

Summer Reading Assignment

Honors Introduction to Literature

Read the following works:

- *A Separate Peace*, John Knowles
 - Can be obtained at school or purchased—ISBN: 978-0743253970
- *Everyday Use*, Alice Walker
 - PDF (on TCS website)

***A Separate Peace* Assignments:** Assignments **must be** submitted via Teams under 9th Grade Intro to Literature. You should begin working on these assignments now. You will be able to submit assignments in TEAMS during the first week in August. If you are new to the school or have trouble with TEAMS, you may email your summer work to Mrs. Nelson at bnelson@timothychristian.org. You may also email her if you have any questions about the assignment.

- **Literary Terms** - Define the following literary terms* and explain specifically how the author uses each device in the novel:
 - **“Coming of Age” story**
 - **Flashback**
 - **Allusion** (Biblical and classical)
 - **Imagery**
 - **Point of View** (must identify specific types of p.o.v. with definitions for each)

Please use Merriam-Webster Online Dictionary for all definitions

- **Double Entry Journals** - Complete twenty double entry responses (See supplemental directions for how to write a double entry journal)
- **Character Analysis Essay** - *You will write a character analysis essay on one of the four following characters: Gene, Phineas (Finny), Brinker, or Leper. In your response you should analyze each portion of the “character analysis points” that are listed below. You **may not** use first person in your paper.*
 - **Presentation Requirements:**
 - 5 paragraphs (introduction with a three-point thesis, three body paragraphs, conclusion), 2-4 pages
 - **Introduction:** Make it brief and meaningful. It should hold together your whole essay and should spark interest in people. Write a short description of the character in question.
 - **Body:** The body should answer the following questions:
 - What is the character’s physical appearance, personality and background?
 - What were the conflicts that the character experienced and how did he/she overcome them?
 - What can we learn from this character?

- **Conclusion:** Your conclusion should also hold together your ideas and should shape a final analysis statement.
- MLA format (Times New Roman 12 pt. font, double-spaced, proper heading and in-text citations)
- At least **one** direct quote per body paragraph in your paper from the novel with proper citations
- No secondary sources - you may not use Sparknotes, Wikipedia, or other sources to analyze the novel. This must be an original essay using only your ideas about what you have read.
- **Character Analysis Points:** *Address each of the following categories described below. Decide how to best organize the information in these categories within your three body paragraphs.*
 - **Physical Characteristics** (*voice, demeanor, dress, distinguishing marks, etc.*)
 - **Background** (*Family life / character's history, personal interests, beliefs*)
 - **Motivations/Purpose** (*successful or unsuccessful at accomplishing his goals*)
 - **Development or Changes in Character** (*how the character responds to events and actions of other characters*)
 - **Tactics/Will** (*Conflict with self/nature/man/society? Threatening to others? Strong or weak will power? Moral responsibility to others? Honest with self and others?*)
 - **Judgement** (*View of character in eyes of others - i.e. narrator, society, other characters*)

Everyday Use Assignments: Assignments **must be** submitted via Teams (login information TBA)

- **CONTEXT CLUES** - When you come across an unfamiliar word, look at its **context**—the words and sentences surrounding it. You may find a definition, a restatement, or an example of the unknown word to help you unlock its meaning.
 - In the examples below, the underlined words provide context clues for the **boldface** words.
 - **DEFINITION:** To **appreciate** the quilts, you must understand their value to the family.
 - **RESTATEMENT:** Suddenly Dee is **confronted** by her mother, who challenges her.
 - **EXAMPLE:** Maggie is ashamed of her **homely** features, including the ugly scars on her legs.
 - As you read “Everyday Use,” look for other context clues in the form of examples, definitions, or restatements.
 - Create a chart with the context clue from the story (**bold** the unfamiliar word, include the page number where the clue is found), followed by your interpretation of its meaning from the clue, then the Merriam-Webster definition.
 - Do not look up the definition until after you’ve filled your *inference* about the meaning of the word from the context of the sentence. I want to see the comparison between what you could understand on your own and the dictionary definition.
 - Your chart should have between 10-15 words listed.

- **Character Boxes** - Create a chart to help you make inferences about the three main characters in this story. A sample chart is on the following page for you to reference.
 - The inferences will be based in part on what the characters say and do.
 - Fill in the blank spaces with details from the story for the first two categories (you may include the examples from the chart sample below).
 - Then, write your inferences in the last box of each row.
 - You should list as many examples as you can find for each character

Mama

What She Says About Herself or to Others	What She Does	My Inferences
"I never had an education myself." (line 90)		
	"I can work outside all day." (lines 34–35)	

Maggie

What She Says About Herself or to Others	What She Does	My Inferences
	"Maggie attempts to make a dash for the house, in her shuffling way" (lines 123–124)	

Dee (Wangero)

What She Says About Herself or to Others	What She Does	My Inferences
"Maggie can't appreciate these quilts!" (line 286)		