

English 2 Honors Information packet

All information for the Summer Reading Assignment is in Google Classroom! SIGN UP! I will post information periodically throughout the summer to help with your assignments.

GC Code :
guticom

Remind Code:
@eng2h2425

This is the information included in this packet:

1. Student/Parent Letter with important information-**THERE IS A SHEET TO BE SIGNED AND BROUGHT BACK!**
2. Summer Reading Assignment explanation sheet
3. There are links to the following handouts, but in case you can't click on them, here they are:
 - *Harper Lee
 - *The Great Depression
 - *Civil Rights Movement
4. Data Works Explanation- Read over and fill-in accordingly.
5. Data Works Template- Fill out neatly or you can type directly on pdf of Google Classroom. If you type it, it must be printed and brought to class.
6. TKAM Project Rubric- Read and use as a checklist.
7. MLA Format Sheet- This explains how to cite properly. You did citations last year, so this should be a refresher. If not, read it and know how to cite. Citing is a skill that you MUST know.

*Please make sure to understand all requirements for English 2 Honors and do the Summer Reading Assignments by the appropriate dates. *

English 2 Honors Student & Parent Info Letter

Dear Students and Parents,

Welcome to English 2 Honors! This class includes a summer reading component with required reading and responding. Getting started in the summer provides you with initial preparation for the course you will take this coming school year and allows you the flexibility to proceed on your own schedule at your own pace. **Be aware that the Major Works Data sheet is due Wednesday, August 14th (first day of school) and the Characterization Project is due Monday, August 19th.** These assignments are on a separate handout and available on Google Classroom. *The code for GC is at the bottom of this form.

Many students have questions regarding English 2 Honors, especially if they've never taken the class before. Below, you will find helpful information.

Q: What kind of student takes English 2 Honors?

In order to succeed in this class you will need to consider the following.

- **It is crucial that you be a strong English student.** This means you enjoy reading and writing, and you're good at it. If you hate reading or writing or both, or you struggle with either, you will not enjoy this class.
- **Secondly, you should be able to think critically.** You don't just identify literary terms, but you ask why and think about the significance of them or the deeper meaning / reading between the lines and connecting to theme.
- **Most importantly, you must have a strong work ethic and a willingness to learn.** This means you complete all assignments and turn them in on time, come to tutorials for help or when absent. To be able to grow as a writer, you must be willing to take the comments I write on your essays into consideration and correct those mistakes on the next writing assignment. Students who aren't the best critical thinkers can still do well in this class if they listen and work diligently.

Q: What kind of writing will we do in English 2 Honors?

The main focus of writing is analytical, as opposed to STAAR writing skills. We will write a few STAAR expository essays for the Reading and Writing STAAR test; however, because you are in an advanced class, I expect you to be able to write these easily without much instruction. If you are not a strong writer, you will struggle in this class. You should not have any major trouble with grammar and spelling. Analytical writing means that you're able to "read between the lines" in literature and deconstruct quotes, or take them apart to reveal true meaning. We do this through the use of literary devices found in the quotes. We always connect literary devices to a theme in the text.

Q: What are some of the basic daily expectations?

- You must know, understand, and be able to apply literary terms and be prepared for pop quizzes about those terms throughout the year.
- Participation is a must! That consists of taking notes and talking aloud in class.
- You should be willing to come to tutorials to ask questions when you need additional help. Do not expect your grade to improve if you're struggling and not willing to ask for help.
- It is expected that you complete all assignments, including readings, by the given deadline.
- It is imperative that you listen to my instruction to understand a writing assignment, but also be willing to think for yourself and take chances. As long as you support your ideas with textual evidence, your ideas cannot be wrong! ☺

Q: Do you offer extra credit?

The only extra credit offered throughout the year is 1) Periodically, an extra credit vocabulary assignment prior to the test will be given 2) 5 possible additional points on vocabulary tests on the analogy section. Therefore, you need to be sure to complete all work as instructed to your best ability **instead of relying on extra credit** and ZAP to keep your grade up.

Q: How does an Honors class affect my grade? What type of grade should I expect?

