



Ocean City High School Summer Assignment 2022

Course	Honors English 10	Teacher	Mrs. Cunningham & Mrs. Walter
	Email		Due Date
Standards	RL.9-10.1, 10.2, 10.3; RI.9-10.1, 10.2, 10.3		
	Topic	American Literature	
Purpose	-To read critically and with purpose -To understand how character development, setting, and plot create meaning in a work of fiction -To derive meaningful themes/messages from a work of fiction -To connect these ideas to the American experience -To read nonfiction with critical attention to the author's purpose, argument, and methods of supporting this argument		
Text/Novel(s) & Brief Description	<p>Assignment 1 All students are required to read (and annotations are recommended):</p> <p><i>The Adventures of Huckleberry Finn</i> by Mark Twain (1885) "A nineteenth-century boy from a Mississippi River town recounts his adventures as he travels down the river with a runaway slave, encountering a family involved in a feud, two scoundrels pretending to be royalty, and Tom Sawyer's aunt who mistakes him for Tom." Note: Be sure to read the unabridged version. Also, this novel can be challenging for some readers due to the use of dialect, especially in Jim's dialogue. If you are having trouble understanding the text, you might want to listen to more difficult passages on an audio reading on the following link to help you understand the dialect: http://www.loudlit.org/works/hfinn.htm</p> <p>Assignment 2 All students are required to choose ONE of the following novels to read and annotate:</p> <p><i>Ethan Frome</i> by Edith Wharton (1911) "The classic novel of despair, forbidden emotions, and sexual undercurrents set against the austere New England countryside, Ethan Frome works his unproductive farm and struggles to maintain a bearable existence with his difficult, suspicious and hypochondriac wife, Zeena. But when Zeena's vivacious cousin enters their household as a hired girl, Ethan finds himself obsessed with her and with the possibilities for happiness she comes to represent."</p> <p><i>A Separate Peace</i> by John Knowles (1960) "An American classic and great bestseller for over thirty years, <i>A Separate Peace</i> is timeless in its description of adolescence during a period when the entire country was losing its innocence to the second world war. Set at a boys boarding school in New England during the early years of World War II, <i>A Separate Peace</i> is a harrowing and luminous parable of the dark side of adolescence. Gene is a lonely, introverted intellectual. Phineas is a handsome, taunting, daredevil athlete. What happens between the two friends one summer, like the war itself, banishes the innocence of these boys and their world."</p> <p><i>The Sea-Wolf</i> by Jack London (1904) "<i>The Sea-Wolf</i> is a 1904 psychological adventure novel by Jack London about a literary critic Humphrey van Weyden. The story starts with him aboard a San Francisco ferry, called Martinez, which collides with another ship in the fog and sinks. He is set adrift in the Bay, eventually being picked up by Wolf Larsen. Larsen is the captain of a seal-hunting schooner, the Ghost. Brutal and cynical, yet also highly intelligent and intellectual, he rules over his ship and terrorizes the crew with the aid of his exceptionally great physical strength."</p> <p>*Summaries are from goodreads.com</p>		
Approximate Time on Task	12-15 hours, dependent upon reading and annotating ability		
Suggested Timeline	Not too early to forget, not too late to be rushed		

How It Will Be Assessed

Assessment 1: Students will read and annotate *The Adventure of Huckleberry Finn* by Mark Twain and complete an in-class **objective test** (100 points). Questions will include character identification, matching, quotation identification, multiple choice, and true/false. Although annotations are highly suggested for this novel, they are *not* required.

Assessment 2: Students will read and annotate ONE of the following novels: *Ethan Frome*, *A Separate Peace*, or *The Sea-Wolf*. Students are required to annotate this novel; please print multiple pages of the attached [graphic organizer for annotations](#) (25 points.) Directions are below. If desired, students may take notes or annotate in another format (as long as these notes are complete). Then students will write an **in-class essay** (100 points).

Directions for completing the graphic organizer (on the following page):

1. Read the section.
2. In column 1, make a note of the chapter and setting. In column 2, make a bulleted list of the chapter highlights - include details regarding characters, plot action, recurring motifs, or any literary devices that you notice.
3. In column 3, copy any important quotations; copy correctly and include page numbers. Remember, these may be necessary for you during your in-class essay.
4. In column 4, respond to the character's journey and experiences. Insert your thoughts, predictions, or questions.

Please use additional copies of the following paper; simply label each answer for its section and attach the extra paper to your organizer. Again, students may take notes or annotate in another format (as long as these notes are complete).

