

30 May 2017

Dear Student,

Welcome to Honors English 2 for the 2017–2018 school year! We are looking forward to a fun, challenging year with you all. This course will prepare you for all the junior and senior level classes here at DHS. Specifically, our course is focused on preparing you for the Advanced Placement, (AP) program. This class will help you engage in a deeper and more meaningful way with the world of literature and writing. It is through a thoughtful engagement with high quality texts that we will have meaningful discussions about our place in the world.

Our journey will take us across the seas to Africa, up to Europe, back to North America, and then back in time, and even *forward* in time!

Your summer reading guide is on the next page.

We welcome you to the course and look forward to another great school year!

Sincerely,

Adam Dedmon & Katy Shipley

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Honors Summer Reading Google Classroom Code: **in26fk**

## Summer Reading Assignments 2016

### Honors English 2

Before the first day of class, you should have read and annotated one novel, two shorts stories, and two poems.

NOVEL: East of Eden by John Steinbeck

SHORT STORY: *A Day's Wait* by Ernest Hemingway

SHORT STORY: *Through the Tunnel* by Doris Lessing

POEM: *Elegy* by Natasha Tretheway

POEM: *As I Walked Out One Evening* by W.H. Auden

You will be expected to discuss and write about these texts on the first day of class. Students who have not read or are otherwise unprepared for this work, will be removed from the course.

As you annotate, be ready to make thematic and stylistic connections between two or more of these works. Specifically, we will challenge you to make connections across text types.

You will need to get your own copy of *East of Eden*, the other texts are available in this packet.

You may pick up a physical copy of this packet from Mr. Dedmon, in Room, 401. However, we recommend downloading and printing your own. Also, the front office will have hard copies available until the end of June.

There will be a formal essay, and a structured academic discussion on these works. Use the following notes to guide your annotations for each work.

East of Eden – Annotate for the “A” and “C” characters. Consider how these characters relate to Cain and Abel, from the Genesis narrative. Also consider the significance of Lee and his relationship to the overall theme of the novel.

*Through the Tunnel* and *A Day's Wait* – How does the narrative perspective impact the central idea of each of these stories?

*Elegy* and *As I Walked Out One Evening* – How does the author's diction, create a specific mood for each piece? Also, identify and comment upon any other literary devices you find.

Additionally, for East of Eden, refer to the Genesis narrative, included here.

Also, refer to the annotation guide, included here, used by the College Board, (creators of the AP program).

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The Holy Bible: King James Version. 2000.

The First Book of Moses, called *Genesis*

“Cain and Abel”

1 And Adam knew Eve his wife; and she conceived, and bare Cain, and said, I have gotten a man from the LORD.

2 And she again bore his brother Abel. And Abel was a keeper of sheep, but Cain was a tiller of the ground.

3 And in process of time it came to pass, that Cain brought of the fruit of the ground an offering unto the LORD.

4 And Abel, he also brought of the firstlings of his flock and of the fat thereof. And the LORD had respect unto Abel and to his offering.

5 But unto Cain and to his offering he had not respect. And Cain was very wroth, and his countenance fell.

6 And the LORD said unto Cain, Why art thou wroth? and why is thy countenance fallen?

7 If thou doest well, shalt thou not be accepted? and if thou doest not well, sin lieth at the door: and unto thee shall be his desire, and thou shalt rule over him.

8 And Cain talked with Abel his brother: and it came to pass, when they were in the field, that Cain rose up against Abel his brother, and slew him.

9 And the LORD said unto Cain, Where is Abel thy brother? And he said, I know not: Am I my brother's keeper?

10 And he said, What hast thou done? the voice of thy brother's blood crieth unto me from the ground.

11 And now art thou cursed from the earth, which hath opened her mouth to receive thy brother's blood from thy hand.

12 When thou tillest the ground, it shall not henceforth yield unto thee her strength; a fugitive and a vagabond shalt thou be in the earth.

13 And Cain said unto the LORD, My punishment is greater than I can bear.

14 Behold, thou hast driven me out this day from the face of the earth; and from thy face shall I be hid; and I shall be a fugitive and a vagabond in the earth; and it shall come to pass, that every one that findeth me shall slay me.

15 And the LORD said unto him, Therefore whosoever slayeth Cain, vengeance shall be taken on him sevenfold. And the LORD set a mark upon Cain, lest any finding him should kill him.

16 And Cain went out from the presence of the LORD, and dwelt in the land of Nod, on the east of Eden.

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### **How to Do a Close Reading**

The process of writing an essay begins with a close reading of a text—a painting, a movie, an event—but usually a written text. When you do a close read, you observe facts and details about the text. You may focus on a particular passage, or on the text as a whole. Your aim may be to notice all striking features of the text, including rhetorical features (like metaphor, imagery, diction), structural elements (syntax, parallelism, repetition), cultural references (allusions, geographic names) and motifs (repeated objects or ideas). Making these observations constitutes the first step in the process of doing a close reading. We expect you to mark your text either with pencil or pen (in the text itself or on sticky notes) to demonstrate your observations.

The second step is interpreting your observations. This is inductive reasoning: moving from the observation of particular facts and details to a conclusion or interpretation, based on those observations. Close reading requires careful gathering of data (your observations) and careful contemplation to determine why the author made the choices s/he did and how these choices helped him/her to shape the thematic focus. Therefore, you need to be able to articulate a viable theme.

#### ***1. Read with a pencil in hand and annotate the text!***

“Annotating” means to “to provide explanatory notes for a text” (Webster’s). There are many methods you can use. Underlining or highlighting key words and phrases—anything that strikes you as surprising or significant, or that raises questions—as well as making notes in the margins (or on sticky notes) is the most effective and time-efficient. However, anyone can “color” a text by highlighting random sentences. We expect students not only to highlight, but to be

prepared to explain what is significant about that section which will require relating it to other non-highlighted portions. When we respond to a text in this way, we not only force ourselves to pay close attention, but we also begin to think with the author about the evidence—the first step in moving from a reader to a writer.

**2. Look for patterns in the things you've noticed about the text—repetitions, contradictions, similarities.**

**3. Ask questions about the patterns you've noticed—especially how and why.**

As we proceed in this way, paying close attention to the evidence, asking questions, formulating interpretations, we engage in a process that is central to essay writing and to the whole academic enterprise: in other words, we reason toward our own ideas.

**WARNING: DO NOT USE CLIFF'S NOTES, SPARK NOTES OR ANY OTHER 'AIDES' AS YOUR ANNOTATIONS.** The purpose is to help you shape your own ideas, not to regurgitate some retired English professor who is supplementing his or her income by writing student guides!

*Adapted from: Patricia Kain, for the Writing Center at Harvard University Copyright 1998*