Success in 9th Honors Language Arts will require careful and critical reading, constant writing, and serious dedication. In order to ensure a good foundation for our course of study, you will need to complete the following assignments. **Please do not wait until one week before school starts back to complete this work!**

1) You need to read, annotate, and become quite familiar with *1984* by George Orwell. In order for you to actively read and connect with the text, we require you to purchase a copy. It is available at Barnes & Noble (at the mall and online); you can also purchase used copies from Second and Charles on Washington Road or from Amazon.com. You will also complete the Data Sheet (created by L Caraballo, Berkley, California), which is also included in this packet. There will be a test over *1984* Friday, August 11th. It is required for you to have the novel read and the assignments completed before we return to school. **This assignment is due Friday, August 11, 2017.**

2) Attached is a list of important terms that you will need for 9th Honors Language Arts. Your second assignment is to create flashcards for these terms; each flashcard should include the term on one side, and its definition and an example from *1984* on the other side. Please use 3x5 index cards and bind them with rubber bands. I will collect these during the first week of school. **You will have a test over these terms the second week of school (Friday, August 18th).**

3) Your final task is to complete an OPTIC assignment using the attached image that coincides with *1984*.

If you simply have questions, do not hesitate to email us, so we can help you.

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We are looking forward to beginning our work together in the fall! ☺
The 9th Honors Language Arts Summer Assignment is designed to prepare students for the rigors of an IB English class, as well as to help students maintain and refine the critical reading, analysis, writing, and presentation skills that are necessary both in academics and in life.

After the first progress report, if the student is not showing sincere dedication to his or her success in the class, there will be a meeting with the student, parent or guardian, instructor, and the IB Dean to evaluate whether or not the course is the best choice for the student.

This course is intense and requires dedication, discipline, and a solid work ethic. We will cover some controversial themes throughout the year that will focus on the literary aspects of the text. Students who are not interested in applying themselves on a daily basis, attending class daily, and may be easily offended by the controversial themes taught, may need to reconsider their choice of Honors and IB classes. Success depends on attendance and hard work more than on academic ability.
# 9th Honors Language Arts
## SUMMER READING AND WRITING ASSIGNMENTS

### Data Sheet
(Adapted from L. Caraballo)

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<td>Title: ________________________</td>
<td><strong>Provide significant details about the author:</strong></td>
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<td>Author: ______________________</td>
<td><strong>Identify the genre &amp; specify how this work fits its characteristics</strong></td>
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**Provide information about the period during which the work was written (literary, historical, philosophical, etc.)**

**Identify & explain the use & effect of three literary techniques**

1. 

2. 

3. 

**Cite and quote one example of each technique**

1. 

2. 

3. 
9th Honors Language Arts
SUMMER READING AND WRITING ASSIGNMENTS

Explain Newspeak and discuss the reasons for its development. Include at least three examples in your answer.

Draw an image or write your impressions of this work.
Choose **three** significant passages (use ellipses (…) to abbreviate). Include the page numbers.

1. 

2. 

3.
9th Honors Language Arts
SUMMER READING AND WRITING ASSIGNMENTS

Explain your reasoning for choosing each passage cited; explain how it relates to the work as a whole

Describe the setting(s) and explain its significance.
Identify and explain key metaphors (M), symbols (S), or motifs (F) in the work.

Write at least five difficult words from the text and define them. Cite the page and passage in which you found them.

Identify at least three cultural details that you found unfamiliar. Explain why it was important for you to understand them.
| Name of each significant character | Relationship to other characters | Three adjectives that describe character | Purpose/function in story (specify **round** or **flat**)
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Abstract- refers to language that describes concepts rather than concrete images (ideas and qualities rather than observable or specific things, people, or places). The observable or “physical” is usually described in concrete language.

Allegory- an extended narrative in prose or verse in which characters, events, and settings represent abstract qualities and in which the writer intends a second meaning to be read beneath the surface of the story; the underlying meaning may be moral, religious, political, social, or satiric.

Anecdote - a short, simple narrative of an incident; often used for humorous effect or to make a point.

Annotation Explanatory notes added to a text to explain, cite sources, or give bibliographical data.

Antithesis- the presentation of two contrasting images. The ideas are balanced by word, phrase, clause, or paragraphs. “To be or not to be…” “Ask not what your country can do for you, ask what you can do for your country….”

Argumentation- writing that attempts to prove the validity of a point of view or an idea by presenting reasoned arguments; persuasive writing is a form of argumentation

Colloquialism- a word or phrase (including slang) used in everyday conversation and informal writing but that is often inappropriate in formal writing (y’all, ain’t)

Connotation- implied or suggested meaning of a word because of its association in the reader’s mind.

Consonance- repetition of identical consonant sounds within two or more words in close proximity, as in boost/best; it can also be seen within several compound words, such as fulfill and ping-pong

Denotation- literal meaning of a word as defined

Diction- word choice, an element of style; Diction creates tone, attitude, and style, as well as meaning. Different types and arrangements of words have significant effects on meaning. An essay written in academic diction would be much less colorful, but perhaps more precise than street slang.
Didactic- writing whose purpose is to instruct or to teach. A didactic work is usually formal and focuses on moral or ethical concerns. Didactic writing may be fiction or nonfiction that teaches a specific lesson or moral or provides a model of correct behavior or thinking.

Emotional Appeal; Pathos- When a writer appeals to readers’ emotions (often through pathos) to excite and involve them in the argument.

Ethical Appeal; Ethos- When a writer tries to persuade the audience to respect and believe him or her based on a presentation of image of self through the text. Reputation is sometimes a factor in ethical appeal, but in all cases the aim is to gain the audience’s confidence.

