

**ASSIGNMENTS MUST BE COMPLETED IN YOUR OWN HANDWRITING. TYPED ASSIGNMENTS WILL NOT BE ACCEPTED. STUDENTS TAKING ENGLISH I HONORS FIRST AND SECOND SEMESTER MUST COMPLETE THE ASSIGNMENT. IF YOU ARE TAKING ENGLISH I HONORS SECOND SEMESTER, YOUR ASSIGNMENT IS DUE THE FIRST DAY OF CLASS IN 2018.**

### **Part 1: The Terms**

**Assignment:** Define the following literary terms. When you define the term, make sure the definition reflects the term's use when studying literature. For example, "conflict, n. any struggle between opposing forces; usually, the main character struggles against some other force; this type of conflict is what drives each and every story." This is the correct definition because this definition of *conflict* applies specifically to literary analysis. Yes, you can use this definition for your own assignment. This second definition, "conflict, n. a serious disagreement or argument, typically a protracted one," *is not a correct* definition of conflict as a literary term because it defines the word the way we use it in everyday conversation. Again, it does *not* apply specifically to its use in literature.

**Word of Caution:** The purpose of the assignment is **not** to blindly copy definitions from a website. If you do not understand the term, take it upon yourself to do *additional research* until you understand how the literary device operates in a piece of literature. It is your responsibility to understand these devices as you will have to apply these terms to the novel (see below). Do not let procrastination nor laziness be the reason you say, "I don't know," when called upon in class. If you are not ready to take on this responsibility, you are not ready for an honors course.

- |                              |                       |  |
|------------------------------|-----------------------|--|
| 1. Allusion                  | 14. Imagery           | 27. Falling Action                       |
| 2. Anecdote                  | 15. Irony             | 28. Resolution (or Dénouement)           |
| 3. Analogy                   | 16. Situational Irony | 29. Point of View                        |
| 4. Antagonist                | 17. Dramatic Irony    | 30. 1 <sup>st</sup> Person Point of View |
| 5. Bildungsroman             | 18. Verbal Irony      | 31. Personification                      |
| 6. Characterization          | 19. Juxtaposition     | 32. Protagonist                          |
| 7. Indirect Characterization | 20. Metaphor          | 33. Simile                               |
| 8. Direct Characterization   | 21. Mood              | 34. Setting                              |
| 9. Conflict                  | 22. Plot              | 35. Symbol                               |
| 10. Internal Conflict        | 23. Exposition        | 36. Theme                                |
| 11. External Conflict        | 24. Inciting Incident | 37. Tone                                 |
| 12. Foreshadowing            | 25. Rising Action     |  |
| 13. Hyperbole                | 26. Climax            |  |

### **Part 2: The Text**

**Novel:** Speak by Laurie Halse Anderson

**Summary:** "Speak is a young adult novel by Laurie Halse Anderson that tells the story of high school freshman Melinda Sordino. After accidentally busting an end-of-summer party, Melinda is ostracized by her peers. Unable to verbalize what happened at the party, Melinda nearly stops speaking altogether, expressing her voice through the art she produces for Mr. Freeman's class. This expression slowly helps Melinda acknowledge what happened, face her problems, and recreate her identity." – adapted summary (*Wikipedia*)

**Assignment:** On a separate sheet of paper from the definitions and in complete sentences, apply each of the literary terms above to the novel. I am looking for 1-3 sentences for each term. For example: "Melinda is the protagonist of the novel because she is the main or leading character of the novel. The plot of the novel revolves around her and her story." Notice how I made *explicit* connections with the literary term's definition and how it works in the novel. You must do the same.

### **Part 3: The Test**

During the first week of class you will best tested on the following items:

- Understanding the definitions of the literary terms above
- Your ability to apply the terms to the novel
- Comprehension of the novel's plot

**If you have any questions, please email Ms. Roberts at [Holly.Roberts@cravenk12.org](mailto:Holly.Roberts@cravenk12.org).**

## English II Honors-Havelock High School

## Summer Reading Assignment 2017-18

**Welcome!** As a student in Honors English II at Havelock High School, you are expected to complete a summer reading assignment. You may purchase the book or check the book out from a local library. Approach your reading as a scholar and focus on reading carefully and critically.

