



Dear Rising Ninth Grader,

Welcome to high school! I am thrilled that you are taking the opportunity to challenge yourself by choosing to take honors English this coming school year. I look forward to delving into the world of literature, writing, and research with you, and I'm excited to see how your own knowledge and experience will contribute to our classroom. English 1 provides exposure to a wide variety of literary genres - we'll be reading short stories, a Shakespearean play, a memoir, and even an epic poem. As a member of our classroom community, you are expected to go above and beyond the basic requirements of the course to engage English literature and language on a deeper level.

In preparation for your time in English 1 Honors, you will be completing a summer reading project (attached). First of all, you'll be reading one of the best-selling murder mysteries of all time (which also happens to be my favorite): *And Then There Were None* by the British author Agatha Christie. Christie is known as the "Queen of Mystery" for good reason - she'll bring you to the edge of your seat and keep you guessing until the last page. To aid your reading of the novel, you will complete a three-part summer reading project, with components to complete before, during, and after your reading of the novel. All details and instructions are attached. Please be sure to read and follow the instructions carefully. Don't wait until the last minute - give yourself plenty of time so that you can enjoy reading the novel and complete your assignments thoroughly.

By the way, in case you are curious, the main supplies that you will need for class are as follows: one package of page flags (Dollar Tree has a good option), colored pencils, a ruler, one package of blank 3"x5" index cards, a three-ring binder for notes and handouts (at least 1", or a section in a larger binder), loose-leaf college-ruled notebook paper, a composition book (college-ruled; no spirals), pencils, pens, and a highlighter.

I hope that you have a magnificent summer. Be adventurous, learn something new every day, and enjoy your reading. I will be praying for you as you prepare to enter high school!

In His Grace,

Hannah Reynolds

"Grow in the grace and knowledge of our Lord and Savior Jesus Christ. To him be the glory both now and to the day of eternity. Amen." 2 Peter 3:18



And Then There Were None: Summer Reading Project

Each written component of your project should be neatly handwritten or typed and presented as a hard copy on the first day of class. You will also be taking a reading test on the novel during our first full class period. In addition to completing the written components, you must *annotate* (interact with) the text. Purchase your own copy of the book. Make notes in the margins, circle unfamiliar vocabulary/place names, underline or highlight clues, put stars by passages that stick out to you. Use page flags to mark particularly important sections. As you try to solve the mystery for yourself, be aware of the way that Christie has crafted her story. Keep track of clues and their significance, the order of events, and the whereabouts of characters at all times.

Written Components

1. *Before You Read: Background Research* (30 pts.)
 - a. Spend some time researching the setting of the novel, which was published in England in 1939 and is set on an island off the coast of Devon, England. Synthesize your research by summarizing it in **two to three typed, double-spaced paragraphs**. List your sources at the end of your summary. Be sure to find reliable sources (do NOT use Wikipedia. See below for suggested sources). Some questions to consider in your research are listed below.
 - i. What major events occurred around this time (late 1930s) in England, in Europe, and worldwide? Think about wars, economic conditions, national crises, etc.
 - ii. Where in England is Devon located? What are the climate and geography like? In what way(s) might an island off the coast of Devon be a good setting for a murder mystery?
 - iii. What technology (transportation, communication, entertainment, etc.) existed in the late 1930s in England? How does that compare to the technology we have access to today? What potential advantages and disadvantages do you see accompanying technology in the 1930s?
 - iv. What was the judicial system like in England at the time, particularly related to criminal law?
 - v. Potential sources:
 1. <https://www.britannica.com/topic/common-law/Comparisons-of-modern-English-American-and-Commonwealth-law#ref40253>
 2. <https://www.judiciary.uk/about-the-judiciary/history-of-the-judiciary/>
 3. <http://www.nationalarchives.gov.uk/education/resources/thirties-britain/>
 4. <https://www.history.com/topics/world-war-ii/world-war-ii-history>
 5. <https://www.historic-uk.com/HistoryUK/HistoryofBritain/Great-Depression/>



2. *While You Read*: Character Chart (30 pts.)

