

9th Grade English (English I) and Honors English I

(8th graders entering 9th grade)

As you read the assigned novels, practice your annotations -- that is, take notes on important characters, events, themes, and quotations within the book. *If you purchase an electronic copy to read, you should still annotate in a paperback copy. Online summaries and notes are NEVER considered a substitute for the actual reading.

Highlight vocabulary, characters, setting, and important quotations. Write notes about such literary elements as:

- conflict
- theme
- irony
- imagery/symbol
- diction/use of language
- spiritual insights
- personal response
- questions that arise as you read

Be prepared to bring these works to class and to use them for class discussions in the first week of the school year. The books must be read before the first day of classes.

All students will read these two books:

(1) *The Importance of Being Earnest* by Oscar Wilde

*Read the book and annotate. You will be creating a character map for this novel (see page 3 for instructions) and taking a test the first week of school. You will be allowed to use your annotations and character map for help on this test. The character map is due on the first day of school.

(2) *Narrative of the Life of Frederick Douglass, an American Slave* by Frederick Douglass

After reading and annotating the book, choose THREE different writing prompts and write a full paragraph (about 7 sentences) for each. You need to answer the question with specific examples from the book to relate to Frederick Douglass's experience and to compare it with your own knowledge. Be sure to answer the questions completely and use correct grammar. These questions are due on the first day of school. *Honors- see below for your revised instructions.*

1. **Chapter 1 Essential Question:** Is family history important in shaping a person's identity? If so, how? If not, why not? **Write to the EQ:** What do you know about your family history? How does this history affect your identity?
2. **Chapter 2 Essential Question:** What tools do human beings use to transcend difficulties? **Write to the EQ:** When you have difficulties, what things do you do to overcome them?
3. **Chapter 3 Essential Question:** What are the effects of some people having great riches, while other live in extreme poverty? **Write to the EQ:** Think about what happens when there is extreme wealth and also extreme poverty. Give some concrete examples from things you know about the world, your community, or something you have read or watched.

4. **Chapter 4 Essential Question:** How does dehumanization render a person powerless? **Write to the EQ:** Dehumanization is the process of removing or denying a person of *human qualities*. How were slaves dehumanized?
5. **Chapter 5 Essential Question:** When good things happen to people is it because they deserve it, or is it chance or luck in play? **Write to the EQ:** Describe a time when something good happened to you and it was because of previous actions you had taken. Describe a time when something good happened to you and it was a matter of chance.
6. **CHAPTER 6 Essential Question:** How does education give us power? **Write to the EQ:** Frederick Douglass once said, "There can be no freedom without education." How would your life be different if you could not read or write?
7. **CHAPTER 7 Essential Question:** Why is learning to read so important to practicing freedom? **Write to the EQ:** How does knowing how to read give you power in society?
8. **CHAPTER 8 Essential Question:** Does doing harm to another harm the wrong-doer as well? **Write to the EQ:** How are we affected when we choose to mistreat someone else?
9. **CHAPTER 9 Essential Question:** How do people justify wrongdoing to others? **Write to the EQ:** When people make excuses or justifications for their mistreatment of others, do you think they really believe those justifications?
10. **CHAPTER 10 Essential Question:** What is humanity? **Write to the EQ:** What does it mean to be a human being (vs. an animal)? Develop criteria by which you could judge human, (and/or humane) behavior.
11. **CHAPTER 11 Essential Question:** Can people truly rise to great expectations? **Write to the EQ:** Discuss a time when someone believed in your ability and you rose to the occasion. Or discuss the ways that you believe in yourself and how that helps you to succeed.

+ HONORS: Students will also read

(3) *Great Expectations* by Charles Dickens

You will combine the *Frederick Douglass* paragraphs with reference to specific examples from *Great Expectations*. Essentially, you will be writing compare and contrast paragraphs. Not all the Essential Questions can relate to *Great Expectations*, so choose wisely. Your three paragraphs should be at least 11 sentences in length. These paragraphs are also due on the first day of school with your annotations and character map. Be prepared to take a comprehension test over each novel.

On the first day of school, English I should have:

- Annotated copies of: *The Importance of Being Earnest* and *Frederick Douglass*
- A character map and completed hand out from page 3 of this document
- Three paragraphs total (answering three different essential questions) about *Frederick Douglass*

On the first day of school, Honors English I should have:

- Annotated copies of: *The Importance of Being Earnest*, *Frederick Douglass*, and *Great Expectations*
- A character map and completed hand out from page 3 of this document
- Three paragraphs total (answering three different essential questions) comparing *Frederick Douglass* to *Great Expectations*.

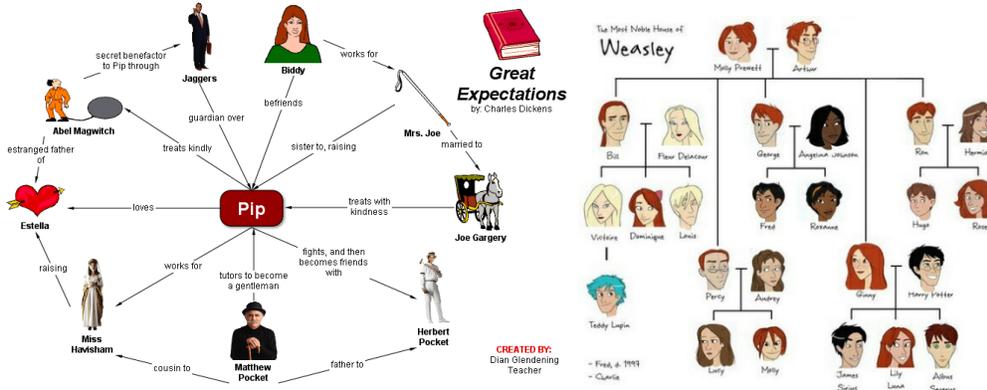
Character Map

First, answer a few questions about each character to determine how they are all connected.

1. _____ was the caretaker to Jack Worthing.
2. Jack ends up being the caretaker of _____'s granddaughter, _____.
3. Jack pretends to be _____ when he needs to get away for a while.
4. Jack's best friend is _____.
5. Jack's best friend also has a fake identity known as _____.
6. Jack's best friend has a cousin named _____ and an aunt named _____.
7. Jack is in love with _____, but _____ does not want them to get married.
8. When _____ finds that Earnest's cigarette case is inscribed to _____ he is confused.
9. Because of the cigarette case, _____ finds out about Cecily.
10. When Jack's best friend goes to meet Cecily, he introduces himself as _____.
11. This is very confusing because Jack comes home to announce the death of his fake brother, _____.
12. To make matters worse, both _____ and _____ realize that they are both in love with men named _____.
13. In the end, it turns out that Jack's real name is actually _____ and his brother is _____.

Using the information above, create a character map. Each character listed above should be used in the character map. The map can be laid out however you want (be creative and use color!). You may create your map by hand or digitally- just make sure it is neat. Be sure to write out the names of each character as well as their relation to one another (like example 1). When you are finished, staple the map to this paper.

Example:



Rubric: All characters listed above (Yes- even fake identities) are included in the character map (8 total character names)- 15 points, Their names and relations to each other are obvious and correct- 15 points, The assignment was neat/creative/color- 10 points.....Total- 40 pts