

# 9<sup>th</sup> Grade Honors English Pre-requisite Reading Assignment

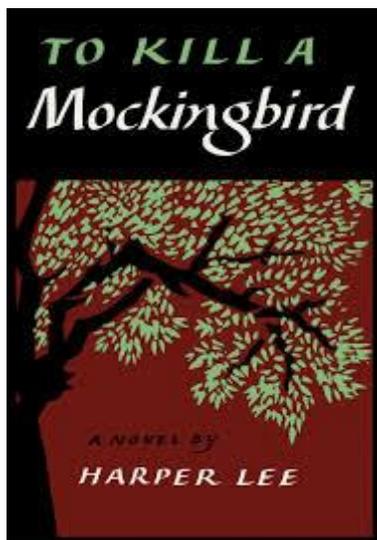
As part of the Seneca Valley School District's continuing efforts to strengthen and reinforce curricular objectives, pre-requisite reading and writing assignments are required for students entering Honors English 9. This program has been implemented at the Grade 7 level and will continue through high school as a criterion for Advanced/Honors English placement. Although this is a requirement for Honors English, we hope that you enjoy your summer reading.

## Grade 9 Required Novel

### *To Kill a Mockingbird* by Harper Lee

“Harper Lee’s coming-of-age tale, *To Kill a Mockingbird*, is set in the Deep South, and is a searing portrayal of race and prejudice told through the eyes of a little girl. Filled with atmospheric evocations of life in the 1930s and a moral and caring sensibility, *To Kill a Mockingbird* is both a brilliant rendering of a specific time and place as well as a universal tale of how understanding can triumph over old and evil mindsets. Most of all, *To Kill a Mockingbird* is a modern-day morality tale of how prejudice must be met, fought and overcome—no matter where it is present or how difficult that task might seem.”

- *Classic Literature (About.com)*



## Overall Assignment

**Directions:** Read the classic *To Kill a Mockingbird*, a novel that has helped to shape American culture. You will be required to complete **a typed reflection journal** that documents your efforts to be engaged in the reading of the novel while considering a focus question. This reflection journal will be due on the first day of the 2018-2019 school year. You are expected to do your own original work with this journal. **Do NOT work together on this.** You will also be creating a turnitin.com account (plagiarism database) the first week of school; the reading log will be submitted to turnitin.com as well. Please make sure you save your journal to your home computer. See specific directions for the assignment on next page.

You may want to complete your reading closer to the beginning of school. The notes you take should help to prepare you for the test and help you to gain the most from the reading of the novel. You may also want to complete the attached reading guide to help you prepare, but completion of this study guide is **not mandatory**.

## Assignment Directions:

Create a **typed reflection journal** in which you focus on the **focus question** (see below) for your novel. You will create a table in which you use the essential question as your title and keep this question in focus as you read. Divide your table into two sections. On the **left-side** type direct quotations that pertain to **character development, themes, or conflict** that address your essential question, and on the **right-hand side** record your comments. You should have a total of **12 quotes/responses**. Your quote selection should reflect a comprehensive understanding of the novel. Divide the book into thirds and select **4 quotes from each section** that focus on character development, themes, and conflict. Try to divide up the devices as evenly as you can when selecting your quotes.

## Focus Question: **How do experiences (events, decisions, and consequences) determine our individual identity?**

When you are pulling your quotes, consider:

- **Characterization:** How does the author develop the characters? How do any of the characters change and who or what causes them to change? How do the characters advance the plot and the conflicts?
- **Theme:** Which themes emerge from the book related to identity? Is there an overriding theme? How are these themes developed and how do they aid you in your understanding of the novel?
- **Conflict:** What are the central conflicts related to identity? How does the author develop these conflicts? Are the conflicts primarily internal or external?

## Reflection Journal Example:

**Focus Question:** *How do experiences (events, decisions, and consequences) determine our individual identity?*

<b>Chapter 2 Passage</b>	
1. "Let's not let our imaginations run away with us, dear," she said. "Now you tell your father not to teach you anymore. It's best to begin reading with a fresh mind. You tell him I'll take over from here and try to undo the damage—" – page 17	<b>Theme – Education can be embraced and fostered outside of the classroom.</b> Scout knows that her father is her greatest teacher. She benefits each and every night from her father reading to her. Scout's teacher is wrong, and Scout's intelligence and spirit gives her the courage to question these views. I feel that becoming an individual is achieved through the lessons we learn both in and out of school.

