

Summer Reading: English 10 Honors



Equality 7-2521 states, “We made it. We Created it. We brought it forth from the night of the ages. We alone. Our hands. Our mind” (Rand 59).

Welcome to English 10 Honors! Throughout the school year, we will focus on several questions, including “How do you form a free society?” and “How does literature help reform a society?”. Our summer reading, Anthem, is a perfect place to start.

- (1) **Read Anthem** by Ayn Rand. You can purchase the book from a local or on-line bookstore, borrow one from a public library, or borrow a copy from Ms. Becker during WCH the week before final exams. Having your own copy is best, so you can write in the book, marking (annotating) the text with your comments.
- (2) **Write** a 1-page typed essay (2 pages if handwritten), explaining how Rand’s novel connects to your life and/or our society and/or history. Use text evidence (direct quotes, parenthetically cited with page number: see model quote above) to support your thesis, explaining how each quote supports your thesis.
DO NOT SUMMARIZE THE NOVEL!
- (3) **Use MLA form:** 12 point Times New Roman font, double-spaced. See the [MLA Style Guide](#) or link on schoolnotes.com (access 21054 “Ms. J. Becker”) for details.
- (4) **Turn in** the second day of class.
- (5) **Be prepared** to use your ideas on the first day of class.
- (6) **Contact** Ms. Becker (jbecker@aacps.org) if you have questions.
- (7) Please **ask your parent** to sign the attached rubric sheet and turn it in with your paper.
- (8) **Visit College Board’s PSAT/NMSQT: What’s on the Test**
<http://www.collegeboard.com/student/testing/psat/about/ontest.html>

Click on—and **practice**—the **examples** under the (1) Critical Reading and (2) Writing Skills sections. **Take notes about the new concepts** you learned or need to learn more about. **Bring these notes to class** the first day of Eng 10 H, so you can use them to respond to a reflection prompt about PSAT skills.

(parent/guardian)

(date)

(printed student name)

SCORING RUBRIC

A: The response is well-written and demonstrates an understanding of the complexities of the text.

- Addresses the demands of the question
- Uses expressed and implied information from the text
- Clarifies and extends understanding beyond the literal □ Uses conventions correctly: grammar, punctuation, spelling.

B: The response demonstrates an understanding of the complexities of the text.

- Addresses the demands of the question
- Uses expressed and implied information from the text □ Clarifies and extends understanding beyond the literal □ Uses conventions: grammar, punctuation, spelling.

C: The response demonstrates a partial or literal understanding of the text.

- Addresses the demands of the question, although may not develop all parts equally
- Uses some expressed or implied information from the text to demonstrate understanding
- May not fully connect the support to a conclusion or assertion made about the text(s)

D: The response shows evidence of a minimal understanding of the text.

- May show evidence that some meaning has been derived from the text
- May indicate a misreading of the text or the question
- May lack information or explanation to support an understanding of the text in relation to the question

E: The response is completely irrelevant or incorrect, or there is no response.