- Honors classes receive 5 points on their class rank. The 5 points does NOT affect the class average on progress reports or report cards, nor does it affect your GPA. It only affects your class rank. It is possible for students who are not in Honors classes to be ranked higher due to better grades in a regular class.
- Expect this class to be more of a challenge than 9th grade Honors, simply because each grade level gets a little more difficult as you learn more literary devices and get closer to the AP test (11th and 12th grade years). Do not expect an automatic A without hard work. You will receive the grade you earn, so be sure to work hard and ask for help when needed!
- You should not rely on ZAP to have a good grade in this class. You should complete all work and do your best the first time it is assigned.

Q: What is the difference between an Honors and a regular English class?

- We read some of the same texts; however, we do different assignments for them. While regular classes lean more toward STAAR instruction, we lean more toward AP instruction (analytical/critical thinking). Please understand that a regular class is not a blow-off class. They are still challenging classes that prepare students for college. We work at a much faster pace; there are more outside readings; there is a higher expectation that students are able to write well, think critically, complete all assignments and come to tutorials if needed. If you are new to Honors, it is not impossible to do well, but it may be a struggle at first, since it's a much different pace than regular English.
- You will have a 3-week window if you need to make a schedule change. This time allows you to get a good feel of what the year will be like in class. We will have taken a test, written an essay, annotated a text, held class discussion and notes, and worked on AP Multiple Choice questions, among other things. You will receive a class syllabus with more details on the first day of school.

Q: What advice do you have for the summer reading assignment?

- Do NOT procrastinate on your summer reading assignment. If you do not complete the summer reading assignment or if you do not follow instructions, do not expect to pass the assignment and possibly the 1st 9 weeks.
- Work alone and without the help of the Internet so as to avoid plagiarism, which will result in a 0 test grade that cannot be made up. You should not need the help of any websites to complete the work; I want to know YOUR thoughts and what you are capable of.
- The novel chosen for the summer reading is *To Kill a Mockingbird* by Harper Lee. Purchasing this book is not required, although you can purchase your own copy so that you can make notes in the book, which is suggested. Books checked out at the high school library are to be returned to the library when we're done with it in class. If the book is damaged, you will be responsible for the cost of the book. If you have any questions, please contact me at jaimiejordan@hjisd.net.

Here is the Google Classroom code: guticom

****I will post important papers, links, and other things over the summer, so check it periodically. ****

Mrs. Jordan

✂ **English 2 Honors** ✂

Please read the English 2 Honors parent/student letter. Also, make note of the summer reading assignment. If you are signing up for Honors, please sign and have a parent or guardian sign that you understand the class expectations. Keep the letter portion and only turn in THIS ACKNOWLEDGEMENT page to Mrs. Jordan.

Thank you!
Mrs. Jordan
English 2 Honors

Student Signature: _____

Parent Signature: _____ Date: _____

To Kill a Mockingbird- Summer Assignment: English 2 Honors- Jordan

Be sure to follow all directions carefully for each section. Before you get started, you need to read the following information to help build schema (background information). Visit each site and read the information. If you have trouble opening these, I will also have them listed under Useful Links on my webpage.

- **Harper Lee Biography-**
http://www.neabigread.org/teachers_guides/handouts/mockingbird/mockingbirdhandout01.pdf
 - **The Great Depression**
http://www.neabigread.org/teachers_guides/handouts/mockingbird/mockingbirdhandout02.pdf
 - **Civil Rights Movement**
http://www.neabigread.org/teachers_guides/handouts/mockingbird/mockingbirdhandout03.pdf
1. As you read, you need to annotate. Make notes about any literary element you may see, interesting bits of information that you come across, links between characters, questions that you may have as you read and hope to find answers to later in your reading, etc. Below you will see the novel divided as part 1 and part 2. As you read pay attention to the shifts that occur from part 1 to part 2 (this may include shifts in tone, mood, characters' actions, etc. As you read or once you have completed the novel, you will complete the **Major Works Data Sheet (only one MWDS for the entire novel)**. You may also find that under Useful Links. This will be due on: **Wednesday, August 14th. THIS IS THE FIRST DAY OF SCHOOL.** It will count as **two daily grades** because it is lengthy.
 - ✓ Part 1: Chapters 1-11
 - ✓ Part 2: Chapters 12-31
 2. Characterization: Choose an important character and create a profile/visual. Some ideas could include a newsletter (use a one-page template in Pages/text and pictures), a brochure (use a template in Pages/text and pictures), a flyer/poster (also in Pages/text and pictures), or if you are an artist, you may draw or paint the character and type the evidence on a separate sheet of paper. Nothing can be written. Be sure to include the aspects listed below and provide **textual evidence** for all information with MLA citations (Lee 25) to support your ideas. This will be due on **Monday, August 19th. This will be a TEST grade.**
 - ❖ Appearance
 - ❖ Actions
 - ❖ Ideas-what the character thinks
 - ❖ Manner-how the character acts
 - ❖ Reactions of others to the character
 - ❖ Why he/she is important to the novel
 - ❖ How the character changed from the beginning of the novel to the end