## Steps to make a table:

1. Go to the *Insert* tab.
2. Click on *Table*.
3. Click on *Insert Table* (don't just highlight the squares to create a table).
4. Set up the Table size as indicated to the right (2 columns and start with your chosen # of rows).
5. Click ok.

## To insert extra rows in your table for your journal:

1. Right click within the table.
2. Hover on *insert*
3. Click on *insert row below*.
4. Continue doing this as you need additional rows for the reading log.

- As shown in the example table above, copy a **meaningful excerpt** for each entry – such as a piece of dialogue, a description, or thoughts from a character on the **left side**. In addition, number each entry and identify the chapter number and the page number.
- On the **right side**, write a **thoughtful response** to the quotation that (1) **provides focused discussion on characterization, theme, or conflict in relation to the Focus Question** and (2) **incorporates personal connections** (your own ideas, opinions, and experiences) **to the quoted material**. Do not just restate the quote in your own words. Instead, create meaningful discussion on the essential question, the specific literary device, and your own personal connections.
- Each response should consist of **3-5 sentences**.
- Remember to select quotes that are relevant to the focus question.

## Literary Devices to Consider:

**CHARACTERIZATION** – the process of revealing the personality of a character.

**CONFLICT** – the struggle or clash between opposing characters or opposing forces.

- In an **external conflict**, the character struggles against an outside force. This outside force might be another character, or society as a whole, or something in nature.
- By contrast, an **internal conflict** takes place entirely within a character’s own mind. An internal conflict is a struggle between opposing needs or desires or emotions within a single person.

**THEME** – the central idea of a work of literature. A theme is the idea the writer wishes to reveal about the subject (subject may be love, childhood, death, etc.) However you must be able to distinguish the theme from the subject.

For example—

“Love” is the subject, not a theme. *Teenage love is intense and short-lived* is a **THEME**.

“War” is the subject. *Old men glorify wars that young men have to fight* is a **THEME**. The theme is usually not stated directly in a work of literature. Most often, the reader has to think about all the elements of the work and use them to make an inference, or educated guess, about what the theme is.

A good formula to use when creating a theme statement is:

**Thematic subject + insight = THEME**

Consider the following thematic subjects when creating your **theme statements** for *To Kill a Mockingbird*:

<i>compassion</i>	<i>courage</i>	<i>education</i>	<i>gender</i>	<i>good and evil</i>
<i>heroism</i>	<i>inhumanity</i>	<i>stereotyping</i>	<i>justice</i>	
<i>loneliness</i>	<i>violence</i>	<i>racism</i>	<i>social class</i>	
	<i>prejudice and bigotry</i>		<i>innocence to experience</i>	

Harper Lee's **TO KILL A MOCKINGBIRD**



# *To Kill a Mockingbird*

## Reading and Study Guide

Following are questions on each chapter that will help you understand this book.

### Chapter One

1. Describe the setting of the story.
2. Harper Lee uses *satire* to tell her story. Explain.
3. How did the kids entertain themselves?
4. What is unusual about the relationship the children have with their father?
5. Describe Dill.

### Chapter Two

6. Why wasn't the first day of school successful for Scout?
7. What education did Miss Caroline receive that first day?
8. How does Scout feel about her teacher?

### Chapter 3

9. Why was Atticus able to talk with Walter Cunningham like a grown man?
10. Describe Miss Caroline's incident with Burris Ewell.
11. How does Atticus keep Scout going to school each day?

### Chapter 4

12. Why would gum and Indian Head pennies be good gifts for the children?
13. Why would you think Boo Radley was the one leaving gifts for the children?
14. What play were the children doing that summer?

### Chapter Five

15. Why did Scout spend time with Miss Maudie Atkinson?
16. Why does Miss Maudie think the Radley place is a sad house?
17. Explain what 'footwashers' has to do with the plot.
18. Judge the children's attempt to give Boo Radley a note.
19. Explain: "Jem ...realized that he had been done in by the oldest lawyer's trick on record."

