

My name is Mrs. Kelly and my email address is kellys@parmacityschools.org.

Next year, the English II Honors class will be Pre-AP English 2. Through reading and writing, this course will teach you to practice close observation and critical analysis. Further, you will analyze authors' craft of nonfiction and literary texts. Ultimately, this course will prepare you for both AP English III and AP English IV while also preparing you for the rigor of college level English courses.

For summer reading, please read the book *Ethan Frome* by Edith Wharton.

- Find the book at the library or a bookshop.
- Annotate as you read (by either writing in the book or using sticky notes) – I will check these annotations on first day of school
- Complete the printed Summer Reading Assignment by writing on the paper (do not type in a digital copy). I will collect this assignment on the first day of school.
 - For the collage at the end, create an actual collage (not digital) and paste it onto the paper.
- Email me with any questions!

While you read:

Theme

CCSS.ELA-LITERACY.RL.9-10.2

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Below is a chart with the common themes found in the novel. As you read, annotate the evidence and keep track of the pages where you see the evidence of this theme being developed. You should also take notes about what the scene or evidence means. You will use this evidence in an assignment at the end of the novel.

Theme Tracking Chart

Theme: Common message the author develops throughout the novel.	Evidence: Annotate in your book and mark the page numbers here. <i>Please note you should have more than one piece of evidence for each theme. It is developed over the ENTIRE book.</i>	Elaborate: How does this evidence develop the plot?
Duty		
Isolation		
Free Will		
Dream/Desires		

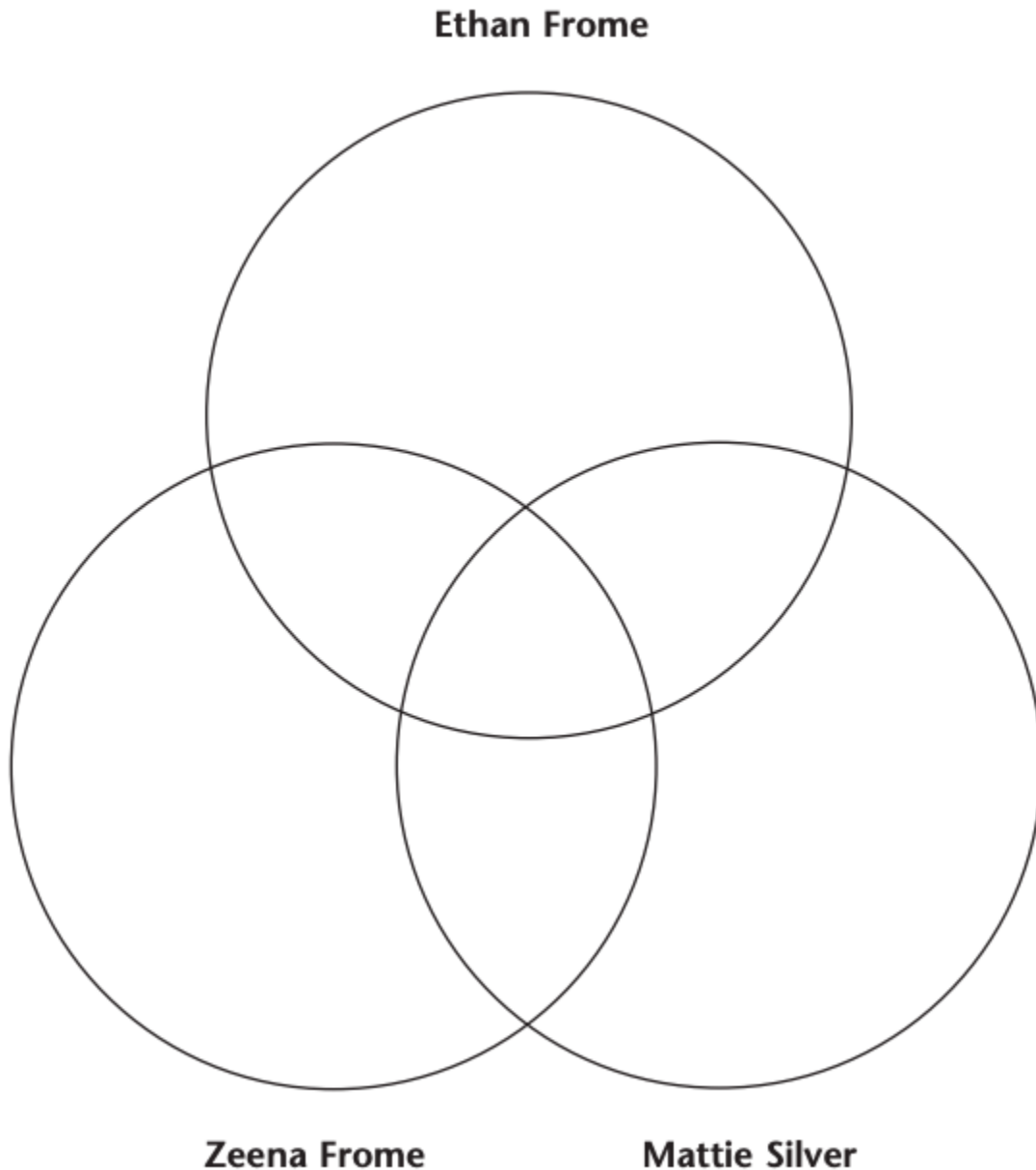
While you read:

