

Honors English 11 Summer Assignment

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*Hi there, awesome person! Welcome to Honors English IV. Thanks for having the guts to show up and take this course with me. I hope it is clear by now that I'm really excited to get to know you and to learn with you. I've been thinking a lot about what makes life meaningful and what pushes us, as humans. This summer we'll be thinking about seeking. In what ways do people seek, what are the repercussions of seeking, what are the greatest aids and hindrances along the way? Most importantly, and most interesting to me: What are you personally seeking?
I'm looking forward to spending the next two years together! -HBL*

The Books You'll Read:

- You will read these two novels:
 - *Into the Wild* by Jon Krakauer
 - *Siddhartha* by Herman Hesse

- For your third text, you have some choices:
 - *Walden*, by Thoreau
 - *The Road*, by McCarthy
 - *A Raisin in the Sun* by Hansberry (read it as well as view the Sidney Poitier version)
 - *Steppenwolf*, by Hesse
 - *Mindset*, by Dweck
 - *Bridge of San Luis Rey*, by Wilder
 - *Daring Greatly*, by Brown
 - *Franny and Zooey*, by Salinger
 - *David and Goliath* OR *Outliers*, by Gladwell
 - *Hardwiring Happiness*, by Hanson

The Work:

If you fail to fully complete the summer work, the highest grade you can receive first quarter is a C. No late work will be accepted for summer work as you have months to prepare for the deadlines. In fact, I don't accept late work at all junior year, so build good work habits now.

By May 21st you must send me a letter via Google Classroom and introduce yourself.

This serves two purposes: we make sure you can access and use Google Classroom to send in your assignments AND I get to know a little bit about you. That's the best part. =)

Requirements: At least 250 words long. Follow all conventions of the English language, but you don't have to be formal. This is your chance to introduce yourself and for us to get to know each other. Remember that in letters, it is polite to ask sincere questions of the other person.

I will write you back, so please include an email address you actually use in your letter. If you prefer a real letter sent to your house, include your address!

By July 31st at 11:59pm:

On Google classroom, you'll post two dialectical journals for each of the texts you read. The easiest way to do this is to post your journals as you read and as you come across passages that speak to you.

By the first day of school, you must have all three books read.

We will have a Socratic Seminar over EACH book during the first week of school. A Socratic Seminar is a structured discussion and it will count as a test grade. Your life will be infinitely easier if you annotate or take good notes as you read. You must participate to get points and part of the discussion will require that you make specific text references. Pay attention to questions you have, places where you disagree with the authors, and your opinions of her or his ideas. Bring your books to these seminars.

On the first day of school, you must turn in your summative summer project.

I need to have it in my possession at the beginning of class, so make sure all of your tech issues are resolved before the first day of school. Please print any essays before the beginning of class. If you have to run to a printer to print it and it's not ready at the beginning of class, it counts as late.

Summer-tive Piece (Get it? Like summative...except summer...because it's for summer break? Hahahahahaha. My pun game is comin' strong, boiiiiii (and gurrrrr!!)!)

Notice that I'm calling this a *piece* and not an essay. It's up to you how you want to do this. An essay is fine. But maybe you want to create a series of collages with explanations. Maybe you want to create a series of Youtube vlogs. Maybe you create a Google Slides presentation. Maybe it's kind of like a scrap book. Maybe you compose a song for each part of this. I'd be totally happy with an essay, I promise. But if you feel inspired to communicate your learning in a different way, DO IT!! Take some bold chances. The summer work is going to be 40% of your first quarter grade (we balance out the work from the summer by taking it easy on weekends until after homecoming because I know you will be busy at NHS workshops, fall sports events, band, and helping your parents rake leaves).

No matter what you decide to do, I expect to see **quotes from all three texts** as supports and probably also some paraphrases from the texts. All paraphrases and quotes must **have MLA citations** and you must include an **MLA style works cited page** at the end of your summative piece. The section about your own seeking does not require any outside references because it's all about you. I hesitate to give a specific length requirement. That said, I doubt you would be able to sufficiently cover all of these ideas in fewer than three pages. If you are writing an essay and it's approaching ten pages, you may be getting a little too wordy. This does not have to be a typical, formal essay.

In the summer-tive piece, you will consider all three books that you read and answer the following questions, structured in these ways:

Introduction:

What did you notice overall as you explored seekers this summer? Here's where you set up your over-arching understandings that you gained as a result of your summer reading.

Body Paragraph or Subheading or Part One:

In what ways do people seek? What's the difference between someone who is a seeker and someone who is just living their life?

This part should make direct references to the texts you studied this summer. I'm expecting you to integrate quotes with MLA citations into your work.

