

# Honors English 10

Instructor: Mr. Niebauer

Email- [niebautg@pcam.org](mailto:niebautg@pcam.org)- contact me with any questions you may have.

Summer Reading Novels-

*Julius Caesar*- William Shakespeare

*Animal Farm*- George Orwell

**Write a 4-6(no longer than 6) page essay for any 2 of the following prompts (4-6 pages for each essay). This is NOT a 5 paragraph essay. Please write to the best of your ability. Remember this is for an HONORS course!!**

**\*\*\*Include in-text citation with page number for each work and a works cited page.**

**\*\*\*You can approach this two ways:**

1. Establish your point 1 work at a time- examining different areas in that work then moving on to the next work after all done. When you move to the 2<sup>nd</sup> work make sure you are parallel with the previous work.
2. Establish your points in each area using both works to do so then moving to the next point.
  - Do not forget to work in transitional phrases and sentences at the end of each paragraph.
  - Your paper should end with a strong conclusion that summarizes your main ideas and closes with a mirroring statement that reflects a take-away message related to your attention-grabber strategy.
  - The rubric I will use to grade each of your essays is attached. I've also attached a sample essay that demonstrates this organizational structure.

**Due Date: Both papers are due in their entirety on August 22nd,**

**2019. (first day of the school year) They will be turned in to me in**

**A145. This assignment is mandatory to be in Honors English 10.**

---

## Prompts

1. Compare/contrast Cassius and Napoleon. What motivates them to accomplish their “takeovers”? What qualities do they share or not share? Use text evidence from both works to support your answer.
  2. Abraham Lincoln once said, “Nearly all men can stand adversity, but if you want to test a man's character, give him power.” Examine how the quote applies to Napoleon from *Animal Farm* and Julius Caesar from the play *Julius Caesar*. Also, examine how they both held power in their positions, what they did with their power and how it affected those around them.
  3. Evaluate how each author uses the mob mentality in their works and describe the connection of this approach between *Julius Caesar* and *Animal Farm*.
  4. Compare the characters of Snowball from *Animal Farm* and Brutus from *Julius Caesar*. Are their beliefs similar? Are their fates similar? What do they value most and why? Use specific details and situations from the works to explain your answer. Use text evidence to support your answer.
  5. Boxer from *Animal Farm* and Marcus Brutus from *Julius Caesar* are both very complex characters. Analyze how each character is either flat and static or round and dynamic. Compare and contrast how their character traits lead you to this analysis.
-

**Sample Question:** Andrew Bernstein once said, “A hero has faced it all: he need not be undefeated, but he must be undaunted.” To what extent do characters within *To Kill a Mockingbird* and *A Separate Peace* adhere to this quote?

**Sample Response**

Andrew Bernstein once said, “A hero has faced it all: he need not be undefeated, but he must be undaunted.” In this quote, Bernstein expresses that a hero has often experienced many adversities and even failures, but when doing so, has never lost hope in himself, and in the world. This theory reigns true for the characters Atticus Finch in *To Kill a Mockingbird* and Phineas in *A Separate Peace*. Both Atticus and Phineas experience unimaginable tragedies, yet do not allow those experiences to consume them with hate. In *To Kill a Mockingbird*, Atticus shows his heroism through his integrity and willingness to believe the best in people; while Phineas is the hero of *A Separate Peace* because he teaches Gene how to live at peace with himself. Atticus and Phineas both prove to be heroes because they remain optimistic, sincere, and loving, even in spite of the challenges thrown at them. The most admirable and heroic thing about Atticus and Phineas are their ability to believe the best in people even though people have shown them their darker sides. Throughout the novel, Atticus proves that he will always give people the benefit of the doubt. The first example that proves this is when Scout comes home from school and tells him about her horrible day with Miss Caroline. Atticus proves he is no “run of the mill man” through his reaction. In this situation, Atticus does not become a defensive parent who automatically jumps to defend his daughter, Scout. Instead, he thinks about what must have prompted Scout’s teacher to act in such a way. He tells Scout, “First of all...if you can learn a simple trick, Scout, you'll get along a lot better with all kinds of folks. You never really understand a person until you consider things

from his point of view ... until you climb into his skin and walk around in it." He then goes on to explain that Miss Caroline is an outsider and does not understand the ways of Maycomb. Instead of condemning Miss Caroline, Atticus has faith that she will react differently in the future as a result of her experience. Phineas shows this same type of trust in a much darker scenario.

Phineas holds to his dreams and belief in people, even after he experiences great tragedy. At the onset of the novel, it is no wonder that Phineas is such a happy character. After all, he is athletic, popular, and somewhat squirrely: he gets away with whatever he wants. However, it is surprising that Phineas can hold up this persona when he loses all that loves and cherishes—his athletic ability.