### **Summer Reading Title:**

*The Kite Runner*, by Khaleed Hosseini

“The unforgettable, heartbreaking story of the unlikely friendship between a wealthy boy and the son of his father’s servant, caught in the tragic sweep of history, *The Kite Runner* transports readers to Afghanistan at a tense and crucial moment of change and destruction. A powerful story of friendship, it is also about the power of reading, the price of betrayal, and the possibility of redemption; and an exploration of the power of fathers over sons—their love, their sacrifices, their lies.

Since its publication in 2003 *Kite Runner* has become a beloved, one-of-a-kind classic of contemporary literature, touching millions of readers, and launching the career of one of America’s most treasured writers.” (Amazon.com).

### **Assessment:**

- Reading Check Test on Day 1 of class.
- **Socratic Seminar Preparation Sheets:** You should print the Socratic Seminar handouts that follow. **On the first day of class you will turn in both Socratic Seminar Preparation handouts.**
- **Socratic Seminar Discussion:** During the first week of class we will have a Socratic Seminar on the book. The process for the seminar will be explained before the discussion.

\*\*\*The test and your performance on the preparation and Socratic Seminar will be the first test grades of the nine weeks.

### **Cheating**

*The administration will be notified when students are caught cheating so that a record can be made of this serious academic violation; however, the teacher will be responsible for assigning consequences for cheating. Students caught cheating on assignments/tests or forging grades will receive a zero and will be disciplined at the discretion of the classroom teacher. Teachers will call parents when a child has been caught cheating. Multiple offenses may result in administrative consequences. (Source: Havelock High School Handbook)*

*Your answers to these questions should come from your own ideas. Avoid the use of SparkNotes, Shmoop, etc. Plagiarism is a form of cheating.*

**Part I: Theme Development**

Directions: Complete the following graphic organizer by finding three pieces of textual evidence in the form of direct quotes to support each of the subjects indicated in the graphic organizer. Your evidence should come from throughout the text. You will use this evidence in our Socratic Seminar during the first week of class.

***Text that is not followed by a page number will not be counted.***

<b>Subjects</b>	<b>Evidence With Page Number</b>	<b>Evidence With Page Number</b>	<b>Evidence With Page Number</b>
The loss of innocence and coming of age			
Redemption of the human spirit			
Social evils and the pain of war			
People's inner conflicts			
The destructive power of jealousy and insecurity			
The relationships between fathers and sons			
The power of friendship			

**Part II: Considering Author’s Purpose and Meaning**

Directions: Complete the following graphic organizer and provide textual evidence in the form of direct quotes.

Question	My Answer	Evidence With Page Number	Evidence With Page Number	Evidence With Page Number
How does Khaled Hosseini use the pomegranate tree to symbolize the evolution of Amir and Hassaan’s friendship?				
Choose one chapter of the book. In the chapter you have chosen, how does Khaled Hosseini use vivid imagery and/or figurative language to enhance the mood of the novel?				
How does Khaled Hosseini’s use of first person point of view impact the reader’s understanding of the events of the novel?				

## English III Honors – Summer Reading Assignment

### *The Glass Castle* by Jeannette Walls

#### Summary of the Work:

The Glass Castle is a poignant memoir about a dysfunctional but lively family, told from the perspective of the second daughter of four children. Jeannette Walls is three years old when the story begins and well into her adult life when it ends. Her parents, Rex and Rose Mary Walls, are troubled people who struggle with their own issues while trying to raise four children. Neither parent can hold down a job for any length of time. They move around with their children until they finally settle in Welch, West Virginia.

In Welch, near Rex's family, they live in squalid conditions. From the time Jeannette and her siblings are young, though, their father has grand plans to build the Glass Castle, taking out his blueprints and showing his ornate design of their home. As the kids get older, they lose faith in their father ever building the Glass Castle, but he does teach them to have dreams. Each child escapes to New York City to realize his or her dreams the way their father didn't.

\*Prout, *Q uicklet*.

#### Noted Distinctions:

- ALA Alex Award
- ALA Popular Paperbacks for Young Adults - Top Ten
- Christopher Award
- Books for Better Living Award
- #1 New York Times Bestseller (100 weeks)
- Publishers Weekly Bestseller

**Assignments:** There are two parts to your summer reading assignment. **These should be typed, printed, and submitted at the beginning of class on the first day of the semester. Late assignments will not be accepted.** You may also share your document with your teacher with Google docs.