- a. Complete a character chart for each of the 10 guests on the island. Your chart should contain three to five details in each of the categories listed below (questions under each category are just ideas to help you get started). For your convenience, a chart template is attached.
 - i. Character Description (Physical and Personality)
 1. What is the character's occupation?
 2. What does the character look like?
 3. How old is the character?
 - ii. Crime accused of committing
 1. What is the accusation leveled at the character?
 2. What details of the supposed crime emerge as the novel unfolds?
 - iii. Clues as to guilt or innocence of crime
 1. Does the character deny having committed the alleged crime?
 2. Does the character confess?
 3. Does the character justify his/her actions in conversation with another character?
 - iv. Suspicious circumstances or conditions
 1. What makes this character look guilty?
 - a. Location
 - b. Attitude
 - c. Actions
 - v. Ultimate fate
 1. What happens to the character?
 2. How do the other characters react?
- b. In order for this to be helpful to your reading and to be completed properly, you must work on this as you read. Use this as a tool to help guide your reading.



3. *After You Read: Student Pick* - Choose **one (1)** of the following options to complete. (40 pts.)
- a. **Character Journal:** Pick the character that you most identify with or find most interesting, and put yourself in their shoes. Put together a creative journal written from your character's perspective. Consider your character's guilt or innocence, his/her personality, etc. Be sure to identify when in the plot each entry is written!
 - i. Journal (10 pts.)
 1. Separate journal or notebook
 2. Looks like something your character would have on him/her
 3. Clearly labeled with your character's name
 - ii. Five entries within journal (30 pts.)
 1. Written from your character's perspective, revealing his/her thoughts and emotions as well as the events of the plot
 2. Each at least one paragraph (5 to 8 sentences) long
 3. Each makes clear when in the plot it was "written"
 - b. **Book Cover:** Design a new book jacket for the book - front and back. Make sure that it is creative, aesthetically pleasing, and neat! (Look at any novel on your own bookshelf, in the library, or on Amazon for ideas of what a typical novel cover looks like.)
 - i. Front of Book (20 pts.)
 1. Title and author's name
 2. Creative artwork that fits the book (If you're an artist, put your talents to work! If you'd like to design the book cover on the computer, be sure that your cover is well-designed and thought out. Don't merely drag a few pieces of clip art onto the cover and call it a day - that will not get you full points.)
 - ii. Back of Book (20 pts.)
 1. Brief summary/tagline - just 50 words or so to get the reader's interest without giving anything away
 2. Brief critical review: Imagine you are a critic. In 100 words or so, comment on Christie's use of characterization, suspense, and setting and how these elements make the book successful. Again, be sure not to spoil the plot!
 - c. **Book in a "Bag":** Choose 10 objects that represent clues from the book in some way. Number them and create a key explaining what each object is and how it is related to the novel. Place all of the objects and the key in a bag, basket, suitcase, or other container that you believe fits the objects and the story. Finally, prepare a one-paragraph (5 to 8 sentences long) explanation of how you could use your objects and container to review the book with students who have read it.
 - i. Bag/Container (5 pts.)
 1. Clearly labeled with book's title and author's name
 2. Appropriate for the context of the objects and the story
 - ii. Objects (15 pts.)
 1. Represent a good variety
 2. Obviously relate to the novel
 - iii. Key (10 pts.)
 1. Neatly typed
 2. Clearly states the symbolic significance of each item
 - iv. Written response (10 pts.)



1. Neatly typed and clearly outlines the use of the objects to review the novel

Character Chart

Character	Description	Crime Accused of	Clues	Suspicious Conditions	Fate
Justice Wargrave					
Vera Claythorne					
Captain Philip Lombard					
Emily Brent					



General Macarthur					
Dr. Armstrong					
Anthony Marston					
Blore/ Davis					



Mr. Rogers					
Mrs. Rogers					