



**Summer Reading**  
**Honors American Literature (10th grade)**

Please note: Summer learning loss has been described as “devastating.” Researchers refer to this as the “summer slide.” It is estimated that school summer breaks cause the average student to lose up to one month of instruction. It is important that students are reading throughout the summer to maintain the hard work and gains that they make during the school year.

All incoming 10th grade Honors program students are required to read the following novel in its entirety and complete the writing assignment. **ALL WORK is due the first day of school.**

Class	Book Title
10th Grade Language Arts - Honors American Literature	<b>Annotate:</b> <i>Adventures of Huckleberry Finn</i> by Mark Twain  <b>Writing Assignment:</b> <i>Adventures of Huckleberry Finn</i> by Mark Twain

Below is the link to purchase the books on Amazon for your convenience. You are not required to purchase from Amazon.

[Adventures of Huckleberry Finn book](#)

English Language Arts 10H - Honors American Literature Annotating Assignment  
*Adventures of Huckleberry Finn*

1. You will need your own copy of this book
2. You will need a pencil and a yellow highlighter

**Inside front cover:** major characters with descriptions, page numbers for key scenes, quotes or moments of character development for each

**Inside back cover:** make a list of vocabulary words and their definitions; make a list of themes in the book and include page numbers where these themes are introduced and explored in the novel

**1st page of chapter:** title each chapter and write a simple summary (3-5 sentences) of the events

**Top of page:** important plot notes (note specific instances of plot that are important to the story arc).

**Marginalia:** underline/highlight *key words, phrases or sentences* that are important to understanding the work; write *questions or comments* in the margins; circle *words you don't know* and define in margins

**Bottom and side margins symbol key:**

☆ = Key Moment (no more than 15) in the book

!!! = something new, or interesting

??? = things you do not understand

I = imagery (words that appeal to the 5 senses)

S = symbols (a literal thing that stands for something else, adds layers of meaning to the novel)

F = figurative language (similes, metaphors, personification, etc.)

T = tone (overall mood of the passage)

TH = theme (overall message or lesson in the story)

Plot Elements = label *setting, conflict, climax*, etc.

**Pencil:** use for notes, circle words you do not know

**Yellow Highlighter:** key information in the story, plot elements

**Annotation Rubric Unless otherwise stated for a given assignment, here's the rubric we'll use for assessing text annotations:**

**Grade A:** Evidence of helpful, thoughtful annotations related to the topics specified throughout text. Front and back covers are complete according to directions. Summaries are comprehensive and focused. The student interacts with the text, and stars and responds to ten or more key moments in the book.

**Grade B:** Evidence of annotations that will be helpful for a quick review of major characters, plot, and vocabulary. Summaries are included for each chapter. The student interacts with the text, and stars and responds to at least eight key moments in the book.

**Grade C:** Character descriptions are vague and missing page numbers. Vocabulary is listed but not defined. The student includes summaries and some plot notes, but interacts with no more than six key moments in the book. Annotations are not complete enough to amount to a solid review tool for the student.

**Grade D:** Almost all of the annotations are highlighting or the like. Very little marginal or interlineated writing is present. Summaries, character and vocabulary lists provide limited information and will not serve to help the student review the text.

**Grade F:** Very few annotations are present, or annotations are present only at the beginning of a reading assignment. Two or more of the following are missing: character list, chapter summaries, and/or vocabulary list with definitions.

ELA 10 - Honors American Literature Writing Assignment  
*Adventures of Huckleberry Finn*

Requirements:

1. Your essay should be double spaced using Times New Roman Font size 12.
2. Word requirement should be at least 400-600 words maximum.
3. This assignment is due the first day of class.

**Prompt - Choose ONLY One (1):**

1. **Cause-Effect Argument Essay.** Lying occurs frequently in *Adventures of Huckleberry Finn*. Curiously, some lies, like those Huck tells to save Jim, seem to be “good” lies, while others, like the cons of the duke and the dauphin, seem to be “bad.” What is the difference? Are both “wrong”? Why does so much lying go on in *Huckleberry Finn*?
  - Choose and analyze an example of a “good” lie from the novel. What are the effects of the lie?
  - Choose and analyze an example of a “bad” lie from the novel. What are the effects of the lie?
  - Compare the effects of both the “good” and “bad” lies. Incorporate a Biblical worldview as you support a claim about whether or not lying is wrong.
2. **Literary Analysis Essay.** Discuss the place of morality in *Huckleberry Finn*. Create a thesis statement that analyzes the origins, value and effects of morals in the novel.
  - In the world of the novel, where do moral values come from? The community? The family? The church? One’s experiences?
  - Which of these potential sources does Twain privilege over the others? Which does he mock, or describe disapprovingly?
  - How does “morality” affect the relationships among characters (e.g. Huck and Jim, Huck and Tom, Huck & Jim vs. the conmen, etc.)?
3. **Rhetorical Analysis Essay.** What techniques does Twain use to create sympathy for his characters, in particular, Jim? Are these techniques effective? (In each paragraph, analyze a different technique, how Twain uses the technique, and its effectiveness in stirring up an emotional response in his reader.)