#### Part I: Pre-reading

English III is a survey of American literature. As such, in class we will discuss the elements that define America/being American. Similarly, we will work on tracing and examining these characteristics through various works of literature. As such, prior to reading *The Glass Castle* you need to develop a paragraph or two that explains your personal definition of being an American in the 21<sup>st</sup> century. How and why were these characteristics formed? What are some examples you see in our world that help support these claims? Remember that a paragraph should be a minimum of 5-8 well-developed sentences.)

#### Part II: Journal/Quotation Analysis

As you read *The Glass Castle*, you are to keep a dialectical reading journal. In this journal, you will record quotations that seem significant to you, and then write comments in which you analyze the significance of the quote. As this is an American literature course, you should look for quotes that reflect some of the traits that you deem to be "uniquely American." These include (but are not limited to):

- a spirit of independence
- the idea of the self-made man
- the pursuit of the American Dream
- the quest for adventure and exploring new frontiers
- self-reliance

- optimism in the face of adversity

In addition to focusing on these topics, you can choose a quote that:

- reveals a significant trait of a character
- helps develop a theme or motif
- contributes to the tone of the novel
- creates humor

You will then respond to the quote by proving **commentary** that:

- makes a connection to something in your own life experience
- asks a question
- makes a prediction
- make a comparison to today's attitudes and culture
- analyzes the passage for deeper meaning

Lastly, determine what literary devices the author is using in the passage. Is she using imagery, juxtaposition to make a comparison, or perhaps a metaphor to make a comparison?

Try to select quotations that cover the spectrum of options. Do not simply compare every passage to your own life.

**Requirements:**

- You must have at least 15 entries. You may copy and paste the chart at the end of this document, or you may create your own in a Google doc or Word document.
- Entries must be drawn from all parts of the novel. You must include an entry on the last chapter and discuss the relevancy of the ending.
- Commentary must focus on interpretation or analysis, **NOT** summary.
- When appropriate, the commentary should identify the trait or topic of focus (i.e.: the pursuit of the American Dream reveals character.) You can simply use this phrase in your commentary and bold face the type.
- A printout of the assignment must be handed in on the first day of class.

***\*\*Part III: There will either be a test or Socratic Seminar the first week of school. You will not be successful with either of these if you have not read the book. We are aware the movie version will be released this summer, but simply watching the movie will not prepare you for the assignments.***

Example: Below are a few sample entries to use as a guide

*The Glass Castle* – Dialectical Journal

Chapter/Page	Passage	Commentary	Evidence of Literary Device and Its Purpose
1. Chapter 2 pg. 9	The author is cooking hot dogs. “But at that moment, I was wearing the dress to cook hot dogs, watching them swell and bob in the boiling water as the late-morning sunlight filtered in through the trailer’s small kitchenette window.”	This passage is revealing the <b>author’s self-sufficiency</b> . She realizes in her household she cannot count on her parents for even the basics of her young life.	The author uses <b>imagery</b> in this passage. The reader can visualize this young girl cooking the hot dogs.

2. Chapter 2 pg. 15	Jeannette, home from the hospital, is again cooking hot dogs. "Good for you, Mom said...."you can't live in fear of something as basic as fire."	I have noticed that fire is mentioned repeatedly, as Jeannette passes her finger through the candle's flame and watches the bigger blazes until she feels hot on her face. Apparently this <b>motif</b> is significant.	Possibly <b>foreshadowing</b> ? (Come back to answer)
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Name \_\_\_\_\_

**English III Honors – Dialectical Journal**  
***The Glass Castle* by Jeannette Walls**

*The Glass Castle* – Dialectical Journal

Chapter/ Page	Passage	Commentary	Evidence of Literary Device and Its Purpose
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			

----- ENGLISH III SUMMER READING ASSIGNMENT ENDS HERE -----

## English IV Honors Summer Reading Assignment Havelock High School 2017-18

**Assignment 1 of 3:** Read the novel *1984* by George Orwell. **Be prepared for a reading check test on the first day of class.**

### Book Synopsis:

Written in 1948, *1984* was George Orwell's chilling prophecy about the future. And while 1984 has come and gone, his dystopian vision of a government that will do anything to control the narrative is timelier than ever...

