

Summer Assignment: Honors English 10

Teacher: Mrs. Behrend

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Due Date: Thursday, August 13, 2026

- **Late Work:** There will be a 20% deduction per day late. No excuses please, do not wait until the last minute to start your work, late is late. This will be the first grade you will receive for the quarter.
- If you have plans at the end of the summer, turn the assignment in early to avoid late deductions.
- Plagiarism, cheating, copying of any kind will be rewarded with an automatic ZERO.
 - Do not work together, this is not a group/partner project.
 - Your work should all be created from your brain with no assistance from anyone or anything.
 - Do not use AI. Do not use any source other than your own brain and ideas.

Note: This is a pre-AP class, please be prepared for rigorous work throughout the summer and school year.

Text to be Read: *Jane Eyre* by Charlotte Bronte, any non-abridged version. Email me if you have questions.

Turn-in Procedures: Submit via Google Classroom (by due date) & [Turnitin.com](https://www.turnitin.com) (pending scheduling)

- **Work will not be graded until submitted to both venues.**
- **Google Classroom Class Name:** 26-27 English Honors - Submit by: August 13th, 2026
 - Class Code: 3udev24w
 - Invite Link: [Link to Class](#)
- **Turnitin Class Name:** TBD pending on scheduling. This will be posted once schedules are released.

Instructions:

1. Study list of Terms - Attached is a list of literary terms and rhetorical devices that you have most likely become familiar with in your previous English classes. However, I still want you to study these terms and identify them as you read your summer novel. It is essential that you master these terms so that you can identify them in literature and use them in written and oral discussions. We will be adding to this list throughout the school year.

- You will be held accountable for knowing all the terms included and more terms taught throughout the year via discussion, written, verbal, and MCQ assessments.
- Please be prepared for a test on these terms the first week of school.

2. *Jane Eyre* Assignment

Task 1: Reading and annotating the novel: Please do not be intimidated by the size of this novel. Enjoy the story as you read it, but also be an active reader by annotating the novel. Write in your book, highlight, or underline key passages. Mind the author's language & style, significant themes, characterization, and plot development. During the first couple weeks of school, we will discuss, write, and complete assessments.

Task 2: Annotating & Summarizing: Work will be due your first day back to school.

- Annotation scores will be awarded to students based on the quality of their work.
- Write a three-five sentence summary at the end of each chapter.
- Use the terms below as a guide as to what to include in your annotations.

Task 3: Literature Analysis Tasks Form: There are several steps listed on the assignment to complete through the reading process. I recommend taking notes as you read, and then, take time to fill in the chart.

- Each section is to be approached analytically, not literally.
- For example, the section on setting requires that you identify not only the physical location of the plot(s), but also the atmosphere and significance of that location.
- Type directly onto the chart provided
 - The assignment must be typed, using complete sentences.
- Theme Chart: There are several themes listed for *Jane Eyre* on the chart for you to track.
- Create discussion questions for a class discussion, such as a Socratic Seminar.

Task 4: Creative Writing: Create an alternative ending for *Jane Eyre*. Word Count 450-550. **(non optional)**

- Not happy with the way *Jane Eyre* ended?
- Write the ending to suit your preferences of how the novel should have ended. Have fun with this.
- **This will be a separately posted assignment from the *Jane Eyre* Literary Analysis Activity.**

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Literary Terms

Elements of a story: You will be tested on all of these elements.

1. **Plot** – what happens in a story. Usually, plot is based on conflict.
 - **Exposition** – Introduces the plot, setting, and characters.
 - **Rising Action** – the events leading to the climax of dramatic or narrative plot.
 - **Climax** – the turning point in the plot, the moment of most tension, the highpoint of action. ◦
 - Falling action** – follows the climax and leads to the resolution.
 - **Resolution / Denouement** – the final resolution or clarification of a dramatic or narrative plot.

(This may be helpful for review: <https://www.youtube.com/watch?v=ncUcwA6SYFQ>)
2. **Theme** – a central topic to a text. It is a unifying idea; a subject of discourse and discussion.
3. **Characterization** – the art of creating a character's personality for a story.
 - **Direct characterization** – how the character is described by the author or characters.
 - **Indirect characterization** – what can be inferred about the character through dialogue actions, and interactions with other characters.
 - **Antagonist** – the protagonist's adversary. The person/ force the hero of the story struggles or competes against.
 - **Protagonist** – the main character in a drama or literary work.
 - **Foil** – a character that by contrast underscores or enhances the distinctive characteristics of another.
 - **Flat characters** – a literary character whose personality can be defined by one or two traits and does not change over the course of the story. Flat characters are usually minor and insignificant.
 - **Round characters** – A character who is developed over the course of the book; round characters are usually major characters in the book.
4. **Setting** – the where and when the story takes place. This often includes the atmosphere and historical context
5. **Narrator** – someone who tells the story.
 - **First person**- the narrator is a character in the story.
 - **Third person objective** – the narrator does not tell what anyone is thinking; the “fly on the wall.”
 - **Third person limited** – the narrator is able to tell the thoughts of one character.
 - **Third person omniscient** – the narrator is able to tell the thoughts of any character.
6. **Tone** – Reflects how the author feels about the subject matter or the feeling the author wants to instill
7. **Style** – The combination of distinctive features of literary or artistic expression, execution, or performance characterizing a particular person, group, school, or era.
8. **Motif** – a dominant theme or central idea.
9. **Diction** – word choice or the use of words in speech or writing.
10. **Epiphany** – sudden enlightenment or realization, a profound new outlook or understanding about the world usually attained while doing everyday mundane activities.

