

English 9 Honors Summer Work 2018-2019

Welcome to English 9 Honors! During the year, we will tackle literary analysis and writing development. To prepare for these tasks, you will complete the following assignments **before the first day of school (August 13, 2017).**

- 1) Read *A Farewell to Arms* by Ernest Hemingway
 - Be prepared for a very specific test over this novel on the second day of school.
- 2) After reading *A Farewell to Arms*, analyze one of the following themes: disillusionment, questioning authority, or loss of hope.

After choosing a theme, write a formal one-page response (**at least to the bottom of the first page**), in which you analyze its development. You must integrate at least three-five quotes from *various situations* in the text to prove that this ONE theme exists. This essay may be more than one page but no longer than two pages.

- 3) After reading *A Farewell to Arms*, write a formal one-page response (**at least to the bottom of the first page**) in which you analyze either the character of Catherine Barkley or Frederic Henry. Specifically analyze how conflict reveal this character's traits. To prove this analysis, you must integrate at least three-five quotes from the text. This essay may be more than one page but no longer than two pages.

When you complete each response, the final drafts must be your original work. You should not consult outside sources, including websites like Sparknotes, or use information written by another author.

These assignments must be typed and follow MLA format:

- 1-inch margins
- Double-spaced
- 12 point, Times New Roman font

On the following pages, you will see how to properly format your response and how you will be graded for each assignment.

Make sure to have both essays **printed** and ready to turn in **when you walk in the classroom on the first day of school**. Printer problems will not get sympathy!

Questions? Contact either:

Mr. Sanders bsanders@collierville.k12.tn.us

Mr. Doll at mdoll@collierville.k12.tn.us

Jane Doe

Mr.Sanders

English

21 August 2014

The heading should be your name, my name, English, and the date the assignment is due.

Notice that the title is original. It is centered and is not bolded, underlined, or in quotes.

Faber's Fears

In *Fahrenheit 451* by Ray Bradbury, an old English professor by the name of Faber

evolves from a skittish, old man to a brave challenger of the government. He begins his rebellion by keeping his books after they are banned, but when he sees Montag, a fireman, in the park, he hides the book “quickly in his coat.” Bradbury shows Faber’s fear of being caught with the book through his hasty, frightened action. He also illustrates Faber’s cowardice in not standing up to authority’s misuse of power. Later in the text, Faber thinks he is safe from trouble until Montag shows up at his house; only after he makes sure Montag is alone on the porch, Faber opens the door “slowly” and “peer[s] out.” Bradbury describes how Faber is still afraid of Montag because he only peeks out from behind the door instead of opening it completely. However, Faber’s action of cracking open the door at all symbolizes his transformation into becoming a braver character. As the novel progresses, Montag asks Faber for help to fix the city and bring books back, but Faber only helps him through an ear piece, so he can “sit comfortably at home... without danger.” Bradbury exhibits how Faber wants to help and how his attitude of fear is changing for the better. However, this action also reveals Faber’s lingering unease about getting caught. Finally, When Montag is in trouble, Faber realizes that he is “doing what he should’ve done a lifetime ago” by “exposing [him]self” and taking action. Through Faber’s boldness, Bradbury establishes that Faber has completely changed into a fearless, outspoken man. He was once faint hearted, but now, he is ready to fight for what he believes.

The font is Times New Roman, size 12.

Notice that the paper is double-spaced with no big spaces in between paragraphs.

Notice that the paper goes all the way to the end of the page.

Rubric for Assignment One:

4=Excellent 3=Good 2=Fair 1=Needs improvement

Formatting

- The writer properly formats essay with 1-inch margins, 12 pt. Times New Roman font, correct heading, double-spacing, unique title, etc.
- The essay is at least to the bottom of the first page and no more than two pages.

4 3 2 1

Focus/Organization

- The writer introduces the topic clearly and demonstrates insightful understanding of the text.
- The writer clearly shows how one theme exists.
- The writer creates a meaningful organizational structure by logically ordering ideas/reasons.
- The writer provides an effective concluding statement or section related to the opinion presented.

4 3 2 1

Support/Elaboration

- The writer's ideas clearly support the chosen theme.
- The writer provides thorough development drawn from the text by using relevant, well-chosen quotations.
- The writer explains and elaborates on the facts, clearly connecting them to the theme.

4 3 2 1

Language/Style

- The writer demonstrates command of language, vocabulary, and style appropriate to the task, purpose, and audience.
- The writer demonstrates syntactic variety by expanding, combining, and reducing sentences.
- The writer provides sophisticated transitions in between sentences.
- The writer establishes and maintains a formal style and objective tone.

4 3 2 1

Conventions

- The writer demonstrates complete control of the conventions of standard written English for sentence structure, grammar, usage, spelling, capitalization, and punctuation.
- The writer may make a few errors, but they do not interfere with meaning.

4 3 2 1

Total: _____/20

Rubric for Assignment Two:

4=Excellent 3=Good 2=Fair 1=Needs improvement

Formatting

- The writer properly formats essay with 1-inch margins, 12 pt. Times New Roman font, correct heading, double-spacing, unique title, etc.
- The essay is at least to the bottom of the first page and no longer than two pages.

4 3 2 1

Focus/Organization

- The writer introduces the topic clearly and demonstrates insightful understanding of the text.
- The writer clearly shows how the character's personality traits evolve throughout the text.
- The writer creates a meaningful organizational structure by logically ordering ideas/reasons.
- The writer provides an effective concluding statement or section related to the opinion presented.

4 3 2 1

Support/Elaboration

- The writer's ideas clearly support the character's development.
- The writer provides thorough development drawn from the text by using relevant, well-chosen quotations.
- The writer explains and elaborates on the quotations, clearly connecting them to the overall character analysis.

4 3 2 1

Language/Style

- The writer demonstrates command of language, vocabulary, and style appropriate to the task, purpose, and audience.
- The writer demonstrates syntactic variety by expanding, combining, and reducing sentences.
- The writer provides sophisticated transitions in between sentences.
- The writer establishes and maintains a formal style and objective tone.

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