



Summer Reading
Language Arts 11/12 - British Literature

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 11th/12th grade British Literature 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
11th/12th Grade British Literature	Annotate: <i>Emma</i> by Jane Austen Writing Assignment: <i>Emma</i> by Jane Austen

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

[Emma Novel](#)

ELA 11/12 - British Literature Annotating Assignment

Emma

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 and symbols in the book and include page numbers where these themes and symbols 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)

T = tone (overall mood of the passage)

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

Plot Elements = label *setting, mood, conflict*, 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+ 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 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 11/12 - British Literature Writing Assignment
Emma

Requirements:

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

Prompt - Choose ONLY One (1):

1. *Emma* both questions and upholds traditional class distinctions. What message do you think the novel ultimately conveys about class? (Each body paragraph should analyze a traditional class distinction and how Emma questions and/or upholds this class distinction as well as what her attitude conveys about class.)
2. Emma is clever but continually mistaken, kind-hearted but capable of callous behavior. Austen commented that Emma is a heroine “no one but myself will much like.” Do you find Emma likable? Why or why not? (Your thesis will state why Emma is likable or not and each body paragraph should explore a reason why she is likable or not.)
3. How does humor work in the novel? Select a speech made by Mr. Woodhouse, Miss Bates, or Mrs. Elton and describe the techniques Austen uses to make these characters look foolish. What contradictions, hypocrisies, or absurdities are put in their mouths? To what extent do we judge these characters negatively when we see that they are laughable? (Choose one speech by one character and analyze deeply. Each body paragraph should analyze a technique (i.e. contradiction, hypocrisy, absurdity, irony, etc.) that Austen uses to make the character look foolish and to what extent this results in the audience’s judgment.)

How to structure your 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.

1st body paragraph: Focus on your first reason or example, starting with a topic sentence. Introduce, include (with MLA citation), explain and analyze a quote that demonstrates the reason/example and its significance to your thesis.

2nd body paragraph: Focus on your second reason or example, starting with a topic sentence. Introduce, include (with MLA citation), explain and analyze a quote that demonstrates the reason/example and its significance to your thesis.

3rd body paragraph: Focus on a final reason or example, starting with a topic sentence. Introduce, include (with MLA citation), explain and analyze a quote that demonstrates the reason/example and its significance to your thesis.

Conclusion: Write an ending to your essay that ties your ideas together. Rephrase your thesis using fresh words. Synthesize your main points. Conclude by showing how Austen uses characters and language to make bold statements about society and how these statements still apply to our world today.

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