**Summer Reading Assignment**

**Incoming English I Honors: Grade 9**

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| **Summer** **Reading** **Title** | *A Tale of Two Cities* by Charles Dickens |
| **Academic Integrity** | Student work must include individual analysis and reflection. Students who utilize AI or literary reference materials to complete their assignments will be penalized.  |
| **Assignment** | 1. **Read the novel** *A Tale of Two Cities* by Charles Dickens.
2. **Annotate the novel** using Post-it notes, highlighters, and/or your own notations. Every chapter should contain purposeful annotations. See the reading annotation guidelines for more information. Annotations might include:
* Text relating to **characters**. Look for words, thoughts, effect on others, actions, and appearance.
* Text relating to **conflict**. Note man vs. man, man vs. self, man vs. nature, and man vs. society.
* Text relating to **theme**. What does Dickens say about the subjects he covers in the novel? What universal ideas does he want to convey to his readers?
1. **Create a timeline of the eight most important events in the novel**. Your neat and eye-catching timeline may be digital or drawn by hand, but it must fit on an 8 ½ x11 sheet of paper. It should not be multiple pages. If you create a digital timeline, you must have it printed out for the first day of class.

This should not be plot summary, but an analysis of how/why these eight events influenced characters, plot, or the novel as a whole. For each event in the timeline, include:* Name of the event (1 word or phrase)
* Description of event (1 sentence summary)
* Analysis of event (3-5 sentence summary)
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| **Questions** | If you have any questions, be sure to email kchrusciel@geneva304.org or jkortenhoeven@geneva304.org. |
| **Due Date** | All assignments should be completed and/or ready to be turned in on the first day of class in the fall. Be prepared for discussion and/or testing over the novel and activities during the first days of class. |

**Reading Annotation Guidelines—English 1 Honors**

**A—Excellent work:**

• Text has been thoroughly annotated with questions, observations, and connections.

• Challenging words and concepts are marked; interesting and surprising parts are noted.

• Comments show thoughtfulness and a thorough understanding of the text.

• Frequent and consistent markings throughout text.

**B—Proficient work:**

• Text has been reasonably well annotated with questions, observations, and connections.

• Some challenging words and concepts are marked; a few interesting parts are noted.

• Comments show a moderate understanding of the text.

• Margin notes are inconsistent throughout the text; done in some chapters, but not in others.

**C—Average work:**

• Text has been somewhat annotated with a variety of comments.

• Few words and concepts are marked; few interesting and surprising parts are noted.

• Few and inconsistent markings throughout the text. Markings show comprehension, but not analysis.

• Text may be highlighted but lacks written notes in the margin.

**D—Poor work:**

• Text contains minimal annotations.

• Student markings indicate minimal consistency and purpose.

 • Understanding of the text appears to be negligible.

**F—Unacceptable (***work is not completed***)**

**GENEVA HIGH SCHOOL ENGLISH DEPARTMENT**

**Honors Summer Reading and Writing Assignments**

Students enrolled all honors and AP English courses are expected to complete a summer reading assignment.  **Specific information about the required summer reading written assignments can be accessed under the English Department section of the High School Web Site at www.geneva304.org/ghs/.**

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| **Course** | **Titles** |
| English I Honors | *A Tale of Two Cities* by Charles DickensPenguin Classic Series ISBN:9780141439600Please use this specific version as some class assignments will reference page numbers.  |

**How to Approach the Summer Reading and Writing Assignments**

When to Read the Book(s):

* You will need to have completed the reading and written assignments when you return to school in August.
* If you read the book or play early in June, you may need to go back and review the work prior to the start of school.
* It will also be helpful to review your notes and annotations prior to the start of school.

Reading vs. Studying a Work of Literature:

In most cases these titles will be challenging to you. We selected them as summer reading for that purpose so you will have an extended period of time to read the novel without other homework to do as well.

* There is a difference between “reading” a work of literature and “studying” a work of literature.
* We are asking you to **study** the work of literature.
* In order to understand the novel, you may need to research the author, the novel, the setting, the historical context, or the vocabulary and terminology without being assigned. Think of yourself as an explorer or a detective.
* You may decide you need to develop a character list just to keep track of what is going on.

Annotate the text as you read:

* If you purchase your own copy of the novel or play, annotate your text by highlighting key passages. Look for quotations that reveal character, conflict, and theme. Make special note of the paragraph or sentence that includes the title. Make notes in the margins. Use bookmarks. If something makes you angry, add a symbol to remind you of the intensity. If you find an amazing simile, mark it. Interact with the material!
* If it is not your copy, use post-it notes and bookmarks (keep a color-coded system) to mark key passages, etc.
* When you review the work, reread your annotations.
* Bring the annotated text with you to class and be prepared to discuss some of the things you have selected for annotation.