We will continue a short study of the novel during the first nine weeks, so a true understanding of the novel is imperative. If you have any questions about the assignments, please feel free to email me at jaimiejordan@hjsd.net. Also, here is the Google Classroom code that you can access over the summer. I will put out information and materials on this page.

Class Code- guticom

Harper Lee

Nelle Harper Lee was born on April 28, 1926, in Monroeville, Alabama. Her father, Amasa Coleman Lee, was a lawyer, newspaper editor, and state senator during her formative years. Harper Lee's childhood in a small Southern town decades before the triumph of the Civil Rights Movement provided all the material she needed for her celebrated, and only, novel, *To Kill a Mockingbird*.

Though narrated by a child, *Mockingbird* was not a story Lee could have written without experience in the larger adult world. She studied at Huntingdon College, the University of Alabama (where she never finished a law degree), and at Oxford University in England. In 1950, she moved to New York City, where she worked as an airline reservation clerk. Convinced she had a story to tell about her own magical childhood, she moved to a cold-water apartment and, in earnest, took up the life of a struggling writer.

In 1957, her attempt to publish the novel failed. On the advice of an editor, she decided to turn what was a manuscript of short stories into a longer, more coherent narrative about the Depression-era South. She gained valuable

inspiration when, in 1959, she traveled to Kansas with childhood friend Truman Capote (the inspiration for Dill in *Mockingbird*). There she helped Capote research *In Cold Blood*, a work of creative non-fiction published to wide acclaim in 1966.

To Kill a Mockingbird, finally published in 1960, was awarded the Pulitzer Prize in 1961. The following year the book was adapted as a movie with an Academy Award-winning screenplay by Horton Foote. Virtually overnight Lee became a literary sensation. A resolution was passed in her honor by the Alabama Legislature in 1961, and in 1966 she was named to the National Council of the Arts by President Lyndon Johnson.

In the last forty years, Lee has received numerous honors, including several honorary university degrees. Most recently she was awarded the Presidential Medal of Freedom in November 2007.

Expectations notwithstanding, Lee has never published another book. Her entire published oeuvre consists of a brilliant novel and miscellaneous articles, mostly from the 1960s.

The Great Depression

The 1929 stock market crash set into motion a series of events that plunged America into its greatest economic depression. By 1933, the country's gross national product had been nearly cut in half, and 16 million Americans were unemployed. Not until 1937 did the New Deal policies of President Franklin Roosevelt temper the catastrophe. This economic downturn persisted until the massive investment in national defense demanded by World War II.

The causes of the Depression were many, and still debated. High spending in the 1920s created a gap preventing working class people from increasing their incomes. The trade policies of earlier administrations increased the cost of American goods abroad. Lines of credit were overextended, which fueled speculation on Wall Street. The crash that occurred on October 29, 1929 ("Black Tuesday") soon spread across the world, ruining European economies not fully recovered from World War I.

American writers and artists depicted the devastation in prose and pictures. John Steinbeck immortalized the plight of Oklahoma tenant farmers fleeing the Dust Bowl in *The Grapes of Wrath* (1939). James Agee's *Let Us Now Praise*

Famous Men (1941) used the grim but dignified photographs of Walker Evans to illustrate the catastrophe in rural areas. Photographer Dorothea Lange, employed by the Farm Security Administration, documented in magazines and newspapers nationwide the reality that confronted American farmers.