Euphemism- a more acceptable and usually more pleasant way of saying something that might be inappropriate or uncomfortable. “He went to his final reward” is a common euphemism for “he died.” Euphemisms are also often used to obscure the reality of a situation. The military uses “collateral damage” to indicate civilian deaths in a military operation.

Exposition- the immediate revelation to the audience of the setting and other background information necessary for understanding the plot; also, explanation; one of the four modes of discourse

Genre- a type of literary work, such as a novel or poem; there are also subgenres, such as science fiction or sonnet, within the larger genres

Hyperbole- deliberate exaggeration in order to create humor or emphasis (Example: He was so hungry he could have eaten a horse.)

Imagery- words or phrases that use a collection of images to appeal to one or more of the five senses in order to create a mental picture

Inference- a conclusion one can draw from the presented details

Jargon- The special language of a profession or group. The term jargon usually has pejorative associations with the implication that jargon is evasive, tedious, and unintelligible to outsiders. The writings of the lawyer and the literary critic are both susceptible to jargon.

Logical Appeal; Logos- When a writer tries to persuade the audience based on statistics, facts, and reasons. The process of reasoning
**SUMMER READING AND WRITING ASSIGNMENTS**

**Mood**- similar to tone, mood is the primary emotional attitude of a work (the feeling of the work; the atmosphere). Syntax is also a determiner of mood because sentence strength, length, and complexity affect pacing.

**Narration**- the telling of a story in fiction, nonfiction, poetry, or drama; one of the four modes of discourse

**Objectivity**- an impersonal presentation of events and characters. It is a writer’s attempt to remove himself or herself from any subjective, personal involvement in a story. Hard news journalism is frequently prized for its objectivity, although even fictional stories can be told without a writer rendering personal judgment.

**Oxymoron**- a figure of speech composed of contradictory words or phrases, such as “wise fool,” bitter-sweet, “pretty ugly,” “jumbo shrimp,” “cold fire”

**Paradox**- a statement that seems to contradict itself but that turns out to have a rational meaning, as in this quotation from Henry David Thoreau; “I never found the companion that was so companionable as solitude.”

**Parallelism**- the technique of arranging words, phrases, clauses, or larger structures by placing them side by side and making them similar in form. Parallel structure may be as simple as listing two or three modifiers in a row to describe the same noun or verb; it may take the form of two or more of the same type of phrases (prepositional, participial, gerund, appositive) that modify the same noun or verb; it may also take the form of two or more subordinate clauses that modify the same noun or verb. Or, parallel structure may be a complex bend of single-word, phrase, and clause parallelism all in the same sentence. Example (from Churchill): “We shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields.”

**Parody**- a work that ridicules the style of another work by imitating and exaggerating its elements. It can be utterly mocking or gently humorous. It depends on allusion and exaggerates and distorts the original style and content.

**Pathetic Appeal; Pathos**- When a writer tries to persuade the audience by appealing to their emotions. The aspects of a literary work that elicit sorrow or pity from the audience. An appeal to emotion that can be used as a means to persuade. Over-emotionalism can be the result of an excess of pathos.
Regionalism - an element in literature that conveys a realistic portrayal of a specific geographical locale, using the locale and its influences as a major part of the plot.

Rhetorical Question - one that does not expect an explicit answer. It is used to pose an idea to be considered by the speaker or audience.

Satire - A work that reveals a critical attitude toward some element of human behavior by portraying it in an extreme way. Satire doesn’t simply abuse (as in invective) or get personal (as in sarcasm). Satire targets groups or large concepts rather than individuals.

Stereotype - a character who represents a trait that is usually attributed to a particular social or racial group and who lacks individuality; a conventional patter, expression or idea.

Style - an author’s characteristic manner of expression – his or her diction, syntax, imagery, structure, and content all contribute to style.

Synecdoche - a figure of speech in which a part of something is used to represent a whole, such as using “boards” to mean a stage or “wheels” to mean a car – or “All hands on deck.”

Syntax - the grammatical structure of a sentence; the arrangement of words in a sentence. Syntax includes length of sentence, kinds of sentences (questions, exclamations, declarative sentences, rhetorical questions, simple, complex, or compound).

Theme - the central idea or “message” or a literary work.

Thesis - the main idea of a piece of writing. It presents the author’s assertion or claim. The effectiveness of a presentation is often based on how well the writer presents, develops, and supports the thesis.

Tone - the characteristic emotion or attitude of an author toward the characters, subject, and audience (anger, sarcastic, loving, didactic, emotional, etc.)

Voice - refers to two different areas of writing. One refers to the relationship between a sentence’s subject and verb (active and passive voice). The second refers to the total “sound” of a writer’s style.
Paying attention to the details is a habit that is a necessary part of effective analysis. As you analyze visual texts, including paintings, photographs, advertisements, maps, charts or graphs, the OPTIC strategy can help you construct meaning.

O- Write a brief **overview** of the image: in one complete sentence, what is this image about?

P- Key in on all of the **parts** by noting any details that seem important. This can be anything: color, figures, textures, scenery, groupings, shadings, patterns, numbers, etc.

T- Use the **title** to clarify the subject of the image. Consider both literal and metaphorlic meanings. What does the title suggest? Is there any **text** in the image—a caption, or words in the image itself? What might this text suggest?

I- Specify the **interrelationships** in the image. In other words, how the parts are related, both to one another and the image as a whole. Consider how the parts come together to create a mood or convey an idea or argument.

C- Write a **conclusion paragraph** about the image as a whole: think about what the artist, photographer, creator, or designer might be trying to capture and convey, and what ideas, arguments, or implications this image presents.

**Use the following image and complete the OPTIC assignment:**