"The Party told you to reject the evidence of your eyes and ears. It was their final, most essential command."

Winston Smith toes the Party line, rewriting history to satisfy the demands of the Ministry of Truth. With each lie he writes, Winston grows to hate the Party that seeks power for its own sake and persecutes those who dare to commit thoughtcrimes. But as he starts to think for himself, Winston can't escape the fact that Big Brother is always watching.

A startling and haunting vision of the world, *1984* is so powerful that it is completely convincing from start to finish. No one can deny the influence of this novel, its hold on the imaginations of multiple generations of readers, or the resiliency of its admonitions—a legacy that seems only to grow with the passage of time (Source: Amazon.com)

### **Assignment 2 of 3: Socratic Seminar**

- ✓ Prepare for a Socratic Seminar by answering the questions that follow. Your answers should be thorough and should include a minimum of two pieces of textual evidence to support your thinking.
- ✓ Most questions refer to the text and then include a second question that connects the text to the real world.
- ✓ The key to a successful Socratic Seminar is an abundance of textual references. For each piece of evidence, **include the page number.**
- ✓ Our Socratic Seminar will happen during the first week of class. Answers should be hand-written or typed. Answers that do not have evidence or that do not include page numbers will not receive credit. **A hard copy of your responses is due on the first day of class.**

### **1984 Socratic Discussion Questions**

1. What is the goal of Newspeak and how does it function in the novel? How is language important to freedom?
2. What is free thought? Is free thought different from free speech?
3. Why does Big Brother forbid reading and writing for pleasure? Is independent thought dangerous? Defend your answer.
4. How does the Ministry of Truth, which Winston control the past? Does revisionism exist today? Do you agree with Orwell that knowledge of history, which Winston is particularly concerned with, is powerful? Explain your answer.
5. In what ways does technology help The Party control Oceania? How does technology function today through television, radio, phones, cameras, satellites, and the internet? Is it used for good or evil?



6. Why does Winston stop himself from saying what he actually believes, and why does he maintain great control over his facial expressions? Does a form of “thoughtcrime” exist in our society today? Explain your response.
7. Winston resides in London which has become dilapidated in some areas but some technologies have advanced (especially re: surveillance). Why do YOU believe this shift has occurred in this dystopic world?
8. What aspects of individual lives are unfairly controlled by the government of Oceania? What is the acceptable balance between government control and individual freedom when an individual’s privacy issues are at play?
9. What personal freedoms are sacrificed for the sake of Big Brother? Should citizens be prepared to give up personal freedoms and privacy during a national crisis?
10. Create your own question to answer and discuss.

**Assignment 3 of 3:** Gather five articles from different reliable sources regarding the use of technology in modern society. These articles should specifically address privacy issues and examples of “intrusive” technology (ie: drones, phones with GPS, etc.)

Print out the articles and prepare a written summary of each. Find articles that represent both positive and negative views. ***These articles and your summaries are due on the first day of class*** and will be discussed and shared during the first week of class.

-----Honors English IV Reading Assignment ends here-----

-----AP Language and Composition (English III AP) Summer Reading Assignment Begins Here-----  
**AP Language and Composition (English III AP)**  
Havelock High School  
Summer Reading Assignment 2017-18

**Welcome!** As a student in AP Language and Composition at Havelock High School, you are expected to complete a summer reading assignment by reading two AP-level novels. You may purchase the books or check the books out from a local library. *On the first day of class, all assignments are due, and there will be a test on the two novels.*

**Assignment 1:**

***In Cold Blood* by Truman Capote**

On November 15, 1959, in the small town of Holcomb, Kansas, four members of the Clutter family were savagely murdered by blasts from a shotgun held a few inches from their faces. There was no apparent motive for the crime, and there were almost no clues. As Truman Capote reconstructs the murder and the investigation that led to the capture, trial, and execution of the killers, he generates both mesmerizing suspense and astonishing empathy. *In Cold Blood* is a work that transcends its moment, yielding poignant insights into the nature of American violence. (Amazon.com)