Harper Lee experienced the Great Depression as a child in Monroeville, Alabama, and used her memory of it in *To Kill a Mockingbird*. "Maycomb County," she writes, "had recently been told that it had nothing to fear but fear itself" (p. 6), a reference to a famous speech by President Roosevelt. Walter Cunningham's father refused a WPA (Works Progress Administration) job, fearing what would come of his independence if he went on relief. And Bob Ewell, as Scout tells us, was "the only man I ever heard of who was fired from the WPA for laziness" (p. 248).

The Civil Rights Movement

Civil rights are something most Americans take for granted today. But millions of Americans were long denied fundamental democratic rights: voting, freedom of movement, due process, and equal protection under the law. At the end of the Civil War, the U.S. government began passing constitutional amendments and civil rights legislation on everything from voting rights to the right to own property and appear in court. The Civil Rights Movement in America really began as a newly freed African American population demanded rights.

Well-intentioned federal law was obscured by the failure of Reconstruction in the 1870s. Southern states passed a variety of “Jim Crow” laws enforcing racial segregation in education, housing, transportation, and public facilities. Marriage between blacks and whites was forbidden. For almost ninety years following Reconstruction, poll taxes and literacy tests made voting all but impossible for African Americans.

A forceful, nonviolent movement opposed Jim Crow. In 1909, W.E.B. Dubois cofounded the National Association for the Advancement of Colored People (NAACP), leading the twentieth

century civil rights struggle. With opposition from the Ku Klux Klan, the Civil Rights Movement struggled through the 1920s and 1930s, marred by race riots and lynchings. Between 1882 and 1968, some three hundred blacks were lynched in Alabama alone.

Slowly, the federal government and the courts endorsed the stance of the NAACP and other organizations. In 1954 the Supreme Court, in *Brown v. Board of Education*, ruled that “separate but equal” school facilities were unconstitutional, ordering integration in public schools. The next year Rosa Parks refused to give up her bus seat to a white man, leading to the Montgomery Bus Boycott. In the decade that followed, under the spiritual and political leadership of Martin Luther King, Jr., the movement for civil rights expanded, even if the path was hard and bloody. With the Civil Rights Act of 1964, the Voting Rights Act of 1965, and the Civil Rights Act of 1968, the civil rights of all Americans were established by law.

How to Complete a Major Works Data Sheet

English 2 Honors-2024

1. Section 1: (worth 3 points)

Fill in the title (underline!), author, date of publication (look at the earliest copyright date in your book), and genre (this would be like historical fiction, science fiction, bildungsroman (coming-of-age), etc. Most novels will fit into about 2 genre categories.)

2. Characteristics of the Genre: (worth 3 points)

In this box, you'll write out the genres you listed in the first box and a brief definition with information from the book that proves that it fits in that genre.

3. Biographical Information About the Author: (worth 3 points)

You can use the "About the Author" section in your book if it has one, or you can Google him/her. Write down important information that would be relevant to the novel – any characters that are autobiographical, themes that related to his/her life, things that he/she faced in life that would have influenced this story, etc.

4. Historical Information: (worth 3 points)

You'll want to write about 2 things here.

- a. What is the information do you know about the time frame of when the book was published?
- b. What is the background to the story itself? (Pretend there are chapters before ch. 1. Write down that information.)

5. Plot Summary: (worth 15 points)

Include all major characters, events, and setting from the beginning of the novel to the very end. You should write in paragraph form. All sentences should be complete sentences. You will receive full points only if you have detailed the plot to include the aforementioned requirements.

6. Describe the Author's Style: (worth 3 points)

In bullet form. write down details that would describe the personality of this author's writing style. When we hear a song on the radio and immediately know who the artist is because we recognize the "sound," that's because of the artist's style. Authors are the same way. Some write in very vivid imagery, some use ellipses, some use lots of figurative language, parallelism, etc. What sets this author's style apart from other authors?

7. Provide an Example that Demonstrates the Style: (worth 5 points)

For each style descriptor you listed in the Author's Style box, you'll need one quote from the book to prove it. Be sure to cite the quote with MLA format.

