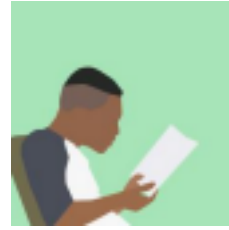




Santiago High School 10th Honors Language Arts

2026-2027 Summer Reading Assignment (THIS INCLUDES 10TH HONORS ETHNIC STUDIES)

➤ Students are required to read [A Tale of Two Cities](#) by Charles Dickens this summer. As you read the story, pay special attention to **figurative language, symbolism, theme, and character development**. Feel free to mark the text as you read.



- *Be prepared to have a test on the story.*
- *Be prepared to discuss details of the story.*
- *Be prepared to share your insights and thoughts about the story with your classmates and your teacher.*

**It is strongly recommended that you annotate the text for symbolism, characterization, and theme.*

**The text of A Tale of Two Cities can be found [here](#), or at the link above.*

➤ In preparation for 10th Grade Honors Language Arts, we suggest that you become familiar with the literary device terms listed on **the Literary Device Chart (next page)**. *Do not simply memorize the definition of the terms; also be sure to study the examples and the function(s)* of each device. We recommend that you make flashcards to study the terms and bring these cards to class with you in August. We will be working with these terms extensively throughout the first semester.



□ Semester 1 Literary Devices Chart

You *may* encounter these terms during both semesters, but we will primarily be focusing on them during first semester.

Device	Definition Example	Function
<p>Allegory</p>	<p>A device that conveys meaning through symbols, actions, characters, and setting. Although it uses symbols, it is different from symbolism. An allegory is a complete narrative which involves characters, and events that stand for an abstract idea or an event. A symbol is an object that stands for another object giving it a particular meaning. Unlike allegory, symbolism does not tell a story.</p> <p>In <i>The Lord of the Flies</i>, Golding uses the characters to convey his feelings about leadership, order, civilization, control, and culture.</p>	<p>Used to tell a story with a purpose of teaching an idea and a principle or explaining an idea or principle. It is used to preach some kind of a moral lesson.</p>
<p>Alliteration</p>	<p>The practice of beginning several consecutive or neighboring words with the same sound.</p> <p>“The twisting trout twinkled below.”</p>	<p>Creates a memorable phrase, draws attention, reinforces meaning, and creates unity. Causes the reader to read at a faster pace—creates a sense of urgency/speed.</p>
<p>Allusion</p>	<p>A reference to a mythological, literary, or historical person, place, thing</p> <p>“He met his Waterloo.” (Alludes to the defeat of Napoleon at the battle of Waterloo.)</p>	<p>Lends authority to an idea. Makes an association with something the reader knows. Creates emotion in the audience because of that association.</p>

Archetype	Also known as universal symbol, may be a character, a theme, a symbol or even a setting.	The hero, hero's journey, battle of good and evil, light, dark, red, white, black, etc.	Archetypes, which have a common and recurring representation in a particular human culture or entire human race, shape the structure and function of a literary work.
Foreshadowing	An advance hint of what is to come later in the story.	A writer may use character dialogues to hint at what may occur in the future. In addition, any event or action in the story may throw a hint to the readers about future events or actions. Even a title of a work or a chapter title can act as a clue that suggests	Creates an atmosphere of suspense in a story, so that the readers are interested to know more.

		what is going to happen.	
Hyperbole	A deliberate, extravagant, and often outrageous exaggeration.	"The shot heard' round the world."	Can be used for either serious or comic effect. Provokes a response, casts something in a strong light.
Imagery	Consists of words or phrases a writer uses to represent persons, objects, actions, feelings, and ideas descriptively by appealing to the senses. Can utilize figurative language and diction with strong connotations.	"The slope of the bars of honey-colored sunlight decreased; they slid up the bushes, passed over the green candle-like buds, moved up toward the canopy, and darkness thickened under the trees."	Illustrates an idea, a feeling, or the particular qualities of something.