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11. Flashback – when a character remembers a past event that is relevant to the current action of the story.
12. Poetic justice – the rewarding of virtue and the punishment of vice in the resolution of a plot. The character, as they would say, gets what he/she deserves.

Literary and Rhetorical Devices:

13. Foreshadowing – clues in the text about incidents that will occur later in the plot; foreshadowing creates anticipation in the novel.
14. Figurative language – speech or writing that departs from literal meaning in order to achieve a special effect or meaning. Speech or writing employing figures of speech.
15. Imagery – the use of vivid or figurative language to represent objects, actions, or ideas.
16. Personification – A figure of speech in which inanimate objects or abstractions are endowed with human qualities or are represented as possessing human form.
17. Irony – When one thing should occur, is apparent, or in logical sequence, but the opposite actually occurs.
 - **Dramatic Irony** – When the audience or reader knows something that the characters do not know.
 - **Verbal Irony** – When one thing is said, but something else, usually the opposite, is meant.
 - **Cosmic Irony** – When a higher power toys with human expectations.
18. Connotation – an idea or meaning suggested by or associated with a word or thing.
(i.e. exercise = healthy or addiction = unhealthy)
19. Simile – A figure of speech in which two essentially unlike things are compared, using *like* or *as*.
20. Metaphor – a figure of speech in which a word or phrase that ordinarily designates one thing is used to designate another, thus making an implicit comparison; this comparison does not use *like* or *as*.
21. Symbolism – Something that represents something else by association, resemblance, or convention, especially a material object used to represent something invisible.
22. Alliteration – the recurrence of initial consonant sounds.
23. Assonance – the repetition of vowel sounds.
24. Consonance – the recurrence of a consonant sound used anywhere within the word, not just at the beginning.
25. Repetition – the repetition of words or phrases to emphasize an idea or to create rhythm or rhyme.
26. Onomatopoeia – the use of words whose pronunciation imitates the sound the word describes. ex. Buzz, swish, etc.
27. Hyperbole – deliberately exaggerates conditions for emphasis or effect.
28. Allusion – is a short, informal reference to a famous person or event.
29. Allegory – The representation of abstract ideas or principles by characters, figures, or events in narrative, dramatic, or pictorial forms.
30. In medias res – A story that begins in the middle of things.
31. Satire – A literary work in which human vice or folly is attacked through irony, derision, or wit; the goal is to change the behavior/issue.

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Jane Eyre Literary Analysis Activity

Student Name:

Name of Work:

Author:

Date of First Publication:

Directions: Complete your work to the best of your ability using proper grammar, spelling, and mechanics.

Complete your work in RED. (-10% for failure to do so)

Activity 1: Pre-Reading Research

1. Research and provide significant details on the author (bullet points are okay here).

Include the sources you used to find your research.

2. Research and then provide information about the period (literary, historical, philosophical, etc.) that the book was written:

Include source(s) used:

(**For *Jane Eyre*, focus on women's roles and views on women during this time period.)

3. Identify genre *Jane Eyre* can be characterized and give a clear explanation as to why.

Summer Assignment: Honors English 10**Activity 2: Post-Reading Activity**

1. Reflect and consider how the time period and the author's life influenced the work as a whole. Leave detailed information below as your reflections.

2. Cite and quote five significant passages that represent development of the main character. Include examples of direct and indirect characterization.	3. In complete sentences explain the significance of each passage or explain how it relates to the development of the character.
1.	
2.	
3.	
4.	
5.	

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Activity 3: Plot and Character Organization

1. In this space provide plot points (use bullets) and label exposition, rising action, climax, falling action, resolution.

Exposition:

Rising Action:

Climax:

Falling Action:

Resolution:

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2. Complete the columns below.

List Key Characters: (At least 10)	Relationship to other Characters:	List three Adjectives to describe character:	<u>In complete sentences,</u> purpose/function in story (Specify round, flat, or foil)?

3. Directions: In complete sentences describe the setting(s) and explain its significance. Discuss how the different settings of the novel play a significant role in the development of the novel (less is not more).

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Activity 4: Theme Analysis Task

A theme is not just a topic; it is what the author is communicating about a specific subject. As you read *Jane Eyre*, consider the following topics. What is Bronte communicating? What is her message? Record at least three quotes that address each topic's theme.

<u>Topic</u>	<u>Quotes</u> (include page numbers)	<u>Analysis</u> Why are these quotes significant? What is Bronte communicating? (the theme) (In complete sentences)
Social Status		
Gender Roles		
Morality/ Ethics		
Prejudice		
Education		
Love vs. Autonomy		

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Activity 5: Discussion Questions

Directions: Create three open-ended Socratic Seminar-esque discussion questions that deal with themes, symbols, motifs, or character development in the novel. Do not ask prediction or foreshadowing questions.

Focus on the author's purpose through themes, symbolism, characterization, and so on.

Think, what is the author's message to the audience? What is the author trying to tell the audience?

For each: Include the quote(s) with page number(1) along with the question(s).

1.

2.

3.

Plagiarism of any type will not be tolerated and will result in an automatic zero score and possible dismissal from the course. This is not a group activity, please do your own work.