



# Pocono Mountain School District

*Instructional Supervisors Office*

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## *English/Language Arts*

Honors 11

### *Summer Reading Assignment*

Welcome to Honors 11! Honors classes are designed to be more rigorous and challenging than the required English/Language Arts courses. Please be aware that Honors English requires more complex reading and writing assignments throughout the school year, as well as a summer reading assignment with a specific writing component. A study guide is available at [www.pmsd.org](http://www.pmsd.org) on the **Academics** link under "Summer Reading." Since this is an independent reading assignment, completion of the study guide is highly recommended.

Students who have enrolled in Honors 11 will be required to read Emily Bronte's *Wuthering Heights*. This gothic novel, set in Victorian England, is at once a love and hate story; a tale of feuding families, cruel vengeance, and immortal love. This book is available through libraries, bookstores and online vendors. It is also available for free at:

<http://www.planetebook.com/Wuthering-Heights.asp>

or

<http://www.gutenberg.org/ebooks/768>

Upon completion of the novel, please write a minimum two-page, typed, double-spaced paper in MLA style in response to the following prompt:

**Many novels use contrasting forces or places (two families, two houses, etc.) to represent opposing forces or ideas that are central to the theme of the work. With this in mind, write an essay applying the concept of contrasts to *Wuthering Heights*. Explain how the forces or places differ, what each represents, and how this contrast contributes to the meaning of the work. Avoid plot summary.**

Please refer to <http://owl.english.purdue.edu/owl/resource/677/01/> for assistance in formatting your paper and any internal documentation. This essay, which is due September 12, 2014, is worth 10% of your first marking period grade. After discussion and review of the novel in class, further assessments may occur.

Enjoy *Wuthering Heights*, and have a safe and restful summer.

Sincerely,

*Dr. Catherine Sweeney*

Dr. Catherine Sweeney  
Assistant Superintendent for Curriculum and Instruction  
Pocono Mountain School District

| ARGUMENT  |   |   |   |   |   |
|---|---|---|---|---|---|
| Description   | 5 Exceptional   | 4 Skilled   | 3 Proficient  | 2 Developing  | 1 Inadequate  |
| <p><b>Claim:</b><br/>The text introduces a clear, arguable claim that can be supported by reasons and evidence.</p>   | <p>The text introduces a compelling claim that is clearly arguable and takes a purposeful position on an issue. The text has a structure and organization that is carefully crafted to support the claim.</p>   | <p>The text introduces a precise claim that is clearly arguable and takes an identifiable position on an issue. The text has an effective structure and organization that is aligned with the claim.</p>  | <p>The text introduces a claim that is arguable and takes a position. The text has a structure and organization that is aligned with the claim.</p>   | <p>The text contains an unclear or emerging claim that suggests a vague position. The text attempts a structure and organization to support the position.</p>                           | <p>The text contains an unidentifiable claim or vague position. The text has limited structure and organization.</p>  |
| <p><b>Development:</b><br/>The text provides sufficient data and evidence to back up the claim while pointing out the strengths and limitations of both the claim and counterclaim. The text provides a conclusion that supports the argument.</p>  | <p>The text provides convincing and relevant data and evidence to back up the claim and skillfully addresses counterclaims. The conclusion effectively strengthens the claim and evidence.</p>  | <p>The text provides sufficient and relevant data and evidence to back up the claim and fairly addresses counterclaims. The conclusion effectively reinforces the claim and evidence.</p>   | <p>The text provides data and evidence to back up the claim and addresses counterclaims. The conclusion ties to the claim and evidence.</p>   | <p>The text provides data and evidence that attempt to back up the claim and unclearly addresses counterclaims or lacks counterclaims. The conclusion merely restates the position.</p> | <p>The text contains limited data and evidence related to the claim and counterclaims or lacks counterclaims. The text may fail to conclude the argument or position.</p> |
| <p><b>Audience:</b><br/>The text anticipates the audience's knowledge level, concerns, values, and possible biases about the claim. The text addresses the specific needs of the audience.</p>  | <p>The text consistently addresses the audience's knowledge level, concerns, values, and possible biases about the claim. The text addresses the specific needs of the audience.</p>  | <p>The text anticipates the audience's knowledge level, concerns, values, and possible biases about the claim. The text addresses the specific needs of the audience.</p>   | <p>The text considers the audience's knowledge level, concerns, values, and possible biases about the claim. The text addresses the needs of the audience.</p>  | <p>The text illustrates an inconsistent awareness of the audience's knowledge level and needs.</p>  | <p>The text lacks an awareness of the audience's knowledge level and needs.</p>   |
| <p><b>Cohesion:</b><br/>The text uses words, phrases, and clauses as well as varied syntax to link the major sections of the text, creates cohesion and clarifies the relationship between the claim and reasons, between reasons and evidence, and between claims and counterclaims.</p> | <p>The text strategically uses words, phrases, and clauses as well as varied syntax to link the major sections of the text. The text explains the relationships between the claim and reasons as well as the evidence. The text strategically links the counterclaims to the claim.</p> | <p>The text skillfully uses words, phrases, and clauses as well as varied syntax to link the major sections of the text. The text identifies the relationship between the claim and reasons as well as the evidence. The text effectively links the counterclaims to the claim.</p> | <p>The text uses words, phrases, and clauses as well as varied syntax to link the major sections of the text. The text connects the claim and reasons. The text links the counterclaims to the claim.</p> | <p>The text contains limited words, phrases, and clauses to link the major sections of the text. The text attempts to connect the claim and reasons.</p>                                | <p>The text contains few, if any, words, phrases, and clauses to link the major sections of the text. The text does not connect the claims and reasons.</p>               |
| <p><b>Style and Conventions:</b><br/>The text presents a formal, objective tone that demonstrates standard English conventions of usage and mechanics while attending to the norms of the discipline (i.e. MLA, APA, etc.).</p>   | <p>The text presents an engaging, formal and objective tone. The text intentionally uses standard English conventions of usage and mechanics while attending to the norms of the discipline (i.e. MLA, APA, etc.).</p>  | <p>The text presents a formal, objective tone. The text demonstrates standard English conventions of usage and mechanics while attending to the norms of the discipline (i.e. MLA, APA, etc.).</p>  | <p>The text presents a formal tone. The text demonstrates standard English conventions of usage and mechanics while attending to the norms of the discipline (i.e. MLA, APA, etc.).</p>                   | <p>The text illustrates a limited awareness of formal tone. The text demonstrates some accuracy in standard English conventions of usage and mechanics.</p>                             | <p>The text illustrates a limited awareness of or inconsistent tone. The text demonstrates inaccuracy in standard English conventions of usage and mechanics.</p>         |

