

INCOMING JUNIORS
SUMMER READING ASSIGNMENT #1: LITERARY ELEMENTS AND TECHNIQUES
(for one choice book)

FOLLOW THE DIRECTIONS FOR EACH OF THE 10 LITERARY TERMS. THIS ASSIGNMENT IS DUE ON THE FIRST DAY OF CLASSES (SEPTEMBER 6, 2011). IT WILL NOT BE ACCEPTED AFTER THIS FIRST CLASS. NOT HAVING IT ON DAY ONE WILL RESULT IN A ZERO ON THE ASSIGNMENT.

1.) **Characterization-** Describe how the writer develops a selected character by recording four sentences that demonstrate each of the following methods: 1.) the writer describes the character's physical appearance; 2.) the character's nature is revealed through his or her own speech, thoughts, feelings, or actions; 3.) the speech, thoughts, feelings, or actions of other characters are used to develop the character; and 4.) the narrator makes direct comments about the character. Make sure to label each recorded sentence as either 1, 2, 3, or 4 (depending on which of the methods it demonstrates).

2.) **Onomatopoeia-** Find an example of onomatopoeia in the story, and record the sentence in which it appears. OR, make up your own example of onomatopoeia that refers to some part of the story. Explain how the use of sound suggests something about the thing it is describing.

3.) **Allusion-** Find an example of an allusion in the story, and record the sentence in which it appears. Explain what the narrator or author alludes to and why it makes sense in the context.

4.) **Assonance-** Find an example of assonance in the story, and record the sentence in which it appears. OR, make up your own example of assonance that refers to some part of the story. Underline the repeated vowel sounds.

5.) **Flashback-** Find one instance of a flashback in the story. Record a sentence that indicates that the narrator was taking the reader back to an earlier part of the story.

6.) **Dialect-** Record a sentence that demonstrates the dialect of a distinct group of people in the story. Explain how this dialect establishes or emphasizes the setting and/or how it develops characters.

7.) **Symbol-** Identify one symbol in the story. Explain what it represents beyond itself.

8.) **Diction-** Identify a sentence that demonstrates the author's diction, and record it. Explain why the words are effective in the particular context in which they are used.

9.) **Homophone-** Identify two words (from anywhere in the book) that are pronounced alike but are different in meaning and spelling. Record the sentences in which they appear. Provide the definition for each homophone.

10.) **Cliché-** Identify an overused phrase or expression in the book, and record the sentence in which it appears. Then, rewrite the phrase in an original way. OR, describe an unoriginal theme, plot, or situation in the book. Then, describe how the writer might have been more creative and original in the particular theme, plot, or situation.

NOTES:

- Write in COMPLETE sentences.
- YOU MUST TYPE YOUR WORK. Create your own chart based on the sample provided, or download the chart from the English Department's web page (www.wakefield.k12.ma.us -> Wakefield High -> Departments -> English -> Summer Reading Lists). You do not necessarily have to put your work in text boxes, but you must answer all parts for each literary term. Writing your responses in paragraph form without boxes, for example, is acceptable.
- Double-space your work. Use a font style of Times or Times New Roman and a font size no larger than 12 points.
- PROOFREAD. NO SPELLING ERRORS.
- Follow directions.

NOTES (continued):

- Demonstrate an understanding of the 10 literary terms.
- Convince your English teacher that you read the book. Be thorough in all of your descriptions and explanations.
- Complete this assignment for a work of *fiction*. You will probably have difficulty completing this assignment based on a work of nonfiction, a book of poetry, or a graphic novel. If you choose one of these books, use it for the second assignment that your English teacher will give you at the beginning of the school year.
- EVERYTHING should be in your own words (except for the parts that you record verbatim from the text). Include only original ideas! No ideas should come from SparkNotes, for example.
- Put quotation marks around words and passages that you record verbatim from the text. Also, include the page number in parentheses at the end of any quoted material in the following way: ...” (21).
- Study the following chart in order to better understand the terms **before** reading the book so that you know what you are looking for in the text. Take notes on parts of the book that provide evidence of the literary terms. This will help you when completing the chart.

LITERARY TERMS

<p>CHARACTERIZATION- the method a writer uses to develop characters; there are four basic methods: 1.) a writer may describe a character's physical appearance; 2.) a character's nature may be revealed through his or her own speech, thoughts, feelings, or actions; 3.) the speech, thoughts, feelings, or actions of other characters can be used to develop a character; and 4.) the narrator can make direct comments about a character.</p>	<p>DIALECT- a particular variety of language spoken in one place by a distinct group of people; reflects colloquialisms, grammatical constructions, distinctive vocabulary, and pronunciations that are typical of a region; writers sometimes use dialect to establish or emphasize settings as well as to develop characters. Example: Harper Lee's <i>To Kill a Mockingbird</i> is set in Maycomb, Alabama. The following dialect serves to establish this setting and to develop Walter Cunningham's character as a lower class citizen: "Nome thank you ma'am."</p>
<p>ONOMATOPOEIA- the use of words or phrases that sound like the things they describe Examples: buzz, chop, mumble, pop!</p>	<p>SYMBOL- something that stands for both itself and for something beyond itself Examples: roses symbolize love; a dove symbolizes peace</p>
<p>ALLUSION- a reference in literature to a familiar person, place, thing, event, or other piece of literature Example from <i>The Catcher in the Rye</i> in which the narrator, Holden Caulfield, alludes to one of Ernest Hemingway's novels: "What gets me about [my brother], though, he hated the war so much, and yet he got me to read this book <i>A Farewell to Arms</i> last summer."</p>	<p>DICTION- an author's choice of words based on their correctness, clarity, or effectiveness Examples: In D.H. Lawrence's poem "Snake", the author repeats simple adjectives to make a point. He describes the day as "hot, hot," which emphasizes the heat. Or in Seamus Heaney's "Death of a Naturalist", the poet uses words that express sounds. He describes the "slap" and "plop" of frogs in a swampy area.</p>
<p>ASSONANCE- the repetition of vowel sounds without the repetition of consonants Example: lake and fake</p>	<p>HOMOPHONE- one of two or more words that are pronounced alike but are different in meaning and spelling Examples: to, two, too; there, they're, their; your and you're</p>
<p>FLASHBACK- takes the reader to an earlier part of the story</p>	<p>CLICHÉ- an overused phrase or expression; can also be an unoriginal theme, plot, or situation in a piece of literature Examples: "deader than a doornail" "flat as a pancake" "up a creek without a paddle"</p>