Body Paragraph or Subheading or Part Two:

What are the greatest aids and hindrances along the way? This part should make direct references to the texts you studied this summer. I'm expecting you to integrate quotes with MLA citations into your work.

Body Paragraph or Subheading or Part Three:

What are the repercussions of seeking? Think of seeking as something that has a ripple effect.

What are the ripples, positive or negative? Who do they touch? How far do they reach? This part should make direct references to the texts you studied this summer. I'm expecting you to integrate quotes with MLA citations into your work.

Body Paragraph or Subheading or Part Four:

You do not need to maintain an academic voice here. You also do not need to make references to your summer reading books. This is where you ought to get personal, which sometimes also means a little more casual and creative. What are you personally seeking in your life right now? In your learning? What are you looking for and what are you doing as you go about trying to find it? What is this experience like for you? What help do you feel like you have as you search? What do you still feel like you need? What concerns do you have?

Conclusion:

Okay so you're about to embark on the second half of your high school career. You have a lot of time to seek and explore and then you're going to be untethered and unleashed out into the Real World to make your mark. When you think about all the stuff you read this summer and the personal reflection you did in part four of this essay, what are some of the big take aways that are rattling around inside of you? Do you have lingering questions? Fears? Are you excited? Has anything changed or awakened in you after reading all of this? The conclusion is your chance to show me where you are now, what connections you have seen between things.

Tips for Success Over the Next Two Years:

You'll hear me say this all the time next year: **annotate your texts!!** That means take notes in the margins or in a notebook as you read. Good notes aren't just summaries and underlining. Good notes include questions you have, connections you see, and guesses about what might have deeper meaning and what those deeper meanings may be. They're notes, so it's a nice low-pressure thing because you don't have to have any answers. You can write in your books (if you buy 'em) or in a separate journal. Find a method that works for you.

I'd **keep a notebook** as your little friend and companion as you read. Name it, if you want. You can use this during next school year, too (in fact, you'll be required to have one, so you might as well start early). It should be something you want to carry around—a comfortable size and aesthetic cover. You can jot down ideas, questions, and notes there. If you are a more visual person, take visual notes!

Bring your notebook to our Socratic Seminars that first week of school!

If you're confused, don't just sit there and stress out! **Do something proactive!** That doesn't mean vent on Facebook/Instagram/Snapchat/to your parents. Open up an email and shoot me a question. I promise I won't think you're dumb.

Try to **connect** to what you're reading. Maybe you've never lived in the future or burned books for a living, but these are classic novels because something about them resonates with people for over half a century. You don't have to like the novels (I mean, if you do, that's great), but try to activate your empathy.

Take care of yourself. Don't set yourself up so this is stressful or overwhelming. Make sure you are building in time for **personal enjoyment** this summer

There will be formal writing assignments over these texts as well, but I would prefer that we work on those during class rather than you ~~rushing through them~~ working diligently on them on your own over the summer. Focus on making connections and getting something out of the novels you read.

Watch good T.V. and talk about it with thoughtful people! It's actually good practice in literary analysis. There are some incredible, artistic, thought provoking shows out there. Same goes with movies! And if you find something great, share them with us! Compelling stories are not limited to novels. Same goes for good music, good musicals, and so forth.

Heads up about the JELA: Next year, you'll be writing the big fancy JELA that I'm sure you have heard a lot about. Remember that it's a course requirement. Failure to earn a passing grade on the JELA means a failure for the year because we work on the project all year long.

HONORS ENGLISH 11 SUMMERTIVE PIECE RUBRIC

Name: _____

According to the assignment sheet....	F- Missed the mark	D- It's a stretch.	C- Kinda	B- Pretty Good!	A- Nailed it!
<p>Introduction: What did you notice overall as you explored seekers this summer? Here's where you set up your over-arching understandings that you gained as a result of your summer reading.</p>	<p>Did not address central questions or communicate the central understandings for this part of the assignment.</p>	<p>Vaguely addressed the central questions in this part of the assignment. Parts may be missing.</p>	<p>You definitely touched on the central part of the question in this part of the assignment, but there are issues with clarity, editing, or accuracy.</p>	<p>Addressed this part of the project well with clarity.</p>	<p>In an engaging way, you fully addressed each question in this part of the assignment.</p>
<p>Part One: In what ways do people seek? What's the difference between someone who is a seeker and someone who is just living their life?</p> <p>This part should make direct references to the texts you studied this summer. I'm expecting you to integrate quotes with MLA citations into your work</p>	<p>Did not address central questions or communicate the central understandings for this part of the assignment.</p> <p>No MLA citations or text evidence</p>	<p>Vaguely addressed the central questions in this part of the assignment. Parts may be missing.</p> <p>OR evidence is present without citations OR either the evidence or citations are not in MLA format.</p>	<p>You definitely touched on the central part of the question in this part of the assignment, but there are issues with clarity, editing, or accuracy.</p> <p>Citations may have small lapses in accuracy but are generally good and plentiful.</p>	<p>Addressed this part of the project well and with clarity.</p> <p>With few exceptions, MLA citations are appropriate and abundant.</p>	<p>In an engaging way, you fully addressed each question in this part of the assignment.</p> <p>Your evidence is well chosen and cited correctly.</p>