1. Bring a copy of the novel the first day of class.
2. Throughout the book, create an Annotation Journal in which you complete the following:
  - a. Choose one theme in the book and find at least 5 significant quotations with page numbers that support the theme you chose in the book and provide insightful commentary. (Commentary is NOT just summarizing!) List the theme first, and then label your five quotes and commentary appropriately.
  - b. Determine the author's purpose in the book and find at least 3 significant quotations with page numbers that serve as textual evidence of the author's purpose you chose and explain the significance. List the author's purpose first, and then label your three quotes and commentary appropriately.
  - c. Determine the author's style and find at least 2 PASSAGES (4-5 sentence passage) with page numbers that represent the author's style you chose and explain how it is effective in achieving the author's overall purpose. (Author's style refers to word choice, tone, mood, sensory language, rhetorical devices, syntax, etc. Please research further if you are unaware of this concept.) List the author's style, and then label your two passages and commentary appropriately.

**Assignment 2:**

***Their Eyes Were Watching God* by Zora Neale Hurston**

One of the most important and enduring books of the twentieth century, *Their Eyes Were Watching God* brings to life a Southern love story with the wit and pathos found only in the writing of Zora Neale Hurston. Out of print for almost thirty years—due largely to initial audiences' rejection of its strong black female protagonist—Hurston's classic has since its 1978 reissue become perhaps the most widely read and highly acclaimed novel in the canon of African-American literature. (Amazon.com)

1. Bring a copy of the novel to class the first day of class.
2. Throughout the book, create an organized and neatly hand-written Annotation Journal in which you complete the following:

a. Choose one theme and find at least 5 significant quotations with page numbers that support the theme you chose in the book and provide insightful commentary. (Commentary is NOT just summarizing!) List the theme first, and then label your five quotes and commentary appropriately.

b. Determine the author's purpose in the book and find at least 3 significant quotations with page numbers that serve as textual evidence of the author's purpose you chose and explain the significance. List the author's purpose first, and then label your three quotes and commentary appropriately.

c. Determine the author's style and find **at least 2 PASSAGES** (4-5 sentence passage) with page numbers that represent the author's style you chose and explain how it is effective in achieving the author's overall purpose. (Author's style refers to word choice, tone, mood, sensory language, rhetorical devices, syntax, etc. Please research further if you are unaware of this concept.) List the author's style, and then label your two passages and commentary appropriately.

### **Assignment 3:**

Print and complete a Major Works Data Sheet for *Their Eyes Were Watching God* by Zora Neale Hurston.

### **Assignment 4:**

Find and identify examples of the following rhetorical devices in the novel *Their Eyes Were Watching God*. Write down the quote that illustrates the device, and then write an explanation of what the device achieves in the book. If you are not familiar with the rhetorical devices/terms, do some research and familiarize yourself with their definitions and how they work.

- Allusion
- Metaphor
- Parallelism
- Colloquialism
- Tone
- Anaphora

There will be additional assignments dealing with both books the first and/or second week of school.

### **Assignment 5**

Test on both books on the first day of class.

***See next pages for Major Works Data Sheet***

Major Works Data Sheet for (Title) \_\_\_\_\_ by (Author) \_\_\_\_\_

**Date of Publication:** \_\_\_\_\_

**Genre** \_\_\_\_\_

**Historical Information About the Time Period**  
*(Give facts about the time period and/or literary trends of the time period)*

**Biographical Information on the Author** *(List five relevant facts)*

**Plot Summary** *(Provide a bulleted list of the key events in the work)*

**Setting(s):** *(Indicate the time and place for the novel and the significance of the setting)*

**How does the novel open?**

**How does the novel close?**

**Characters:** *(List major characters and key minor characters with a brief description of their roles and significance.)*

**Symbol(s):** *(List the major symbols and what each symbol represents)*

**Notable Quotables** (*List five significant quotes from the work*)

**Author's Style:** (*Describe the author's writing style and provide three textual examples to support your findings*)

**Themes:** (*Write 3-5 theme statements that apply to the work.*)

*Reminders about theme statements:*

- ✓ Theme statements are complete sentences.
- ✓ Theme statements are universal and could easily be applied to other works of literature, film, poetry, etc.
- ✓ Theme statements are not morals or finger wagging statements. Rather, they are insightful statements regarding the truth of life that evolves through the course of a text.