After falling from the tree, Phineas is handicapped and must walk with a cane. One would assume that this would cause him depression, or to even become hostile towards sports in general. This assumption would be wrong. Phineas's accident simply causes him to push his dreams of Olympic glory onto his "best friend," Gene. He pushes Gene to become a better athlete, and in doing so, brings himself satisfaction. Though he does it secretly, Phineas also holds on to his dreams of going off to war. For months after his accident, Phineas wrote to military personnel, begging them to allow him to enlist. His disability did not make him give up on his dream. Near his death, Phineas even shows optimism for Gene's character. After Phineas finds out that Gene purposely caused the fall, Phineas asks, "It was just some kind of blind impulse there...it wasn't some kind of hate you've felt all along" (Knowles 183). Even after Phineas knows the truth about what Gene did, he still wants to remain optimistic about the type of person Gene is. Phineas is so optimistic that he is unable to consider the fact that Gene would do something truly evil. To remain this positive under such hard circumstances is truly remarkable and heroic. Coinciding with their optimism is the sincerity both Atticus and Phineas demonstrate.

Another heroic quality Atticus possesses is his sincerity. Atticus does not put on a false face to please those around him. Unlike his sister Alexandra, he does not demonstrate a fake kindness towards those around him only to turn around and talk about them later. He does not choose to lie in any situation, and the kindness he extends to his children in public is the same behavior he shows in his own home. The sincerity of Atticus's character is shown many times in the novel. Atticus demonstrates kindness to Mrs. Dubose, even after she hurls insults at he and his children. Even after he leaves Mrs. Dubose, he only speaks kindly of her to his children, going so far as to regard her as the bravest person he ever knew. Perhaps the best example of Atticus's sincerity is demonstrated through the character Miss Maudie. At one point in the story, Miss Maudie is trying to explain to the children why their father is so much better than Boo's father. She tells them, "Atticus Finch is the same in his home as he is in the public streets." Here, Miss Maudie shows that Atticus is always sincere and consistent. He is true to himself regardless of where he is and in spite of who approves or disapproves. This type of sincerity is also demonstrated by Phineas.

Phineas is a very sincere person and as such, very trusting. Although mischievous at times, Phineas was always very honest and had the very best of intentions at heart. This quality was admired by all those around him—even adults. While most of the teachers at Devon school were described as being serious, critical, and even stuffy, all of them seemed to be relaxed around Phineas. They often seemed refreshed by his genuine innocence and boyhood charm. Up until the accident, Phineas never had to be anything but himself. Gene discovered this fact when Phineas returned to school, pretending to feel better than he actually did. Gene contemplates Phineas's behavior and says, "Resting himself so that we could go in with a show of energy...but it was never a convincing show. Phineas was a poor deceiver, having had no practice" (104). In

the previous scene, Gene finally acknowledges Phineas for who he was. Phineas did not have the capacity for deceiving anyone, as he was always honest and sincere. Phineas's own honesty may also be why he was so eager to believe Gene at the end of the story. After Gene tries to explain why he hurt Phineas, Phineas states, "It's okay because I understand and believe you" (183). Even after the inconceivable evil Gene demonstrated, Phineas trusted and forgave him. This sort of sincerity is rare, but so is the sort of faith that Atticus and Phineas demonstrate.

At the end of the novel, Atticus demonstrates a heroic faith in the goodness of other people, even after one man has tried to kill his children. Upon the realization that Bob Ewell intended to kill Scout and Jem, Atticus acknowledges that he couldn't even conceive of such an evil. However, that trauma does not cause him to change his heart. When he thinks that Jem killed Bob, he refuses to hide the truth. After the truth is uncovered, Atticus still has faith in the goodness people overall. At the end of the novel, Scout is describing a character in the story who was initially thought to be the villain.

However, she summarizes the end of the novel by revealing that the character was a good person after all. Upon the revelation, Atticus states, "Most people are, Scout, when you finally see them." In this line, Atticus shows that he believes the best in people, even though he had just been shown the worst part of human nature. To remain undaunted in his faith in love after such an experience is truly heroic. To have undaunted love and acceptance of others is what Lee advocates for her readers, and it is not so different from the message that Knowles also sends.

Phineas's nature is also one that Knowles feels will bring peace. According to John Knowles, Phineas is the ideal image of how men are to behave, at least those men who want to live lives of serenity. The overall message of the book is that regardless of whether or not there is a World War going on, men will always create wars within themselves, at least men who are

unlike Phineas. At the end of the novel, Gene learns the ultimate life lesson from Phineas. Gene learns that to be at peace with himself, he must be at peace with others. If they want true peace, men cannot be consumed by power struggles and jealousy. At the end of the book, Gene conveys that most “wars” do not involve any kind of weaponry, but rather involve some sort of ignorance in the human heart (Knowles 193). Gene realizes that war occurs anytime someone is against another being. Gene states:

“Phineas never hated anyone...all of them, all except Phineas, constructed at infinite cost to themselves these...lines against the enemy they thought they saw across the frontier, this enemy who never attacked that way—if he ever attacked at all; if he was indeed the enemy” (Knowles 196).

The above line implies that people often create imaginary enemies, and in doing so, only harm themselves. However, like Atticus, Phineas was different; he refused to turn to hatred or resentment. This may be one reason Phineas had to die at the end of the novel. Knowles might be saying that it is impossible for men like Phineas to last in a world so consumed by hate. Either way, it took the loss of Phineas for Gene to realize what would bring peace to his own life—love.

