

SENIOR ENGLISH HONORS

Welcome to Senior English Honors! Summer reading assignments will be due the **first day** of school. Please plan on assessments and class assignments that require your close reading and analysis of the assigned texts the first few weeks of school. **WARNING:** If you do not **carefully read**, you will not be successful in class the first weeks of school! Our theme this year is **PERSPECTIVES**, so please be reflective about how your assignment represents this theme.

ASSIGNMENT: Lord of the Flies by William Golding (NEW/CLEAN COPY in PRINT only-ISBN-13: 978-0399501487)

Part 1: In-depth Annotations- You will do **at least one annotation per spread**, which is two pages side-by-side. You may write directly in your book or use post-it notes by placing them directly on top of your highlighted text. This will be graded.

Part 2: Reading Logs- This will be **10 entries, hand-written** in two columns. In the first column, you will copy a significant passage you located during your annotations (3-6 sentences minimum) with its provided page number. In the second column, you will analyze the passage in a paragraph for any devices found below in the word bank and discuss how these devices help to create theme and develop elements of a story. Then you will make a Reader Response Theory connection, where you connect the reading passage selection to another text, what you see in the world, or something you've experienced yourself. See below for sentence starters to help with Reader Response Theory and be sure you select your reading passages carefully.

Reading Passage (3-6 sentences minimum with pg. #)	Analysis and Connections (2 paragraph minimum)
"This is your quote" (pg. #).	This first paragraph is your analysis where you discuss how certain devices create theme and develop elements of a story. This is not a summary. This is your second paragraph with a Reader Response Theory connection: text-to-text, text-to-world and/or text-to-self. See help with making these connections below.

Part 3: Write a 3-4 page MLA essay on the following prompt: William Golding uses third person omniscient point of view in *Lord of the Flies*. This means a reader can be privy to the thoughts of more than a single character. Since this narrator is unbiased and removed, the reader can interpret events in their own way above the action. Further, because this is a work of allegory, Golding intended each character to possess deep symbolic meaning. With this in mind, select two main characters from the novel to analyze. Then write a literary analysis to compare and contrast the two characters with regard to their unique point of view, defining features and characteristics, internal and external conflicts, and ultimate symbolic meaning to the novel as a whole. Please use at least four-five direct quotes from your novel for support with MLA in-text citations. You may not use outside sources or online study guides to create your response. It is to be original; plagiarism is strictly forbidden. Please visit <https://owl.english.purdue.edu/owl/resource/747/01/> to learn more about MLA format and creating a Work Cited page for the novel. And please feel free to contact us via e-mail over the summer if you have any questions. We'd be glad to help.

MINI LESSON YOU MUST FOLLOW EXACTLY TO EARN FULL POINTS ON YOUR ANNOTATIONS:

How to Create In-depth Annotations:

- 1) Find meaningful text and highlight or underline it.
- 2) Reread the text closely for meaning, purpose, and rhetorical or literary devices.
- 3) Label the highlighted text for a particular term or idea you'd like to offer commentary on.
- 4) Write 1-2 sentences of commentary about your annotation. Commentary addresses the "so what" factor or provides analysis. Use the acronym RIPE to help you create commentary on the devices or element you'd like to analyze: Relationships, Importance, Purpose, and Effect.

Literary Word Bank: Use the word bank below to create your annotations with a **variety** of terms. If you are unfamiliar with a term, please make a personal glossary of definitions. You will need to know ALL of these terms for class. Be sure you study them.

Literary Devices: imagery, simile, metaphor, extended metaphor, metonymy, synecdoche, catharsis, personification, hyperbole, purpose, theme, symbols, motif, tone, verbal irony, dramatic irony, situational irony, juxtaposition, internal conflict, external conflict, exposition, rising action, climax, falling action, resolution, archetypes (look up all the various ones), protagonist, antagonist, direct characterization, indirect characterization, setting, dynamic character, static character, allegory, allusion, foreshadowing, hubris, social commentary, ethos, pathos, logos, diction, syntax, style

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READER RESPONSE THEORY CONNECTIONS:

Below are some examples of questions and connecting statements that can be used to facilitate your Reader Response Theory connections:

Text-to-self:

I felt like...(character) when I....
If that happened to me I would....
I can relate to...(part of text) because one time....
Something similar happened to me when....
What lessons does this text teach that I have personally learned?
What does this remind me of in my life?
How is this similar to in my life?
How is this different from my life?
Has something like this ever happened to me?
How does this relate to my life?
What were my feelings when I read this?

Text-to-text:

This book reminds me of...(another text) because....
How are themes or conflicts in this book like other books I've read?
What does this remind me of in another book I've read?
How is this text similar to other things I've read?
How is this different from other books I've read?
Have I read about something like this before?

Text-to-world:

Does this book cover themes or conflicts I see unfolding in the world?
How might this text be like something that has happened in history?
Does this book deal with issues of morality that I see in the world around me?
Does this book agree or disagree with biblical principles I know to be true?
What does this remind me of in the real world?
How is this text similar to things that happen in the real world?
How is this different from things that happen in the real world?
How did that part relate to the world around me?

Annotations and Point-Data-Commentary Tutorial

STUDY AGAIN: Remember annotations **analyze. They do not **summarize**. Pay close attention to **step number four below**. This is where many of us need to improve. Be certain all of your annotations follow all four steps for an A in the grade book. Be sure all annotations have a **VARIETY of terms** from the word bank on your summer reading handout.**

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- 2) Reread the text closely for meaning, purpose, and rhetorical or literary devices.
- 3) Label the highlighted text for a particular term or idea you'd like to offer commentary on.
- 4) ***Write 1-2 sentences of commentary about your annotation. Commentary addresses the "so what" factor or provides analysis. Use the acronym RIPE to help you create commentary on the devices or element you'd like to analyze: Relationships, Importance, Purpose, and Effect.***

Here's an example from the novel *My Antonia* (text to left/annotation to right in margin)

The feelings of that night were so near that I could reach out and touch them with my hand. I had the sense of coming home to myself, and of having found out what a little circle man's experience is. For Antonia and for me, this had been the **road** of Destiny; had taken us to those early accidents of fortune which predetermined for us all that we can ever be. Now I understood that the same **road** was to bring us together again. [a1]Whatever we had missed, we possessed together the precious, the incommunicable past.

PASSAGE (Author pg. #)	Point-Data-Commentary
<p>“I had the sense of coming home to myself, and having found out what a little circle man’s experience is... This has been the road of Destiny... Now I understand that the same road was to bring us together again... Whatever we had missed, we possessed together the precious, the incommunicable past” (Cather 222).</p>	<p>In her novel <i>My Antonia</i>, Willa Cather uses the metaphor of a road traveled in order to conclusively communicate the theme of time and our complicated relationship with the past. Cather writes, “This has been the road of Destiny,” to figuratively speak of the past and Jim’s journey through life (Cather 222). The idea of travel is manifested in Jim’s “little circle” in which he follows, like the road, back to Antonia and their “precious incommunicable past” (Cather 222). The road that led them away and led them into adulthood is indeed the “same road [that brought them] together again” (Cather 222). Jim has come full “circle” as he sees Antonia, and the metaphor of the road beautifully depicts the nostalgic and meditative relationship Jim has with the past.</p>

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YELLOW: POINT

GREEN: DATA

BLUE: COMMENTARY (RIPE)