8. Quotes: (worth 10 points)

You will provide at LEAST 5 significant quotes from the novel. Look for quotes about character development or motivation, major shift in plot, conflict, symbolism, theme, beautifully written figurative language or imagery, important things said by characters, etc. Write out the quote in its entirety and cite using MLA format. You can use ellipses to cut out unnecessary words. It's always a good idea to take note of quotes as you read so that you're not looking for quotes at the end when working on this assignment.

9. Significance of Each Quote: (worth 20 points)

Write in complete sentences. This is the commentary section where you reveal which character is speaking if the quote is dialogue, give background information to remind yourself where in the story this quote is taking place. You explain the significance or importance of the quote by discussing why you chose it (without saying, "I chose this quote because... NEVER use that phrase! ☺). For example, if you think the quote shows a shift in the plot, explain that shift and prove how the quote highlights that shift.

10. Characters: (15 points)

- a. Name – list ALL MAJOR characters (some major characters are only present in the plot for a short time, but they had a significant effect on the plot or other characters. You need to list them, too.) Need at least 10 characters.

- b. Role in the story – Simply identify who they are.
 - c. Significance – Explain the importance of that character. Does he symbolize something? (If so, explain briefly. Ex.: Symbolizes freedom.) Help highlight a theme? (If so, mention the theme.) Why is that character important to the novel?
 - d. Adjectives – list 2-3 adjectives per character about the PERSONALITY, not physical description.
- 11. Setting: (3 points)**
- a. List all of the major places and a brief description of each. The amount of places varies by text.
 - b. Be sure to mention the time period of the novel as well.
 - c. Explain the social conditions of the time if necessary. This would be like what's going on in the world at that time. Ex. In *Lord of the Flies*, it takes place during WWII, so there's war, racism with the Holocaust, etc.
- 12. Symbols: (5 points)**
List at LEAST 4 symbols and be sure to mention what each item symbolizes. Do not repeat a character if you've already mentioned that in the character section. (Ex.: Flag = freedom)
- 13. Significance of Opening Scene: (3 points)**
First, identify what the opening scene is. Then, explain why it's important that the novel began that way. Does it reveal something about a character? (Think about how it ended and if anything changed. Always explain your reasoning.)
- 14. Significance of Ending Scene: (3 points)**
First, identify what the closing scene is. Then, explain why it's important that the novel ended that way. Does it reveal a character change? (Think about how it began and if anything changed. Always explain your reasoning.)
- 15. Discussion Question: (2 points)**
Come up with one question you would like to discuss with the group. Maybe it's about the time-period, a connection to another work, a literary question, etc.
- 16. Possible Themes: (5 points)**
- a. Always write complete sentences. You will write at least 3 thematic statements. So, think first about the many topics that the novel covers. Then, think about if the author is trying to say something good or bad about that topic. Then create a sentence that would be a lesson that can be learned about that topic from reading the novel.
 - b. EXAMPLE: one of the topics from *Lord of the Flies* could be "evil." William Golding shows through the boys that evil is bad. A theme statement could be: People are in a constant battle between good and evil.
 - c. You will NOT be specific about characters' names or setting or plot – no specifics from the novel, though your idea was inspired by these things in the novel. Also, do not say, "The author is trying to say..." or "One theme in the book is..." or "The author is trying to teach us..."

Notes:

- The more detailed and analytical you are, the higher your grade will be. You don't receive full credit for each section simply based on completion of it.
- Students have failed this assignment when they choose not to complete it. Don't be that person!
- Remember, when I say "quote," it's ANYTHING from the book (because you're quoting the book); it doesn't mean that it has to be in quote marks in the book.
- Unless I tell you to work with another student on this, you should do your work alone. Several students have received a 0 on this assignment for cheating / working together when it's an individual assignment.
- Please see me for help if you need it! ☺

Major Works Data Sheet
Advanced Placement Literature and Composition

Biographical Information about the Author:

Title:
Author:
Date of Publication:
Genre:

Historical Information:

Characteristics of the Genre:

Plot Summary:

Describe the Author's Style:

Provide an example that demonstrates the style:

Memorable Quotes

Quotes

Significance of each Quote:

Characters- At least 10

Name	Role in Story	Significance	Adjectives

Setting	Significance of Opening Scene
Symbols	Significance of Ending or closing scene
Possible Themes	Discussion Question

