

Tiverton High School
Summer Reading/Writing Program
12 Honors EEP

All students who have enrolled in English 12 Honors EEP are required to complete the summer reading/writing program. Each student must read Kurt Vonnegut's *Slaughterhouse-Five* and at least one self-selected work from the list and complete both assignments.

Assigned Text- read Kurt Vonnegut's *Slaughterhouse-Five*

Write an essay responding to **one** of the prompts below. Essays should be typed, double-spaced, and use at least **8** fully integrated and analyzed quote and citations, all following proper MLA format. (3 pages)

1. Vonnegut's main character is said to be on a "search for meaning." Describe the layers of meaning he discovers through his conflicts and experiences. Analyze the character traits he develops through these conflicts. What can a modern audience learn from his lessons?
2. How does the tone of Vonnegut's signature conversational style convey his attitude about war? Choose the passages that use specific style traits such as diction, dialogue, sentence structure and others to display the complexities of his attitude about war.
3. Explore the purpose of Vonnegut's subtitle "The Children's Crusade - A Duty With Death" as it plays out throughout the novel. What is his "thundering moral statement"? Define this overarching statement and explain how this can be relevant to today.

***** Remember to use present tense, avoid contractions and first person, avoid the verb "to be," and vary your sentences. ANY PLAGIARISM WILL RESULT IN A 0!**

Self-selected Text

Students must read at least one text from the following list and be prepared to make a **presentation** in the first week of classes on the specifics of the text. You will locate **three brief** quotes for **each** of the following **setting, mood, conflict, characters, themes** and **literary significance** with an explanation of the how each quote helps to develop this trait in 2-3 complete sentences. Cite the page number of each quote.

Come to class the first day with **18 quote analyses** and your text.

Beloved by Toni Morrison
The Handmaid's Tale by Margaret Atwood
Fahrenheit 451 by Ray Bradbury
On the Road by Jack Kerouac
All the Light We Cannot See by Anthony Doerr
Snowflower and the Secret Fan by Lisa See

The essay must be turned in by **2 pm on Friday, August 18, 2017** c/o Mrs. Cabral at the THS Main Office. **Twenty points will be deducted from the grade each day the assignment is late.** The essay and presentation will constitute 10% of the student's first term grade.

Rubric for Literary Analysis

A (95) Proves Mastery

- I. Quality of thought:
 - 1. Makes sophisticated connections between ideas
 - 2. Demonstrates deep understanding of principles behind the question/topic
- II. Quality of support and organization:
 - 1. Provides convincing evidence in support of ideas
 - 2. Considers a variety of sources or points of view, clearly documenting information from outside sources
- III. Quality of expression:
 - 1. Shows creativity in organizing and expressing ideas
 - 2. Expresses ideas with authoritative voice (discourse of the discipline) (clear sense of audience and purpose)
- IV. All of the below

B (85) Proves Competence

- I. Quality of thought:
 - 1. Synthesizes material into a clearly identifiable main idea
 - 2. Makes original connections between pieces of data
 - 3. Contains a conclusion that builds on/applies the main idea
 - 4. Distinguishes between levels of generality (fact v. opinion)
 - 5. Addresses all aspects of the question
- II. Quality of support and organization:
 - 1. Supports all assertions with specific, valid, and relevant evidence
 - 2. Focuses all supports on investigating the topic
 - 3. Orders ideas in a logical structure
 - 4. Unites all ideas in a coherent structure, using transitions
- III. Quality of expression:
 - 1. Uses concise language
 - 2. Uses precise and clear diction
 - 3. Uses correct grammar and mechanics

C (75) Suggests Competence

D- F (50-65) Suggests Incompetence or Incompetent

- I. Quality of thought:
 - 1. Addresses only part of the question
 - 2. Fails to synthesize information or does so only in vague, cursory terms
 - 3. Confuses opinion for fact
 - 4. Merely summarizes ideas in conclusion
- II. Quality of support and organization:
 - 1. Jumps from idea to idea without logical coherence
 - 2. Supports assertions with irrelevant, vague, invalid or unconvincing evidence
- III. Quality of expression:
 - 1. Makes mechanical, grammatical, or usage errors
 - 2. Uses vague, inappropriate, or wordy language