

## Hello Honors Sophomores!

I am Ms. Hill and am so excited to be your Honors English teacher next year. I look forward to meeting you all and working hard together! There are 2 parts you'll need to complete during the summer break. All parts need to be brought with you to the first week of class. **Please follow the directions.**

### Part A: Summer Reading & In-Text Annotations

You will be reading and annotating Fyodor Dostoyevsky's *Crime and Punishment*. Please give yourself time to read the novel in order to take thorough notes (it gets good 100 pages in lol). Follow the annotation guide below.

**Annotation Assignment:** Write your name on the bottom of the novel. You will need **six \*highlighters to complete the annotations: yellow, pink, orange, green, blue & purple.**

\*You will use these all year.

#### 1. In-text annotation requirement:

- Characters—highlight /write information about the characters in **purple**. Write notes or questions about the characters.
- Setting—highlight /write information about the setting in **pink**. Seasons, locations—political situations, time periods, historical context, etc. Write notes or questions about the setting.
- Archetypes, Symbols & Motifs—light/dark images, clocks, windows, shadows figure, etc.—in **yellow**. Write notes or questions about these symbols, motifs and archetypes.
- Tone—highlight/write words that create tone in **orange**. At the top of at least one page per chapter, choose words that create tone and write the tone word at the top of that page. Indicate if the tone is positive, negative, or neutral.
- Central Idea/ Theme—highlight /write phrases that convey a central idea/theme for each chapter in **green**.
- **Vocabulary—highlight vocabulary words in blue. Look for words that you are unsure of the meaning or words that are considered collegiate. Then define the words in the margins.**

#### 2. In-text notation requirement:

- **Questions/Thoughts/Comments (Sticky Notes)**—as you read, write your thoughts and comments, and answers to some of the questions below in the margin or on sticky notes. There should be questions/thoughts/comments for every chapter.

- **Keep in mind that you don't need to apply all of the questions below to every chapter, but you should apply 1-2 questions per chapter.** This rather exhaustive list is simply one method for getting you started on reading /analyzing (and then writing) more critically. By the end of the semester, you will be asking these questions naturally, as you read without guides or prompting from me. For now, here are some guided questions to ask while reading your summer assignment critically.

- **You do not need to write the question, simply indicate the letter (a-o) on your sticky note or the margin and provide the answer/analysis. Also, you are not required to answer all of these questions.**
  - a. What is the general subject? Does the subject mean anything to you? Does it bring up any personal associations? Is the subject a controversial one?
  - b. What is the claim (the overall main point)? How does the claim interpret/comment on the subject?
  - c. What is the tone of the text? Do you react at an emotional level to the text? Does this reaction change at all throughout the text?
  - d. What is the writers' purpose? To explain? To inform? To anger? Persuade? Amuse? Motivate? Sadden? Ridicule? Anger? Is there more than one purpose? Does the purpose shift at all throughout the text?
  - e. How does the writer develop his/her ideas? Narration? Description? Definition? Comparison? Analogy? Cause and Effect? Example? Why does the writer use these methods of development?
  - f. How does the writer arrange his/her ideas? What are the patterns of arrangement? Particular to general? Broad to specific? Spatial? Chronological? Alternating? Block?
  - g. Is the text unified and coherent? Are there adequate transitions? How do the transitions work?
  - h. What is the sentence structure like in the text? Does the writer use fragments or run-ons? Declarative? Imperative? Interrogative? Exclamatory? Are they simple? Compound? Complex? Compound-complex? Short? Long? Loose? Periodic? Balanced? Parallel? Are there any patterns in the sentence structure? Can you make any connections between the patterns and the writers' purpose?
  - i. Does the writer use dialogue? Quotations? To what effect?
  - j. How does the writer use diction? Is it formal? Informal? Technical? Jargon? Slang? Is the language connotative? Denotative? Is the language emotionally evocative? Does the language change throughout the piece? How does the language contribute to the writers' aim?
  - k. Is there anything unusual in the writers' use of punctuation? What punctuation or other techniques of emphasis (italics, capitals, underlining, ellipses, and parentheses) does the writer use? Is punctuation over- or under used? Which marks does the writer use when, and for what effects? Dashes to create a hasty breathlessness? Semicolons for balance or contrast?
  - l. Are important terms repeated throughout the text? Why?
  - m. Are there any particularly vivid images that stand out? What effect do these images have on the writers' purpose?
  - n. Are devices of comparison used to convey or enhance meaning? Which tropes--similes, metaphors, personification, hyperbole, etc. does the writer use? When does he/she use them? Why?
  - o. Does the writer use devices of humor? Puns? Irony? Sarcasm? Understatement? Parody? Is the effect comic relief? Pleasure? Hysteria? Ridicule?

• Literary and rhetorical devices: (Sticky Notes)-As you read, look for literary devices. Underline the example in the book and name the device in the margin or on sticky notes. It is important that you are familiar with rhetorical devices which will be useful when reading literature, analyzing literature, and writing analysis essays. When you are asked to do a rhetorical analysis of a text, you are being asked to apply your critical reading skills to break down the "whole" of the text into the sum of its parts. You try to determine what the writer is trying to achieve, and what writing strategies he/she is using to try to achieve it.

\*\*Am I going to tell you how many margin/sticky notes you should have for each chapter? No way! I'll let you decide. This is an Honors course and your first opportunity to present your knowledge and work ethic.

## **Part B: Summer Reading Analytical Question Set**

You will be answering the following questions **on a typed and correctly headed Google doc** following the guide below. Your annotations will help you answer these questions. **Your responses should display depth of analysis and incorporate textual evidence. Answer all parts of the questions and will be submitted to turnitin.com.** This document and your text will be used our first two weeks back in a Socratic Seminar.

**1. What is the role of suffering in the novel? Is there a character that does not suffer? What character suffers the most? Does the novel indicate that there might be benefits to suffering? Explain. What causes suffering? Think about external and internal influences.**

- I. What you think:
- II. supporting quote (include page numbers):
- III. Real World Connection:

**2. What are the roles of dreams and hallucinations in the novel? Discuss the interplay between the dream world and reality. How do they inform our understanding of the novel?**

- I. What you think:
- II. supporting quote (include page numbers):
- III. Real World Connection:

**3. What does the novel say about justice in the world? What are the character's beliefs about justice? How is crime and punishment viewed by various characters?**

- I. What you think:
- II. supporting quote (include page numbers):
- III. Real World Connection:

**4. Note the major interior and exterior settings that Dostoevsky describes. What is the role of each? Do these settings act as characters? As symbols? Explain.**

- I. What you think:
- II. supporting quote (include page numbers):
- III. Real World Connection:

**5. Discuss the role of logic and reason in the novel. Discuss the interplay between modes of thinking and understanding the world**

- a. Logic and reason**
- b. Spiritual and emotional**

- I. What you think:
- II. supporting quote (include page numbers):
- III. Real World Connection:

**6. What are the roles of religion and spirituality in this novel?**

- I. What you think:
- II. supporting quote (include page numbers):
- III. Real World Connection:

**7. Discuss the role of the "extraordinary man" theory as it applies to the characters in this novel.**

- I. What you think:
- II. supporting quote (include page numbers):
- III. Real World Connection:

**Checklist:**

1. Read and annotate Fyodor Dostoyevsky's *Crime and Punishment*
  - a. Following the annotation guide
2. Answer the analytical text set for your novel
  - a. Open a google doc and correctly format it.

I hope you have a fantastic summer filled with adventures, quality time with those you love and some relaxing days, too. I can't wait to see you when we return. Next year is going to be a great year!

-Ms. Hill

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