Characterization.

CCSS.ELA-LITERACY.RL.9-10.3

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Fill in the three-way Venn diagram below in order to compare and contrast Ethan, Zeena, and Mattie. Consider such aspects as their personality traits, their motivations, and their situations in life. Where the circles overlap, write in the things the characters have in common; in the outer part of each circle, list their differences.



While you read:

Figurative Language

CCSS.ELA-LITERACY.RL.9-10.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Quote From the Text	Figurative Language Technique Used	Elaborate: How does this figurative language add meaning to the story or improve it?
<p><i>Example</i></p> <p><i>“In a sky of iron the points of the Dipper hung like icicles and Orion flashed his cold fires.”</i></p>	<p><i>Example</i></p> <p><i>Metaphor – sky of iron</i></p> <p><i>Simile – hung like icicles</i></p>	<p><i>Example</i></p> <p><i>The use of the metaphor and simile in this quote add meaning to the text by creating visual images that the audience can understand. This helps them connect to the look of the sky and understand how this setting was really cold and bright. As the story progresses, we will see the repetition of the color gray and the feeling of coldness.</i></p>
<p>Mattie’s arrival at Starkfield is described as “like the lighting of a fire on a cold hearth.”</p>	<p>Similie</p>	
<p>“Its icy slope, scored by innumerable runners, looked like a mirror scratched by travellers at an inn.”</p>	<p>Similie</p>	
<p>“they heard the frozen snow crackle under their feet.”</p>	<p>Onomatopoeia</p>	
<p>“The crash of a loaded branch falling far off in the woods reverberated like a musket-shot.”</p>	<p>Onomatopoeia and Simile</p>	
<p>“His wife’s retort was like a knife-cut across the sinews and he felt suddenly weak and powerless.”</p>	<p><i>What type of figurative language is being used?</i></p>	
<p>“She stood silent a moment, drooping before him like a broken branch.”</p>	<p><i>What type of figurative language is being used?</i></p>	

While you read:

Symbolism

CCSS.ELA-LITERACY.RL.9-10.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Quote From the Text	Symbolism used	Elaborate: How does this symbol add meaning to the story or improve it?
Mattie: "a cherry-coloured fascinator about her head"	Symbolism - red color	
As Ethan looks through the window of the church hall: "from the pure and frosty darkness in which he stood, it seemed to be seething in a mist of heat."	Symbolism – use of thresholds and light / dark and cold / heat	
"the cold red of sunset"	<i>Your turn: give the meaning of the symbol in this quotes:</i>	
"slopes of golden stubble"	<i>Your turn: give the meaning of the symbol in this quotes:</i>	
"intensely blue shadows"	<i>Your turn: give the meaning of the symbol in this quotes:</i>	
Thresholds: church hall / outside; outside the cottage and inside the cottage; the threshold of their room.	<i>Your turn: give the meaning of the symbol in this quotes:</i>	

Choose one of the symbols from the chart and explain how the symbol adds additional meaning to the story.