<p>Irony</p>	<p>A device in which contradictory statements or situations reveal a reality that is different from what appears to be true. Often known as a plot twist.</p>	<p><i>Oedipus Rex</i> (Sophocles): Oedipus is searching for a murderer who, it turns out, is himself <i>Hansel and Gretel</i> (Grimm fairy tale): the witch, who intended to eat Hansel and Gretel, is trapped by the children in her own oven</p>	<p>Creates suspense for readers, heightens the humor, or leaves a larger impression on an audience. As a plot device, irony allows readers to re-evaluate their knowledge, expectations, and understanding. Irony can call attention to themes of a work while simultaneously catching the reader off-guard.</p>
<p>Metaphor</p>	<p>A comparison of two unlike things not using “like” or “as”</p>	<p>“Time is money”</p>	<p>Creates new meaning for an object/idea. Creates an emotional response in the audience. Helps the audience understand or imagine something they are unfamiliar with.</p>
<p>Mood</p>	<p>The atmosphere of a literary work that evokes a certain emotion or feeling from the audience.</p>	<p>Established through: Diction, imagery (description of setting), figurative Language/Literary Devices (simile, metaphor, personification, etc.), theme (the message/lesson of the story), tone.</p>	<p>It evokes various emotional responses in readers and thus ensures their emotional attachment to the literary piece they read. Once the readers are emotionally stirred, they fully comprehend the message that the writer tries to convey to them.</p>
<p>Paradox</p>	<p>A statement that appears contradictory, illogical, impossible, or absurd, but has a coherent meaning that reveals a hidden truth.</p>	<p>“I must be cruel to be kind.” “I am nobody.” “I can resist anything but temptation.” “What a pity that youth must be wasted on the young.”</p>	<p>Makes a reader think over an idea in an innovative way. Can also communicate a tone of irony.</p>

<p>Personification</p>	<p>A kind of metaphor that gives inanimate objects or abstract human ideas human characteristics</p>	<p>“The wind cried in the dark.” “Justice died that day.”</p>	<p>Creates new meaning for an object/idea. Creates an emotional response in the audience. Helps the audience understand or imagine something they are unfamiliar with.</p>
<p>Simile</p>	<p>A comparison of two unlike things using “like” or “as”</p>	<p>“Love is as delicate as a rose.”</p>	<p>Creates new meaning for an object/idea. Creates an emotional response in the audience. Helps the audience understand or imagine something they are unfamiliar with.</p>
<p>Symbolism/ Symbol</p>	<p>When an object representing another gives an entirely different meaning that is much deeper and more significant.</p>	<p>Context is essential to understanding a symbol, as “a chain” may stand for “union” as well as “imprisonment.” You must understand when, where, and how it is used. The audience also may read symbols differently depending on their culture and prior knowledge.</p>	<p>Gives a writer freedom to add double levels of meanings to his work: a literal one that is self evident, and the symbolic one whose meaning is far more profound than the literal.</p>
<p>Tone</p>	<p>The speaker's or narrator's attitude towards the subject.</p>	<p>Established through: Diction, imagery (description of setting), figurative Language/Literary Devices (simile, metaphor, personification, etc.), theme (the message/lesson of the story)</p>	<p>Decides how the readers read a literary piece, and how they should feel while they are reading it. It stimulates the readers to read a piece of literature as a serious, comical, spectacular, or distressing manner. In addition, tone lends shape and life to a piece of literature because it creates a mood.</p>

If you are looking for additional summer reading options to prepare you for the rigor of 10th Honors Lang Arts, we highly suggest these authors:

Suggested Authors for Reading

Alcott, Louisa May	Faulkner, William	Marquez, Gabriel Garcia
Atwood, Margaret	Fitzgerald, F. Scott	Marx, Karl
Beah, Ishmael	Flaubert, Gustave	McCarthy, Cormac
Beckett, Samuel	Gaines, Ernest J.	McCourt, Frank
Bellow, Saul	Haley, Alex	Melville, Herman
Bradbury, Ray	Hawthorne, Nathaniel	Miller, Arthur

Bronte, Emily	Heller, Joseph	Morrison, Toni
Bronte, Charlotte	Hemingway, Ernest	Neale Hurston, Zora
Buck, Pearl	Hersey, John	Orwell, George
Burton, Richard	Hesse, Hermann	Plato
Butler, Octavia	Hillenbrand, Laura	Proust, Marcel
Camus, Albert	Hosseini, Khaled	Rand, Ayn
Chevailer, Tracy	Hugo, Victor	Salinger, J.D.
Cisneros, Sandra	James, Henry	Sinclair, Upton
Dante	Joyce, James	Steinbeck, John
Darwin, Charles	Kafka, Franz	Tan, Amy
De Cervantes, Miguel	Kant, Immanuel	Thoreau, Henry David
Defoe, Daniel	Kerouac, Jack	Twain, Mark
Dickens, Charles	Kesey, Ken	Updike, John
Dillard, Annie	Kidd, Sue Monk	Villasenor, Victor
Dostoyevsky, Fyodor	Kingsolven, Barbara	Vonnegut, Kurt

Douglass, Frederick	Krakauer, Jon	Wells, H.G.
Dumas, Alexandre	Lewis, Sinclair	Wright, Richard
Ellison, Ralph	Malamud, Bernard	