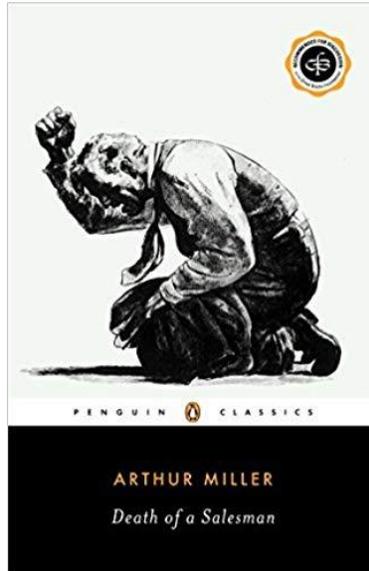


Honors English 11 Summer Assignment 2019

Welcome to English 11 Honors! We are excited about the upcoming school year and are looking forward to cultivating relationships and watching you all grow.



This summer, you will need to read Arthur Miller's *Death of a Salesman*. Students will need to purchase, borrow, or download a copy of the novel. You can find a PDF of the text here:

<http://www.wcusd15.org/kershaw/ENG%20302/DS%20Death%20of%20a%20Salesman%20Complete.pdf>.

You can borrow a physical copy from the school (available in the main office for check out) or from the public library. However, we do encourage you to purchase a copy. There is not a required edition; however, students should ensure the version they select is the complete/original text—not abridged or written as a student edition. Utilizing an e-reader (Nook, Kindle, iPad, etc.) is acceptable, but students will need to access the text during class. Thus, students should be familiar with using the device and be comfortable bringing the device to school.

It's essential to note you should **read** the play. Do not use SparkNotes, Schmoop, etc. English 11 Honors is a reading forward class, and this is the perfect segway into the rigor of it. The assignment on the next page will be due the third day of class, and the test for the novel will also be given the third day of class. The assignment and test will not count for more than 10% of your quarter 1 grade.

Please email Mrs. Spevak (csspevak@fcps.edu) anytime during the summer if you have questions, comments, or concerns about the assignment or the text. We encourage you to establish a professional student/teacher relationship.

As you read *Death of a Salesman*, you will complete dual entry journals (essentially, annotated notes). You will complete a chart like the one below **for each act**, discussing a **character** (choose a different one for each act), a connection to the chosen **thematic topic**, a **personal response**, and a **literary devices of merit**. Each response should have **at least two sentences** of analysis. ****Example is from *Julius Caesar*****

Response #	Quotation (from the play, include MLA citation – Author Act.Scene.Lines)	Response Type	Response
1	“The fault, dear Brutus, is not in our stars, but in our selves that we are underlings” (Shakespeare I.3.140-141).	Character	Cassius is manipulating Brutus to do his bidding. Brutus wants nothing more than what is best for Rome, and Cassius uses this for his own benefit. If Cassius can get Caesar killed without bloodying his own hands, he will.

There are **three acts** so you should have **TWELVE** responses by the time you have completed your assignment. Please **NUMBER** each response.

As you read *Death of a Salesman* by Arthur Miller, follow one of the following thematic topics:

- American Dream
- Corrupton of American Dream
- Illusion vs. reality
- Role of morality in man’s life
- Self-esteem/ perception
- Problem with capitalistic society

The rubric that will be used to assess your work is included below.

	Exceeds Expectations	Meets Expectations	Partially Meets Expectations	Does Not Meet Expectations
Quality of Responses	All entries demonstrate deep insight into the novel and do an exceptional job of explaining the student’s thoughts through the skillful selection of textual evidence and thoughtful analysis.	All entries demonstrate sufficient insight into the novel and adequately explain the student’s thoughts through the selection of textual evidence and analysis.	Some entries demonstrate a lack of insight into the novel and do not adequately explain the student’s thoughts.	No evidence of insights beyond simply identifying or restating the speaker and/or circumstances of the passages or quotes.
Quantity of Responses	Includes at least 12 quotations or passages accompanied by student responses to recorded passages.	Includes 11-8 relevant quotations or passages accompanied by student responses to the recorded passages.	Includes 7-4 relevant quotations or passages accompanied by student responses to the recorded passages.	Includes 3 or fewer quotations or passages accompanied by student response to the recorded passages.
Conventions	Evident control of grammar, spelling, and sentence formation. All entries are grammatically correct.	Sufficient control of grammar, spelling, and sentence formation. Few grammatical errors are present in entries and do not interfere with reading.	Limited control of grammar, spelling, and sentence formation. Confused and inconsistent arrangement of sentences and fragments interferes with reading.	Minimal control of grammar, spelling, and sentence formation. Entries are difficult to read.
Format	All passages/quotations are copied carefully, are placed in quotation marks, and are followed by Act, scene, line numbers in parentheses.	Most passages/quotations are copied carefully (some may contain minor errors), are placed in quotation marks, and are followed by Act, scene, line numbers in parentheses.	Many passages/quotations are copied sloppily (several contain minor errors), are missing quotation marks, and/or are not followed by Act, scene, line numbers in parentheses.	All passages/ quotations are copied sloppily (most contain obvious errors), are missing quotation marks, and are not followed by Act, scene, line numbers in parentheses.