POCONO MOUNTAIN SCHOOL DISTRICT  
HONORS 11  
ENGLISH/LANGUAGE ARTS  
SUMMER READING

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*Wuthering Heights*

by Emily Brönte  
Study Guide

**A) CHAPTERS 1-3**

1. Why does Mr. Lockwood go to Wuthering Heights? What kind of welcome does he receive?
2. Why does Lockwood return to Wuthering Heights uninvited?
3. When Lockwood first enters Wuthering Heights, who lives there?
4. What feeling do we get from Wuthering Heights and its occupants in these first few chapters?
5. Describe Heathcliff.
6. What glimpses from the past does Lockwood get when he discovers Catherine's books?
7. Whose ghost visits Mr. Lockwood? What is Heathcliff's reaction to the ghost?

**B) CHAPTERS 4-8**

1. Who is Nelly Dean?
2. What do the gifts that Hindley and Catherine ask their father to bring them reveal about their characters?
3. What are Heathcliff's origins?
4. Why does Hindley despise Heathcliff?
5. Characterize Catherine.

6. Compare and contrast Catherine's and Heathcliff's reactions to the Lintons at Thrushcross Grange.

7. Why did Edgar get applesauce dumped on him?

8. Catherine is pained by Hindley's punishment of Heathcliff, yet she continues to entertain her guests. What change does this reveal?

9. What does Heathcliff begin to plan?

10. Who is Hareton Earnshaw?

11. How does Frances' death affect Hindley?

12. Edgar gets a good look at Catherine's "other side." What is his reaction?

### **C) CHAPTERS 9-10**

1. Who saves Hareton's life?

2. Why does Catherine accept Edgar's proposal when she knows Heathcliff is a part of her soul?

3. Why does Heathcliff disappear?

4. How has Heathcliff changed during his absence of three years?

5. Who is Isabella, and what does she think of Heathcliff?

6. How does Heathcliff begin his revenge on Hindley (and ultimately gain control of his land)?

## **D) CHAPTERS 11-13**

1. Describe Hareton Earnshaw as a boy.
2. Why does Heathcliff embrace Isabella?
3. Why does Catherine put herself into a fit?
4. For what does Catherine wish in her delirium?
5. What happened to Isabella's springer?
6. How does Edgar react to Isabella's running away with Heathcliff?
7. What kind of a reception does Isabella receive at Wuthering Heights?
8. What does Isabella want of Nelly?

## **E) CHAPTERS 14-17**

1. Describe Heathcliff's relationship with Isabella.
2. Why does Nelly agree to take Heathcliff's letter to Catherine?
3. Describe the relationship between Heathcliff and Catherine.
4. What does Heathcliff plead for from Catherine?
5. Why does Edgar bury Catherine away from the family?
6. Isabella hates Heathcliff and yet she warns him that Hindley has a gun and means to shoot him. Why?
7. What is Hareton doing when Isabella escapes?
8. Who is Linton?
9. Compare and contrast the way Hindley and Edgar handle losing their spouses and rearing their children.
10. Upon Hindley's death, who owns Wuthering Heights, and how?

## **F) CHAPTERS 18-21**

1. Describe Cathy's first meeting with Hareton.
2. Describe Linton Heathcliff.
3. Why does Heathcliff want Linton?
4. Why does Heathcliff feel an affection for Hareton?
5. Why does Nelly cut off the love letters between Cathy and Linton?

## **G) CHAPTERS 22-26**

1. How does Heathcliff get Cathy to visit Linton?
2. Linton is not very likable. Why do you think Cathy cares for him?
3. Compare the relationships among Heathcliff, Catherine, and Edgar to the relationships between Hareton, Cathy, and Linton.
4. Where do Cathy and Linton meet?
5. Why does Heathcliff want Cathy and Linton to marry?

## **H) CHAPTERS 27-30**

1. Why is it necessary for Heathcliff to kidnap Cathy and Nelly?
2. Why does Linton help Cathy escape to see her father?
3. How has Heathcliff arranged to finally be with Catherine?
4. After Linton dies, what is left for Cathy?

## **I) CHAPTERS 31-34**

1. Why is Hareton trying to learn to read?
2. Heathcliff abuses Hareton and tries to see Hindley in his features, but who does he really see?
3. How has Wuthering Heights changed in Mr. Lockwood's absence?
4. How did Heathcliff change towards the end?
5. How is Heathcliff's death like Catherine's?
6. How is the bitterness and hatred in the story finally overcome?