

Perry High School | Honors English 9 | Summer 2021 Reading Assignment

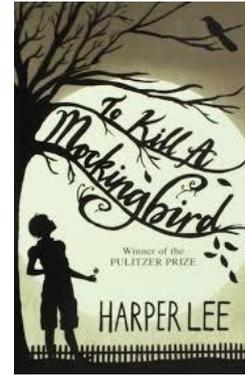
Selection: *To Kill A Mockingbird* by Harper Lee

Objectives:

- To read and respond to the work in its entirety
- To research related historical background to the novel
- To summarize, assess, and connect source material
- To communicate clear thoughts with textual evidence
- To understand how a writer uses language to create meaning

Task 1: To research historical background information

Task 2: To read the novel and complete a dialectical journal



TASK 1 – RESEARCH Historical Background Information

To better understand the implications of this novel and its themes, we ask you to conduct research regarding historical topics related to this novel. **Research** the following four topics:

1. The Great Depression
2. Life of Author Harper Lee
3. The Scottsboro Trial
4. Jim Crow Laws

Follow these steps to research each of the above topics.

1. Use [Maricopa County Library](#), [Digital Arizona Library](#) (DAZL) to **locate source material**. Use [general reference](#) or [U.S. History](#) databases to find one source for each topic. Sources may include academic journals, videos, biographies, websites, images, magazines, or newsfiles from these databases. Move beyond the “overview” at the start of your search.
2. **Read** through the source. Then **download it** and also save it to your **Google Drive** as a .pdf (be sure you’re logged into your .gse account). You will then link your .pdf to the article title by copying link, highlighting the title, & inserting the link (⌘K).
3. Next, locate and then copy the [MLA 8 bibliographic citation](#).
4. Write a **five sentence summary** of what the source reveals about the topic.
5. **To get set up:** Duplicate the format below on your own Google Docs by opening a new Doc & inserting a table with 4 columns & 5 rows (includes one for the header).
6. **Need Help?** View this [informational video](#) that explains how to complete this assignment & for help with [formatting tables](#) for Tasks 1 and 2.

Main Historical Topic	Title of Work + Link to Source (.pdf from Drive)	MLA 8 BIBLIOGRAPHIC CITATION	SUMMARY OF SOURCE
The Great Depression	“Great Depression”	Szostak, Rick. "Great Depression." <i>Dictionary of American History</i> , edited by Stanley I. Kutler, 3rd ed., vol. 4, Charles Scribner's Sons, 2003,	The “Great Depression” discusses the impact of Black Tuesday and how it abruptly ended the Roaring 20’s. This depressed time proved to be a major challenge for newly-elected

		pp. 44-49. <i>Gale In Context: U.S. History</i> , link.gale.com/apps/doc/CX3401801776/UHIC?u=azstatelibdev&sid=UHIC&xid=e8ae2496. Accessed 1 Feb. 2021.	president Herbert Hoover because he thought the economic challenges would pass quickly yet they did not; so, needless to say, he became an unpopular president for failing to help struggling Americans in a time of economic downturn. Due to Hoover's unpopularity, Franklin D. Roosevelt won the next election by a landslide. He famously stated, "The only thing we have to fear is fear itself." So while the economy was depressed, the bombing at Pearl Harbor pulled America into WWII thus ending the downturn since so many Americans were forced to work to support the nation at home and abroad.
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TASK 2 – READ *To Kill a Mockingbird* and COMPLETE a Dialectical Journal

Directions: You will keep a dialectical journal during your novel reading. You will find direct quotes or paraphrases from 16 of 31 different chapters that you can analyze for a deeper meaning. We will be focusing on a "Coming of Age" theme throughout the first quarter. Coming of age can be observed when there is a change in a character's psychological or moral perspectives that typically occurs from youth to adulthood.

A Chapter 1 entry is shown below to help you understand what we will look for in your journal. Be sure to include thoughtful, well-written comments (reflections, observations, remarks) tying the direct quote (or paraphrase) to larger, more important ideas. These comments should primarily be written in THIRD PERSON since this is the focus point-of-view of most high school writing; please refrain from using first person, "I" as in "I think...". Avoid summarization.

To get set up: Duplicate the format below on your own Google Docs by opening a new Doc & inserting a table with 2 columns & 17 rows (includes one for the header).

<p>Important Excerpts or Passages from the Text Listed as Direct Quotes or Paraphrases (Include Page Citation) (with a Coming of Age focus). Recall that a paraphrase expresses the meaning using different words to achieve greater clarity.</p>	<p>Commentary Reaction Connection Tie to coming of age theme and/ or research topics.</p>
<p>"When he was nearly thirteen, my brother Jem got his arm badly broken at the elbow... I maintain that the Ewells started it all, but Jem... said it started long before that" (1).</p>	<p>This first sentence in the novel offers readers an opportunity to think about Jem and wonder how Jem broke his arm since this detail is included so early in the novel. It also foreshadows later events and introduces the Ewells who Scout states, "started it all..."</p>