### Chapter Six

20. What went wrong in Jem and Dill's plot to peep in the window at Boo Radley?
21. Explain the importance of Mr. Radley's assumption that it was a Negro in his collard patch.
22. Why was it important that Jem return alone to retrieve his pants?

### Chapter 7

23. What surprise did Jem find when he got back his pants?
24. What were all the gifts the children found in the tree?
25. What excuse did Mr. Radley give for filing in the hole with cement?
26. Why do you think Jem was more upset than Scout with this?

### Chapter 8

27. How did the children act in the snow and why?
28. Who did Mr. Avery blame for the harsh winter and what was his source?
29. Why did the children have to disguise the snowman and how did they do it?

30. Explain about the blanket.
31. What was Miss Maudie's reaction to the loss of her house?

### **Chapter 9**

32. Why did Atticus decide to defend Tom Robinson? List all the reasons.
33. What advice did he give Scout and why?
34. What foreshadowing does the author use to give us a hint of the trouble to come?
35. What is 'Maycomb's usual disease'?

### **Chapter 10**

36. What advice did Atticus give with the air rifles?
37. What is the significance of the Mockingbird?
38. Why are the children ashamed of Atticus in the beginning of this chapter?
39. How did shooting the dog change their opinion?

### **Chapter 11**

40. Why did Jem have to read to Miss Dubose?
41. What strange thing happens at Miss Dubose's house when Jem reads to her?
42. What does Jem later find out about his reading sessions?
43. Why is Miss Dubois a courageous woman in Atticus's eyes?

### **Chapter 12**

44. What information about conditions in Alabama in 1935 might be significant to the plot?
45. How does First Purchase African M.E. Church get its name?
46. How were the children treated and why?
47. What does Reverend Sykes's comment, "Nobody leaves here till we have ten dollars," tell you about the black community?

### **Chapter 13**

48. Why did Aunt Alexandra come to stay with the children?
49. What all does Aunt Alexandra tell them about?

### **Chapter 14**

50. Explain why you think Dill ran away from home.
51. How does Jem break the remaining code of childhood?

### **Chapter 15**

52. How did Scout avert trouble at the jail?

### **Chapter 16**

53. Miss Maudie compared the atmosphere surrounding the trial to a Roman carnival. Explain.
54. Where and with whom did the children view the trial?

### **Chapter 17**

55. Describe how the Ewells lived.
56. Why was it important the Bob Ewell wrote with his left hand?

### **Chapter 18**

57. Describe the problems with Mayella's testimony.

### **Chapter 19**

58. What major reason suggested that Tom Robinson was innocent?

### **Chapter 20**

59. What did Atticus say about Thomas Jefferson's "all men are created equal"?

### **Chapter 21**

60. It took the jury a long time deciding on the verdict. Why is that important to this trial?

### **Chapter 22**

61. Who else in town help Tom Robinson with his trial? How?

### **Chapter 23**

62. What did Atticus try to explain to Jem about Bob Ewell?

63. What did Atticus say about white men cheating black men?

64. What family voted for Tom Robinson on the jury and why?

### **Chapter 24**

65. Mrs. Merriweather spoke about 'good but misguided people' in town. To whom was she referring?

66. Why did Atticus need Calpurnia?

### **Chapter 25**

67. Why was Tom's death 'typical' to Maycomb folk?

### **Chapter 26**

68. What change do you notice when Scout looks back on past events?

69. Why is Scout upset that her teacher is upset about Hitler?

### **Chapter 27**

70. What problems did Bob Ewell's cause?

71. What happened to Aunt Alexandra as the children were getting ready to go to the Halloween Pageant?

### **Chapter 28**

72. What happened to the children on the way home?

### **Chapter 29**

73. What did Mr. Tate mean when he said Bob Ewell "had guts enough...?"

74. How did Scout know the man was Boo Radley?

### **Chapter 30**

75. Why did Atticus disagree with Mr. Tate's explanation of what happened?

76. Exactly 'how' did Bob Ewell die and by what method?

### **Chapter 31**

77. What exactly did Scout 'see' from the porch of the Radley house?