**General reminders for how to structure a five-paragraph essay:**

**Introduction:** Hook your reader, include the title and author of the novel, summarize the plot in 1-2 sentences, and write a thesis statement that directly answers the prompt and previews the ideas of your essay.

**3 body paragraphs that each...** Include a topic sentence that previews the content of this paragraph, introduce and include textual evidence (with MLA citations) related to the topic, explain the evidence in your own words, analyze how the evidence supports your claim, and transition to the next paragraph.

**Conclusion:** Write an ending to your essay that ties your ideas together. Rephrase your thesis using fresh words. Synthesize your main points. Conclude with a Biblical worldview integration that shows the relevance of your ideas to our world from a Biblical perspective.

## **Writing Rubric-**

- Use this rubric to evaluate your writing by placing check marks by the items you accomplished in your writing.
- This is the rubric the teacher will use to evaluate your writing assignment.

### **An “A” Paper – Brilliant/Excellent**

- ☐ Title is unexpectedly delightful and fully grabs reader’s attention
- ☐ Opening intrigues the reader, making it impossible for the reader to put down the paper
- ☐ Organization of the paper contains all 5 required elements: introduction-3 body paragraphs- conclusion
- ☐ Powerful vocabulary with no repetition; always fresh and interesting
- ☐ Excellent sentence flow and variety of sentence structures
- ☐ Skillful use of transitions to help create a unified, cohesive piece of writing
- ☐ The ending is thoughtful, satisfying, and perhaps even delightfully surprising
- ☐ A lively, interesting writer’s voice comes through to the audience

### **A “B” Paper – Good/Above Average**

- ☐ Title is appropriate to the topic, but lacks great inspiration
- ☐ Opening interests the reader
- ☐ Organization of the paper contains at least 4 of the required elements (must include introduction & conclusion)
- ☐ Good vocabulary that clearly, but not always powerfully, tells the story
- ☐ Smooth sentence flow and occasionally effective sentence variety
- ☐ Correct use of transitions for unity and cohesiveness
- ☐ The ending answers all questions, but doesn’t satisfy as deeply as the “A” level
- ☐ The writer’s voice comes through to the audience, but the passion falls flat at times

### **A “C” Paper – Okay/Average**

- ☐ Title is flat or predictable
- ☐ Opening is present, but flat or tired; the opening needs to do more to really pull in the reader
- ☐ Evidence of organization exists, but reader was confused and/or specific sections seemed rushed/underdeveloped; only 3 required elements are present; missing either introduction or conclusion
- ☐ Average, simple vocabulary or overly flowery language that blocks meaning at times
- ☐ Sentence flow is choppy at times; limited sentence variety
- ☐ Limited use of transitions; at times, an inappropriate transition is used or is missing altogether
- ☐ The ending is present, but delivers a typical and/or obvious resolution
- ☐ The writer’s voice is flat, too formal, or rigid. Where’s the passion in your voice?

### **A “D” Paper – Demonstrates Problems/Below Average**

- ☐ Title is just a restatement of the title of the work being discussed or just a label
- ☐ Opening is abrupt or confusing
- ☐ Organization is confusing or illogical; your reader needed more help in following your narrative line; only 2 required elements are present; missing either the introduction, conclusion or both
- ☐ Flat, below grade-level vocabulary and/or inappropriate diction
- ☐ Flow is mostly choppy and erratic; little or no sentence variety
- ☐ Little or no use of transitions
- ☐ The ending is abrupt, not believable, or leaves too many unanswered questions
- ☐ No writer’s voice is present. The words are lifeless or robotic.

### **A “F” Paper – Far Below Average**

- ☐ Is incomplete, incoherent, undeveloped, or does not meet the requirements of the assignment