

Haddonfield Memorial High School
Summer Assignment Cover Sheet

Course: Accelerated English 11

Teacher(s): Welsh and Coughlin

Due Date: September 8th

Grade Weight (%) of Quarter 1: _____

NJ Core

Curriculum Standards: _____

Description of Assignment: _____

Students read either *1984* by George Orwell or *Brave New World* by Aldous Huxley. Students take notes on passages that address the following prompt: What makes for a fulfilling life? Students follow each quote with a brief (but thoughtful and specific) analysis.

Purpose of Assignment: _____

1. They will help inform our discussion of the central theme of the first unit: what makes for a fulfilling life? As dystopian novels, they present foils (contrasts) to the more optimistic, uplifting tone of our first few texts of the year. Plato claimed that we only know a thing by its opposite; if that is true, we can only understand happiness by examining unhappiness.
2. The summer books also provide an engaging, more contemporary look at other themes we will study in older works throughout the year (courage, freedom, scientific progress, etc.). We will continue to discuss these summer books in relation to almost all of our texts this year.

Specific Expectations: _____

As students read their chosen novels, they will take notes on passages they find powerful **and** relevant to their own views on society and human nature. Each quote is followed with a brief (but thoughtful) analysis. The notes they submit should meet the following requirements:

- Choose 10 key passages from the text.
- Type each passage out in full, place in quotation marks, and cite each using standard MLA format.
- Underneath each quote, write a brief paragraph (4-5 sentences) in which you analyze what the quote reveals about human fulfillment or happiness (or, conversely, lack of fulfillment or happiness). Be specific in your analysis. Do not make broad, sweeping claims without sufficient explanation.

Potential Help Sources: _____

Ms. Welsh, Mrs. Coughlin, online commentaries, previous students

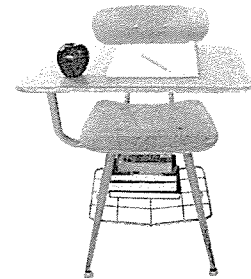
Summer Reading Assignment 2010

Mrs. Coughlin and Ms. Welsh

“A truly good book teaches me better than to read it. I must soon lay it down, and commence living on its hint....What I began by reading, I must finish by acting.” ~Henry David Thoreau

Welcome to Accelerated English 11! This course is rigorous, demanding, and ultimately rewarding. **Please read this overview carefully to ensure you are prepared for the commitment required.**

You should be prepared to dedicate a great deal of time and energy to this course. It will be demanding, but if you persevere, you will grow tremendously as a thinker, as a writer, and as a student. We're very much looking forward to reading, writing, and discussing these issues with you.



Please choose ONE of the following two books to read:

- 1) *1984* by George Orwell
- 2) *Brave New World* by Aldous Huxley

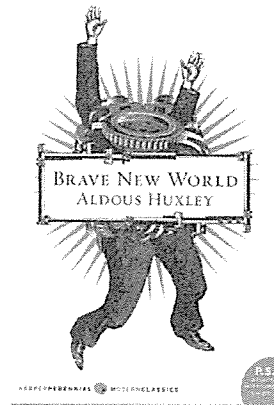
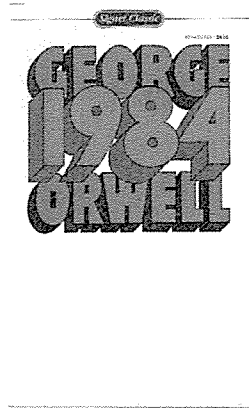
1984, published in 1949, is a highly esteemed novel written by George Orwell. Inspired by his own experiences and observations, Orwell explores the dangers a totalitarian government in an age of advanced technology. He creates a world that is always at war. Human beings are monitored via telescreen, and history and language are used to manipulate entire societies. Citizens cease to have rights or even control over their own minds. One character, Winston Smith, dreams of a revolution but is unsure how to begin to fulfill his dream.

Brave New World, published in 1932, is set in London in the year of 2540. Like *1984*, Huxley presents a frightening view of the future. He creates a world where there is only one nation. This nation is happy, stable, and peaceful. The government of *Brave New World* also controls its nation by manipulating science and technology. The result is a world where the population is strictly controlled, and where love, marriage, and parents are absent. The main character John is the only character to have grown up outside of the established society, and his experiences seem to prevent him from experiencing true fulfillment or full integration into society.

Both novels are of the dystopian genre (negative utopian). Instead of portraying the ideal society presented in a utopian novel, the dystopian novel presents a society in its “worst case scenario.” The purpose of the dystopian piece is to offer a challenge to its audience to prevent such a society from ever coming to fruition.

We have notified Barnes and Noble in Cherry Hill and in Marlton about this assignment, and a small number of the books are available in the Haddonfield Library and the HMHS Library. Give yourself ample time to shop, borrow from the library, or order online.

If you would like to borrow a book from the school, you may see Ms. Welsh after school in A201 on either June 15 or 17. You are responsible for returning this book to Ms. Welsh in the fall no matter which teacher is on your schedule!



Why these novels?

1. They will help inform our discussion of the central theme of the first unit: what makes for a fulfilling life? As dystopian novels, they present foils (contrasts) to the more optimistic, uplifting tone of our first few texts of the year. Plato claimed that we only know a thing by its opposite; if that is true, we can only understand happiness by examining unhappiness.
2. The summer books also provide an engaging, more contemporary look at other themes will study in older works throughout the year (courage, freedom, scientific progress, etc.). We will continue to discuss these summer books in relation to almost all of our texts this year.

Assignment

As you read your chosen novel, take notes on passages which address the following question:

What makes for a fulfilling (or unfulfilling) life?

You will select 10 quotes that respond to the prompt, then briefly analyze each. These quotes and analysis will serve as the foundation for your first essay, so please be thorough and thoughtful. The notes you submit should meet the following requirements:

- Choose 10 key passages from the text responding to the prompt
- Type each passage out in full, place in quotation marks, and cite each using standard MLA format. See Ms. Welsh's eBoard if you need a refresher.

- Underneath each quote, write a brief paragraph (3-4 sentences) in which you analyze what the quote reveals about human fulfillment or happiness (or, conversely, lack of fulfillment or happiness).
- Be specific in your analysis. Do not make broad, sweeping claims without sufficient explanation. Examples:
 - *Weak*: Winston is unhappy in this quote because he is alone.
 - *Better*: Winston regrets that love and romance are no longer integral parts of human society, and he longs for the small pleasures of marriage: everyday routines, small glances, and shared history. His sadness suggests that true fulfillment requires close connections with loved ones, and that the little, everyday gestures mean more than grand ones.
- Remember to use quotes from ALL parts of the book. If your quotes end on p.100, we will assume your reading ended there as well.

These notes will be foundation for our first week of class discussion and for your first essay, so write thoughtfully. Your notes will be graded on completion of all requirements, accuracy/strength of your analysis of the book, organization of ideas, mechanics, and MLA formatting (heading, pagination, in-text citations, and **Works Cited page**).

The notes will also be used as a source for your first essay of the year, which will be written later in September.

Assignment Summary: 10 cited quotes with 3-4 sentence typed analysis of each
Worth: 50 major points
Due: September 8th

If you have questions you may chat with us before the end of the school year or email us at cwelsh@haddonfield.k12.nj.us or kcoughlin@haddonfield.k12.nj.us. Enjoy your summer!

~Mrs. Coughlin & Ms. Welsh