**My Notes:**

-----AP Literature (Eng IV AP) Summer Reading Assignment Begins Here-----

## AP Literature and Composition (English IV AP)

Havelock High School

Summer Reading Assignment 2017-18

**Welcome!** As a student in AP Literature and Composition at Havelock High School, you are expected to complete a summer reading assignment by reading two AP-level books. You may purchase the books or check the books out from a local library.

### Assignment 1:

*Extremely Loud and Incredibly Close* by Jonathan Safran Foer

“Jonathan Safran Foer emerged as one of the most original writers of his generation with his best-selling debut novel, *Everything Is Illuminated*. Now, with humor, tenderness, and awe, he confronts the traumas of our recent history.

Nine-year-old Oskar Schell has embarked on an urgent, secret mission that will take him through the five boroughs of New York. His goal is to find the lock that matches a mysterious key that belonged to his father, who died in the World Trade Center on the morning of September 11. This seemingly impossible task will bring Oskar into contact with survivors of all sorts on an exhilarating, affecting, often hilarious, and ultimately healing journey.”  
(Amazon.com)

### Assignment 2:

*How to Read Literature Like a Professor*, by Thomas C. Foster

“A thoroughly revised and updated edition of Thomas C. Foster’s classic guide—a lively and entertaining introduction to literature and literary basics, including symbols, themes and contexts, that shows you how to make your everyday reading experience more rewarding and enjoyable.

While many books can be enjoyed for their basic stories, there are often deeper literary meanings interwoven in these texts. *How to Read Literature Like a Professor* helps us to discover those hidden truths by looking at literature with the eyes—and the literary codes—of the ultimate professional reader, the college professor.

What does it mean when a literary hero is traveling along a dusty road? When he hands a drink to his companion? When he’s drenched in a sudden rain shower?

Ranging from major themes to literary models, narrative devices and form, Thomas C. Foster provides us with a broad overview of literature—a world where a road leads to a quest, a shared meal may signify a communion, and rain, whether cleansing or destructive, is never just a shower—and shows us how to make our reading experience more enriching, satisfying, and fun.” (Amazon.com)

Tasks:

- ✓ Read both books thoroughly in preparation for a reading test on the first day of class.
- ✓ Discussion Preparation for *Extremely Loud and Incredibly Close*: For each topic listed below, find three pieces of textual evidence that relate to the subjects listed. In class and after discussion, we will be turning these into themes and using them for discussion and writing. Write out the textual evidence and include page numbers. Evidence without page numbers will not be counted. This should be done on loose-leaf paper.
  - Subject 1: The Search for Answers
  - Subject 2: Healing
  - Subject 3: Coming of Age
  - Subject 4: The Consequences of War
  - Subject 5: Grief
- ✓ Print and complete the graphic organizer called, *Applying How to Read Literature Like a Professor*
- ✓ Print and complete the Major Works Data Sheet and fill it out for *Extremely Loud and Incredibly Close*

**On the first day of class you will turn in:** Discussion Preparation Evidence, Applying How to Read Literature Like a Professor, and the Major Works Data Sheet, stapled together.

**Applying How to Read Literature Like a Professor.**

Directions: Re-read the chapters from *How to Read Literature Like a Professor* indicated below. Then, choose a literary work or film that can be view through the principles of the chapter. Explain clearly how the principles can be applied. Be specific in your response in column 3. Apply at least two chapters to *Extremely Loud and Incredibly Close*.

<b>CH#</b>	<b>Chapter Title</b>	<b>Works</b> (Do not use the books that Foster discusses and apply at least <u>two</u> chapters to <i>Extremely Loud and Incredibly Close</i> .)	<b>Application</b> (Apply at least <u>two</u> chapters to <i>Extremely Loud and Incredibly Close</i> .)
1	Every Trip Is A Quest (Except When It's Note)		
2	Nice to Eat With You: Acts of Communion		
3.	Nice to Eat You: Acts of Vampires		
5.	Now, Where Have I Seen Her Before		
6.	When in Doubt, It's from Shakespeare		
12.	Is That a Symbol		
18.	If She Comes Up, It's Baptism		
21.	Marked for Greatness		
22.	He's Blind for a Reason, You Know		
23	It's Never Just Heart Disease		

Major Works Data Sheet for (Title) \_\_\_\_\_ by (Author) \_\_\_\_\_

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**My Notes:**