To Kill a Mockingbird
Characterization Project
Major Grade

Student Name: _____ Character Name: _____

Requirements:	Points Possible:	Points Earned:
1. Character's physical appearance supported with evidence	15	
2. Character's actions with evidence	15	
3. Character's thoughts with evidence	15	
4. Character's mannerisms/behavior with evidence	10	
5. How do other's respond to the character? Use evidence to support.	10	
6. Why is the character important to the novel? Give some good reasons and support with evidence.	10	
7. How did the character change from the beginning to the end?	10	
8. Neat in appearance and creativity was used in final product. Proper MLA format on the citations.	15	
Final Grade	100	

MLA Formatting - Quotes

Parenthetical Citation

- Immediately after each quote, you need to cite your source with the author's last name and the page number (for prose – novel, short stories, etc.) or line number (for verse – drama/play, poetry).
- Put a space between the quote mark and the parenthesis.
- Place the period AFTER the parenthesis – NOT inside the quote! THE ONLY PUNCTUATION THAT CAN GO IMMEDIATELY BEFORE THE ENDING QUOTATION MARK IS A ? OR !. NOTHING ELSE.

Example: "Pretend this is a quote from a short story" (Smith 42).

Example: poetry – only one line: "Pretend quote from poetry" (Collins 11).

poetry – more than one line: "Pretend this is / a line from poetry" (Collins ll. 11-12)

poetry – more than one line with ellipses: "Pretend this is / / a line from poetry" (Collins ll. 11, 15).

Embedding Quotes

- *Anything* that is copied verbatim (word-for-word) is a quotation; it does NOT have to be what someone says/what's already in quotes in the given text. It can be called a concrete detail, direct quote, or evidence.
- **Quotes need to be introduced** so that the quoted material flows naturally and coherently into your paragraph. Any background information or character names should be introduced (especially if there's a pronoun in the quote).
- When written properly, the reader should not be able to hear where the quotation marks are when the sentence is read aloud.
- A properly embedded quotation creates a *seamless* transition from the background information (what's happening in the story? who's speaking, if anyone?) to the quoted material.
 - Sometimes you need a comma before introducing the quote (because you're introducing dialogue, or your introduction was a dependent clause....see examples). A trick is to ask yourself, "If the quote marks weren't there, would I put a comma here?" Just because you have a quote doesn't mean that you always place a comma before.
- When done poorly, the transition is choppy and/or leaves the reader confused. (example: This is shown by, "I did not deny God's existence, but I doubted His absolute justice" (Wiesel 42).
 - Do not introduce a quote with:
 - This is shown by
 - This is evidence/evident when
 - This is proven by
 - This quote proves
- The above example is choppy and does not make sense when read aloud. Every sentence in a paragraph must make sense, even if it contains quoted material. ALL embedded quotes MUST make a complete sentence (no fragments).
- In order to do so, sometimes **you may need to change words within your quote so that the sentence is grammatically correct and coherent**. To do this, use brackets [] around the alteration. You can change pronouns to specific character names, verb tenses, other vague words; you can also add words like conjunctions. (Remember that we write commentary in present tense, so we try to match the verb tense of the quote to present, unless past tense is still necessary.)

Examples of Embedding

1. "I did not deny God's existence, but I doubted His absolute justice." – *Night*, Elie Wiesel, pg. 42

- **As the most chilling and heartbreaking novel *Night* gets started, the author expresses Elie's feelings towards God as he stands and watches Jews being killed by stating, "I did not deny God's existence, but I doubted His absolute justice" (Wiesel 42).**

- Notice, there is a comma before the quote because it's presented as dialogue. I also capitalized the first word for 2 reasons – 1. it begins with "I"; 2. you always capitalize when you start dialogue.

-Notice the cite – just the author's last name and a number. Also, we use (parenthesis,) not [brackets].

2. "We are the choices we make." Meryl Streep

- **Meryl Streep, a very talented actress, explained to us that** "we are the choices we make" (Streep) **to show that the decisions we choose to make on our journey defines who we are as people.**

- Notice, there's no comma before quote? Why? The word "that" takes its place. It's not true dialogue. I'm restating what someone else said. Why didn't I capitalize the first word of quote? You don't if your quote starts after the word "that." Again, it's not true dialogue.