While you read:

Plot

CCSS.ELA-LITERACY.RL.9-10.5

Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Plot Structure Diagram

TURNING POINT
(The main event between the protagonist and the antagonist or the moment for which the reader has been waiting.)

Name _____

Date _____

Period _____

RISING ACTION (6)
(The major events that lead to the turning point.)

FALLING ACTION (7)
(The major events that lead to the resolution.)

CHARACTERS *

Protagonist and Main Character(s)

①

Antagonist

②

SETTING *

Time

CONFLICT * (3)
(What's the problem between the protagonist and the antagonist?)

RESOLUTION (4)
(How was the conflict solved?)

Place

THEME (8)
(The lesson or message the author is trying to help us understand.)

Title _____
Author _____
Genre _____

*Characters, Setting, Conflict and Mood (how the story makes you feel) combine

After you read:

Theme

CCSS.ELA-LITERACY.RL.9-10.2

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Directions: You will create a collage (*definition: a combination or collection of various things.*). In this collage, make sure to include **quotes, words, and images** to represent your **thematic statement**.

- Your collage should include your thematic statement as well as at least two quotations from the text that help to show your theme.
- Use the chart below AND the theme tracking chart you used while you read to help you write your theme statement and to brainstorm words and images to include in your collage.

<p>What does the main character learn or how does the main character change as a result of the conflict?</p>																																				
<p>Big ideas <i>Highlight the topics that are present in the text.</i></p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td>Beauty</td> <td>Change</td> <td>Growing up</td> <td>Desires</td> <td>Duty</td> </tr> <tr> <td>Death</td> <td>Family</td> <td>Dreams</td> <td>Love</td> <td>Fear</td> </tr> <tr> <td>Individuality</td> <td>Hope</td> <td>Responsibility</td> <td>Faith</td> <td>Isolation</td> </tr> <tr> <td>Inequality</td> <td>Knowledge</td> <td>Power</td> <td>Pride</td> <td>Destiny</td> </tr> <tr> <td>Identity</td> <td>Nature</td> <td>Loss</td> <td>Wealth</td> <td>Tradition</td> </tr> <tr> <td>Overcoming</td> <td>Survival</td> <td>Bravery</td> <td>Strength</td> <td></td> </tr> <tr> <td>Fairness</td> <td>Honor</td> <td>Isolation</td> <td>Violence</td> <td></td> </tr> </table>	Beauty	Change	Growing up	Desires	Duty	Death	Family	Dreams	Love	Fear	Individuality	Hope	Responsibility	Faith	Isolation	Inequality	Knowledge	Power	Pride	Destiny	Identity	Nature	Loss	Wealth	Tradition	Overcoming	Survival	Bravery	Strength		Fairness	Honor	Isolation	Violence	
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<p>Theme Statement Must be:</p> <ul style="list-style-type: none"> - A message about life - General - A complete sentence <p><i>Hint: Use one or more of the big ideas you selected above to help you write your theme.</i></p>																																				

Theme Collage Example



"Every man got a treasure. You want to see mine? From his layers or ragged clothing, Lemon Brown produced a piece of yellowed newspaper and old harmonica."



Treasure the small things in life

"What you mean, if I have one," Lemon Brown said. "Every man got a treasure. You odn't know that, you must be a fool!"



"The Treasure of Lemon Brown,"
by Walter Dean Myers



YOUR Theme Collage: