Welcome to English II Honors!

The rigorous English II Honors curriculum requires a high level of commitment from every student, in the classroom as well as outside the classroom. The commitment begins with the summer reading assignment. You should have more than enough time to do an excellent job. We are a team, and we can only reach our highest level of success if every student and every teacher is prepared. Do not hesitate to e-mail with any questions/concerns you may have.

Your summer reading assignment involves the following: 1) Read *The Book Thief* by Markus Zusak and *Red Scarf Girl: A Memoir of the Cultural Revolution* by Ji Li Jiang, 2) Write two essay responses (each a minimum of 300 words) based on the below prompts, and 3) Participate in a Socratic Seminar (class discussion).

**The two 300-word essays are due to your English 2 Honors teacher by the 15th day of school, without exception and regardless of which semester you have English. Essays must be typed using 12-point Times New Roman font, double spacing, and 1-inch margins. These assignments will count as multiple grades on your first quarter grade (or third quarter if you have English second semester). Any plagiarized work will receive a zero.**

If you have questions, please contact Mrs. Keeley Jarrett (JarrettK@bcsdschools.net).

**Assignments:**


2) Respond to the below prompts. Each prompt should:
   a. Be a minimum of 300 words
   b. Display an in-depth understanding of the novel
   c. Include 3 quotes from the novel to support ideas/analysis
   d. Be typed and have proper citations that follow MLA format (if you need assistance, refer to Purdue OWL’s MLA Guide: https://owl.english.purdue.edu/owl/resource/747/01/)

3) Engage in a Socratic Seminar (class discussion) at the start of the semester in which you have English II Honors.

**The Book Thief** (ISBN: 978-0375842207)
Analyze and discuss any or all of the following questions in one well-developed 300-word essay.

   a) In what ways does Zusak use figurative language to develop character and theme and to create mood?
   b) The role of chance plays a significant part in several characters’ lives in the novel. Cite at least three characters who are affected by chance and note both the short and long-term results.
   c) Give three examples of characters who suffer from guilt and explain the circumstances. Do others judge them in the same way that they judge themselves?

Analyze and discuss any or all of the following questions in one well-developed 300-word essay.

   a) Do Ji-li’s feelings and opinions about the Community Party and Chairman Mao Ze-dong change over the course of the story? How?
   b) Why did some of her fellow students so quickly embrace the idea of criticizing their teachers? Why did the critical statements (da-zi-bao) upset Ji-li so much?
   c) How did family relationships change as a result of the Cultural Revolution? In what ways did Ji-li’s relationships with her friends change as they learned about her family’s class status?
# GRADING RUBRIC FOR SUMMER READING

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction/Thesis</strong></td>
<td>*basic introduction that states topic but lacks interest. **thesis is somewhat clear and arguable.</td>
<td>*proficient introduction that is interesting and states topic. **thesis is clear and arguable statement of position.</td>
<td>*exceptional introduction that grabs interest of reader and states topic. **thesis is exceptionally clear, arguable, well-developed, and a definitive statement.</td>
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<tr>
<td>Completion</td>
<td>*Incomplete</td>
<td>*Lacking 2 criteria</td>
<td>*Lacking 1 criteria</td>
<td>*essay is at least 300 words in length and answers all parts of the task given.</td>
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<tr>
<td>Organization/Development of</td>
<td>*lacks development of ideas with weak or no transitions between and within paragraphs.</td>
<td>*somewhat clear and logical development with basic transitions between and within paragraphs.</td>
<td>*clear and logical order that supports thesis with good transitions between and within paragraphs.</td>
<td>*exceptionally clear, logical, mature, and thorough development of thesis with excellent transitions between and within paragraphs. **excellent analysis.</td>
</tr>
<tr>
<td>Thesis</td>
<td>*lack of summary of topic.</td>
<td>*basic summary of topic with some final concluding ideas. **introduces no new information.</td>
<td>*good summary of topic with clear concluding ideas. **introduces no new information.</td>
<td>*excellent summary of topic with concluding ideas that impact reader. **introduces no new information.</td>
</tr>
<tr>
<td>Grammar/Usage/Mechanics/Format</td>
<td>*so many spelling, punctuation, MLA, and grammar errors that the paper cannot be understood. **MLA format is not recognizable</td>
<td>*contains several spelling, punctuation, MLA, and grammar errors which detract from the paper’s readability. **Several MLA related errors</td>
<td>*may contain few spelling, punctuation, MLA, and grammar errors. **Very few, minor errors in MLA formatting</td>
<td>*control of grammar, usage, and mechanics. **almost entirely free of spelling, punctuation, MLA, and grammatical errors. (&gt;5) ***proper MLA format throughout</td>
</tr>
<tr>
<td>Citation Format</td>
<td>*lack of MLA format</td>
<td>*frequent errors in MLA format.</td>
<td>*conforms to MLA rules for formatting and citation of sources with minor exceptions.</td>
<td>*conforms to MLA rules for formatting and citation of sources are perfect.</td>
</tr>
</tbody>
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**Grade:**

**Teacher Comments:**