

Honors English 9 Summer Project Parkside High School

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(If you have questions, email acapute@wcboe.org)

Read *The Odyssey* by Homer. You will need to purchase this book at your local book store. Any version that is unabridged is acceptable; if you are looking for a recommendation, I would suggest translations by Robert Fagles or Robert Fitzgerald. Once you are done, complete the essay assignment below.

Write a five-paragraph essay explaining how characters and events from this novel fit in with the theme of our first unit, “The Search for Identity.” Consider what this theme means in the context of the novel. How might a certain character be finding his/her identity? What events are helping him/her to do this? Use specific examples from the text to support your claim and analysis to explain your thinking. Make sure to include a thesis statement that outlines your position on the prompt and the rationale behind this position. Use the following rubric to guide your writing and understand how you will be assessed.

Construct Measured	4	3	2	1	0
Reading Comprehension	The student response demonstrates full comprehension of ideas stated explicitly and inferentially by providing an accurate analysis.	The student response demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a mostly accurate analysis.	The student response demonstrates basic comprehension of ideas stated explicitly and/or inferentially by providing a generally accurate analysis.	The student response demonstrates limited comprehension of ideas stated explicitly and/or inferentially by providing a minimally accurate analysis.	The student response demonstrates no comprehension of ideas by providing an inaccurate analysis.
Written Expression <i>Development</i>	The student response addresses the prompt and provides effective and comprehensive development of the claim or topic that is consistently appropriate to task, purpose, and audience. It uses clear reasoning supported by relevant text-based evidence in the development of the claim or topic.	The student response addresses the prompt and provides mostly effective development of the claim or topic that is mostly appropriate to task, purpose, and audience. It uses mostly clear reasoning supported by relevant text-based evidence in the development of the claim or topic.	The student response addresses the prompt and provides some development of the claim or topic that is somewhat appropriate to task, purpose, and audience. It uses some reasoning and text-based evidence in the development of the claim or topic.	The student response addresses the prompt and provides minimal development of the claim or topic that is limited in appropriateness to task, purpose, and audience. It uses limited reasoning and text-based evidence.	The student response is undeveloped and/or inappropriate to task, purpose, and audience. It includes little to no text-based evidence.
Written Expression <i>Organization</i>	The student response is effectively organized with clear and coherent writing.	The student response is organized with mostly clear and coherent writing.	The student response demonstrates some organization with somewhat coherent writing.	The student response demonstrates limited organization and coherence.	The student response lacks organization and coherence.

Written Expression <i>Clarity of Language</i>	The student response establishes and maintains an effective style.	The student response establishes and maintains a mostly effective style.	The student response has a style that is somewhat effective .	The student response has a style that is minimally effective .	The student response has an inappropriate style.
Knowledge of Language & Conventions	The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear .	The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding , but the meaning is generally clear .	The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding .	The student response to the prompt does not demonstrate command of the conventions of standard English at the appropriate level of complexity. Frequent mechanics, grammar, and usage impede understanding .	

Please type up your essay; the final product should be double-spaced in 12 pt. Times New Roman font. Staple this sheet to the back of your essay. The deadline is **Tuesday, August 30, 2016** which is the day after Freshman Transition Day. **Please don't procrastinate; this is a complex text and will require time to read. The essay will drop one letter grade for each day it is late, which is the class policy for long-term papers and projects.**

There are two primary purposes for reading *The Odyssey*. First, the mythology will be extremely important to the classical allusions that you will encounter in 11 and 12 Advanced Placement English. **If you have enrolled in Honors English 9, it is expected that you will continue on the track to Honors English 10 and AP Language and AP Literature as a junior and senior. The workload and text complexity will reflect this and prepare you for the rigors of advanced placement classes.** Second, Odysseus faces many challenges just as you will when you enter high school. When you return to school, there will be some additional exploration of the text and Odysseus' journey. Consider the metaphorical significance of the challenges that Odysseus faces. Then, you will move on to the numerous challenges and endeavors that you will face, not to mention the growth that you will experience, in Honors English 9 and at Parkside. Have a great summer!!!!