Overall, Atticus and Phineas’s ability to stay optimistic, sincere, and loving in the face of adversity most certainly deemed them the heroes of their respective novels. Their behavior provided a compass for other characters in the novel and for readers themselves. By remaining hopeful after his accident and trusting after his betrayal, Phineas taught Gene how to live his own life more completely.

Atticus’s optimism for others and his steadfast integrity enabled his children to stand up and do the right thing. Atticus never pretended to be anyone else, and he never expected the worst of people, even after Bob Ewell sought revenge in the lowest possible way. Clearly, these two men encompassed Bernstein’s definition of a hero. Atticus and Phineas

were exposed to the darkest sides of human nature, and though they did not come out unscathed, they came out undaunted in their faith in themselves and their faith in others. If readers could hold on to the same kind of faith and integrity, perhaps the mockingbirds and the people of this world would have a lot more peace.

## GRADING RUBRIC FOR A RESEARCH PAPER—ANY DISCIPLINE

<b>CATEGORY</b>	<b>10-8</b>	<b>7-5</b>	<b>4-3</b>	<b>0-2</b>
<b>Introduction/ Thesis</b> <hr/>	*exceptional introduction that grabs interest of reader and states topic.  **thesis is exceptionally clear, arguable, well-developed, and a definitive statement.	*proficient introduction that is interesting and states topic.  **thesis is clear and arguable statement of position.	*basic introduction that states topic but lacks interest.  **thesis is somewhat clear and arguable.	*weak or no introduction of topic.  **paper's purpose is unclear/thesis is weak or missing.
<b>Quality of Information/ Evidence</b> <hr/>	*paper is exceptionally researched, extremely detailed, and historically accurate.  **information clearly relates to the thesis.	*information relates to the main topic.  **paper is well-researched in detail and from a variety of sources.	*information relates to the main topic, few details and/or examples are given.  **shows a limited variety of sources.	*information has little or nothing to do with the thesis.  **information has weak or no connection to the thesis.
<b>Support of Thesis/Analysis</b> <hr/>	*exceptionally critical, relevant and consistent connections made between evidence and thesis.  **excellent analysis.	*consistent connections made between evidence and thesis  **good analysis.	*some connections made between evidence and thesis.  **some analysis.	*limited or no connections made between evidence and thesis.  **lack of analysis.
<b>Organization/ Development of Thesis</b>	*exceptionally clear, logical, mature, and thorough development of thesis with excellent transitions between and within paragraphs.	*clear and logical order that supports thesis with good transitions between and within paragraphs.	*somewhat clear and logical development with basic transitions between and within paragraphs.	*lacks development of ideas with weak or no transitions between and within paragraphs.

<p>_____</p> <p><b>Conclusion</b></p> <p>_____</p>	<p>*excellent summary of topic with concluding ideas that impact reader.</p> <p>**introduces no new information.</p>	<p>*good summary of topic with clear concluding ideas.</p> <p>**introduces no new information.</p>	<p>*basic summary of topic with some final concluding ideas.</p> <p>**introduces no new information.</p>	<p>*lack of summary of topic.</p>
<p><b>Style/Voice</b></p> <p>_____</p>	<p>*style and voice are not only appropriate to the given audience and purpose, but also show originality and creativity.</p> <p>**word choice is specific, purposeful, dynamic and varied.</p> <p>***sentences are clear, active (subject-verb-object), and to the point.</p>	<p>*style and voice appropriate to the given audience and purpose.</p> <p>**word choice is specific and purposeful, and somewhat varied throughout.</p> <p>***sentences are mostly clear, active (SVO), and to the point.</p>	<p>*style and voice somewhat appropriate to given audience and purpose.</p> <p>**word choice is often unspecific, generic, redundant, and clichéd.</p> <p>***sentences are somewhat unclear; excessive use of passive voice.</p>	<p>*style and voice inappropriate or do not address given audience, purpose, etc.</p> <p>**word choice is excessively redundant, clichéd, and unspecific.</p> <p>***sentences are very unclear.</p>
<p><b>Grammar/Usage/ Mechanics</b></p> <p>_____</p>	<p>*control of grammar, usage, and mechanics.</p> <p>**almost entirely free of spelling, punctuation, and grammatical errors.</p>	<p>*may contain few spelling, punctuation, and grammar errors.</p>	<p>*contains several spelling, punctuation, and grammar errors which detract from the paper's readability.</p>	<p>*so many spelling, punctuation, and grammar errors that the paper cannot be understood.</p>

<b>Citation Format</b>  <hr/>	<i>*conforms to MLA rules for formatting and citation of sources are perfect.</i>	<i>*conforms to MLA rules for formatting and citation of sources with minor exceptions.</i>	<i>*frequent errors in MLA format.</i>	<i>*lack of MLA format/numerous errors.</i>
<b>Works Cited/Bibliography-</b> <b>If outside sources are used</b>  <hr/>	<i>*entries entirely correct as to MLA format.</i>	<i>*entries mostly correct as to MLA format.</i>	<i>*frequent errors in MLA format.</i>	<i>*lack of MLA format/numerous errors.</i>