3. "Kindness is the language which the deaf can hear and the blind can see." Mark Twain

- "Kindness is the language which the deaf can hear and the blind can see," **said Mark Twain, meaning that everybody understands kindness.**

- Notice, I ended the quote with a comma because immediately following is "said Mark Twain."

4. "I did not deny God's existence, but I doubted His absolute justice." – *Night*, Elie Wiesel, pg. 42

- **Wiesel's weakening faith is evident in his novel *Night* when he** "doubted [God's] absolute justice" (Wiesel 42) **during the terrors of the Holocaust.**

- Notice, there is no comma before the quote. I am truly embedding his thoughts into my own. It's part of my sentence. If there were no quote marks there, I wouldn't naturally put a comma between a subject and verb "he doubted." I also don't capitalize it because I wouldn't naturally do that if the quotes weren't there. And it's not dialogue.

- All embedded quotes should equal a complete sentence. You should never have a fragment.

- Notice the [brackets] are used to here to show I changed a word in the quote.

Ellipses

Ellipses show the deletion of words. There are two kinds:

1. the deletion of words is understood because of the parallel sentence structure:
 - a. The babysitter ate four slices of pizza, and the child two. (Which words are deleted and how do you know?)
2. the deletion of words through the use of dots:
 - a. **3 dots are used to show the deletion of words WITHIN ONE sentence**

Then, with the martyred expression of a parent who has to keep up with the senseless ebullience of the children, he picked up the conch... and began to pick his way over the tumbled scar" (Golding 38). - from *Lord of the Flies* Only a few words were deleted within one sentence.

- b. **4 dots are used to show the deletion of words in MORE THAN ONE sentence**

Liesel, thinking her papa was asleep "whispered, 'I think I'm going to hell'.... and she kissed his scratchy cheek. 'You're not going to hell,' Papa replied" (Zusak 256). - from *The Book Thief* (5 sentences were deleted because they were unnecessary to this particular quote because it was highlighting an event and the reaction.

- When you delete words within a quote, the sentence must still be grammatically correct and coherent.
- NEVER use ellipses at the beginning or end of a quote. Only use them in the MIDDLE of your quoted material. (ex.: "blah blah...blah") Use ellipses sparingly as too many of them can interrupt the flow of your essay.
- NEVER change the meaning of the quote.

Quote within a Quote

- You only use quote within a quote when you're pulling words from a text that include BOTH narration AND dialogue/something already in quotes.
- Do not quote entire conversations. All of the quote marks and back and forth becomes very confusing. Instead, summarize the conversation and quote only one person's words – the most important part.
- When you start a quote, you open with 2 quotes: ". When you are looking at your given text and you see a quote mark that you're going to include, you need to put ONE quote where your text has two: '. You will close that one quote when your text closes the double quote. And you'll close your double quote when you're done writing words from the text.

→
knowing
someone
talking
within
quote
You
are
using

Examples:

Original Quote:

By sheer will power she overcame her outburst and answered in a calm voice while wiping the tears from her wet cheeks:

“Oh, nothing. Only I don’t have an evening dress and therefore I can’t go to that affair.”
(“The Necklace” by Guy de Maupassant, pg. 227)

What my quote looks like:

“By sheer will power she overcame her outburst and answered in a calm voice while wiping the tears from her wet cheeks: ... ‘I don’t have an evening dress and therefore I can’t go to that affair’”
(Maupassant 227).

Notice I opened with a double quote to indicate these are not my words. I put ellipses where I deleted words. I opened a single quote where I saw quotes in the text. I closed the single quote when the text closed its quote. And then I closed my double quote because I’m done with copying words from the text. I saved the period until AFTER the parenthetical citation, which includes ONLY the author’s last name and the page number.)

Original Quote: “I’ll retrace our steps on foot,” he said, “to see if I can find it.”
(“The Necklace” by Guy de Maupassant, pg. 230)

What my quote looks like: Mme. Loisel was frantic about her lost borrowed necklace, so her husband told her, “I’ll retrace our steps on foot...to see if I can find it” (Maupassant 230).

Because I deleted the narration part of the original quote, I do not need a quote within a quote. I am ONLY quoting M. Loisel’s words.