<p>Part Two: What are the greatest aids and hindrances along the way? This part should make direct references to the texts you studied this summer. I'm expecting you to integrate quotes with MLA citations into your work.</p>	<p>Did not address central questions or communicate the central understandings for this part of the assignment.</p> <p>No MLA citations or text evidence</p>	<p>Vaguely addressed the central questions in this part of the assignment. Parts may be missing.</p> <p>OR evidence is present without citations OR either the evidence or citations are not in MLA format.</p>	<p>You definitely touched on the central part of the question in this part of the assignment, but there are issues with clarity, editing, or accuracy.</p> <p>Citations may have small lapses in accuracy but are generally good and plentiful.</p>	<p>Addressed this part of the project well and with clarity.</p> <p>With few exceptions, MLA citations are appropriate and abundant.</p>	<p>In an engaging way, you fully addressed each question in this part of the assignment.</p> <p>Your evidence is well chosen and cited correctly.</p>
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<p>Part Three: What are the repercussions of seeking? Think of seeking as something that has a ripple effect. What are the ripples, positive or negative? Who do they touch? How far do they reach? This part should make direct references to the texts you studied this summer. I'm expecting you to integrate quotes with MLA citations into your work.</p>	<p>Did not address central questions or communicate the central understandings for this part of the assignment.</p> <p>No MLA citations or text evidence.</p>	<p>Vaguely addressed the central questions in this part of the assignment. Parts may be missing.</p> <p>OR evidence is present without citations OR either the evidence or citations are not in MLA format.</p>	<p>You definitely touched on the central part of the question in this part of the assignment, but there are issues with clarity, editing, or accuracy.</p> <p>Citations may have small lapses in accuracy but are generally good and plentiful.</p>	<p>Addressed this part of the project well with clarity.</p> <p>With few exceptions, MLA citations are appropriate and abundant.</p>	<p>In an engaging way, you fully addressed each question in this part of the assignment.</p> <p>Your evidence is well chosen and cited correctly.</p>
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<p>Part Four: You do not need to maintain an academic voice here. You also do not need to make references to your summer reading books. This is where you ought to get personal, which sometimes also means a little more casual and creative. What are you personally seeking in your life right now? In your learning? What are you looking for and what are you doing as you go about trying to find it? What is this experience like for you? What help do you feel like you have as you search? What do you still feel like you need? What concerns do you have?</p>	<p>Did not address central questions or communicate the central understandings for this part of the assignment.</p>	<p>Vaguely addressed the central questions in this part of the assignment. Parts may be missing.</p>	<p>You definitely touched on the central part of the question in this part of the assignment, but there are issues with clarity, editing, or accuracy.</p>	<p>Addressed this part of the project well with clarity.</p>	<p>In an engaging way, you fully addressed each question in this part of the assignment.</p>
<p>Conclusion: When you think about all the stuff you read this summer and the personal reflection you did in part four of this essay, what are some of the big take aways that are rattling around inside of you? Do you have lingering questions? Fears? Are you excited? Has anything changed or awakened in you after reading all of this? The conclusion is your chance to show me where you are now, what connections you have seen between things.</p>	<p>Did not address central questions or communicate the central understandings for this part of the assignment.</p>	<p>Vaguely addressed the central questions in this part of the assignment. Parts may be missing.</p>	<p>You definitely touched on the central part of the question in this part of the assignment, but there are issues with clarity, editing, or accuracy.</p>	<p>Addressed this part of the project well with clarity.</p>	<p>In an engaging way, you fully addressed each question in this part of the assignment.</p>
<p>Overall Effort and Impact of the assignment</p>	<p>Gives the impression of being very last minute, does not provide evidence that you fully engaged in the texts. Does not indicate that you read and understood texts.</p>	<p>Looks somewhat thrown together, does not provide evidence that you fully engaged in the texts. Does not indicate that you read and understood texts.</p>	<p>Complete assignment indicates effort, cursory engagement, and some reflection.</p>	<p>Well done, polished piece of work. Shows you read and understood texts, but more importantly that you engaged with the bigger ideas.</p>	<p>Exemplary!</p>

Overall Grade and Comments: