy for Doodle, the narrator selfishly thinks of himself at a time when he should be happy for his brother. All of the time and effort he has invested in his brother was not to help someone else; it was to hide his own sense of embarrassment. While the family cries tears of celebration, the narrator begins to cry because he is "ashamed of having a crippled brother" (319). The narrator clearly has a sense of pride for what he has done, rather than what Doodle has done. This moment demonstrates the idea that when we put ourselves first, we lose sight of what is truly important – being compassionate for others.

**\*NOTE:** As this is just **one** sample body paragraph, students are expected to have an introduction, conclusion, and similarly structured body paragraphs in their "multi-paragraphed essay."

## **ESSAY REQUIREMENTS**

- **VOICE:** There are many sources of information online; do not rely upon them. Rely, instead, on your *own* thinking and insight when it comes to annotating and writing. It is apparent to your teachers when you do not write in your own voice.
- **OBJECTIVITY:** Cited observations and reactions should analyze the choices made by the author and how those choices convey meaning; they should not evaluate the merits of the author's abilities as a writer or how the story would have been different if the author made a different choice. "*What is . . . not what if.*"
- **ANALYSIS:** Essays must avoid plot summary.
- **ORGANIZATION:** Paragraphing must assist in presenting a logical, connected flow of ideas.
- **EVIDENCE:** Specific textual evidence must be incorporated to support your insights.
- **FORMAT:** Your essay should be approximately three pages in length, typed, and double-spaced (per MLA guidelines)