

Dear English 9 Honors Students:

NAME:

Welcome to Freshman Honors English!

Course Description: In this class we will study the elements of literature and examine literature within the contexts of the human condition and history. The analysis of an assortment of major works, short stories, poetry and essays will emphasize critical thinking and communication skills, which will be practiced through discussion, reading, and writing. Writing assignments will be used to reinforce skills acquisition, to develop original thoughts and responses to literature, and to prompt the use of textual support in literary analysis. Grammar, vocabulary, and reading strategies will be taught in conjunction with literature. Students will be expected to participate in class, to accept responsibility for completing their work on time and as directed, and to maintain a standard of performance in keeping with the honors curriculum.

Summer Reading: Students are to complete *Lord of the Flies*. Students will define vocabulary, identify literary elements, interpret symbols, and examine characterization. A test will be given on this novel at the beginning of the school year, so students should be prepared.

Summer Assignment for *Lord of the Flies*

Directions: Work should be thoughtful and neat. Definitions for vocabulary may be brief but should reflect the contextual meaning. Interpretations of symbols should demonstrate critical thinking and provide an analysis of the symbol rather than a definition. The short essay should be a maximum of three paragraphs (more is not always better!) and address the demands of the question in a concise and well-organized manner – not unlike a BCR! The summer assignment will be collected during the first week of school; and the score for the assignment will be included in the first marking period grade.

VOCABULARY: Provide the contextual definition for each term; please use and attach separate sheets of paper.

Chapters 1- 2: bastion, ebullience, gesticulated, hiatus, officious, pall, pliant, skewed, specious, strident.

Chapters 3- 4: antagonism, belligerence, chastisement, declivities, festooned, impalpable, inscrutable, opaque, sinewy, tacitly.

Chapters 5- 6: apex, derisive, diffident, effigy, improvisation, incantation, incredulity, tacit, taut, tempestuously.

Chapters 7- 8: covert, cynicism, fervor, furtive, impervious, luxuriance, maternal, obtuseness, rebuke, sanctity.

Chapters 9- 11: assimilating, derision, myopia, obscene, pinnacles, propitiate, purged, superficial, talisman, truculent.

Chapter 12: crepitating, cordon, eclipsed, elephantine, excruciating, glamour, incantation, inimical, obscurity, ululation.

LITERARY ELEMENTS: Provide a concise and insightful response for each of the following questions.

1. How does the setting contribute to the development of the plot?

2. What is the major conflict in this work, and how has it escalated throughout the course of the novel?

3. Discuss the point of view from which the novel was told and how this point of view contributed to your understanding of the plot and characters.

4. What does each of the deaths in the novel symbolize?

5. Identify one theme of the story and how it is brought out through the text.

CHARACTERS: Complete the chart with examples/evidence from the text.

Character	Defining Traits (Personality & Behavior)	What the character stands for or symbolizes.
Ralph		
Jack		
Piggy		
Simon		
Roger		



SYMBOLS: Provide an interpretation (not a definition) for each of the following symbols:

1. Piggy's glasses

2. the huts

3. the scar

4. the conch

5. the pig's head

6. meat

7. the parachutist

8. the fire

9. the beast

10. the Lord of the Flies

SHORT ESSAY: Write a three- paragraph essay for the following topic/question. Make certain to use evidence from the text to support your answer, and make certain to check your final response for organization, development, and mechanics.

How does the society of boys in the novel represent a microcosm of the real world, and what does this say about human nature and evil?

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