



## PERRY HIGH SCHOOL

### HONORS 9<sup>TH</sup> ENGLISH SUMMER READING 2017



Dear Students and Parents,

Welcome to Perry High School's Honors English Program. In order to provide our students with an opportunity to complete their reading during the summer and not be too overwhelmed when school resumes, we have outlined below specific reading activities that will be due early in August. If you have any questions during the summer about the assignment, please contact Lindsay Bryner, English 9 Honors level lead, by email: [Bryner.Lindsay@cusd80.com](mailto:Bryner.Lindsay@cusd80.com) This assignment may also be found on the Perry High School website.

During your high school years in English classes, you will read a variety of classical and modern literary works. One novel, *To Kill a Mockingbird*, is a Pulitzer Prize-winning novel by Harper Lee published in 1960. It was instantly successful and has become a classic of modern American fiction. The novel is loosely based on the author's observations of her family and neighbors, as well as on an event that occurred near her hometown in 1936, when she was 10 years old. The novel is renowned for its warmth and humor, despite dealing with the serious issue of racial inequality. The narrator's father, Atticus Finch, has served as a moral hero for many readers and as a model of integrity for lawyers.

This assignment is meant to introduce you to the general experience of English honors students at Perry High School. It is a three part assignment with due dates beginning in August.

It is not required that the student complete this project over the summer, as more details will be added once school begins. However, students can begin drafts of these assignments. Students will have time to ask their teacher clarification questions after the instructions have been reviewed in detail as a class. The following examples can serve as initial samples.

Thank you for your interest in English 9 Honors. We look forward to working with you next year!  
The English 9 Honors Team

**Please follow the instructions below to begin your literary exploration:**

#### **Step 1 – Research Historical Background Information**

**Use the internet to find information about historical events of the time period.**

To better understand the implications of this novel and its themes, we ask you first conduct internet research regarding historical topics that will provide a fundamental foundation before you begin reading. The following are topics from which we ask you to choose your research. You only need to pick **three** topics:

Topics:

- The Great Depression
- Harper Lee (author)
- The Scottsboro Trial
- Jim Crow Laws
- Brown v Board of Education
- Life in the US South during the 1930's
- The Civil Rights Movement

We want you to explore several websites and learn as much as you can about the three topics you have chosen to investigate. You need to become the expert of three of these topics, since you will eventually put together a notebook of all your internet findings and an explanation of their importance. This notebook will be completed once you begin school, so please wait to put the notebook together until we can give you further instructions in July.

(Step 1 continued on the back)

As you research your choice of topics, print a hardcopy of your chosen item to provide evidence of what you found to depict or provide proof of your topic. Place the name of the topic and the internet site address on the printed copy. Suggestions for items to find include these: pictures, newspaper, magazine, or internet articles, editorials, political cartoons, poems, songs, speeches...and other interesting items. **Find at least three items for each of the three topics you choose to research** (so, a total of 9). Here are many choices of items you might include in your notebook, but here are just a few examples:

- A photograph of a breadline during the Depression
- A newspaper article about the Scottsboro Trial
- A list of Jim Crow Laws
- A speech by Martin Luther King during the Civil Rights Movement of the 1960s
- A poem or song about the South, written in the 1930s.

When you return to school in July, we will discuss how we will make connections between these historical artifacts and *To Kill a Mockingbird*. You will be graded on your ability to find a **variety** of interesting, creative evidence.

The box on the right is an example of what one artifact page should look like. Remember, you will eventually have 9 total.

**The Great Depression Artifact #1**  
Photograph of a breadline



<http://www.thesleuthjournal.com/10-facts-great-depression/>

### **Step 2 – Read *To Kill a Mockingbird* and Complete a Dialectical Journal**

Now that you have completed internet research, you are ready for the reading of the novel. You may buy any version.

You will keep a dialectical journal during the reading of this novel. As you read each chapter of the novel, find one quote or sentence that you can analyze for a **deeper meaning (including: figurative language, how the text connects to your life, how the text connects to another book/play/movie etc.)** These comments could discuss character motivation, stylistic patterns, or how the book ties in the internet research you conducted earlier. Please go beyond emotional responses such as “This made me feel happy.”

Furthermore, we will be focusing on the theme of “Coming of age” throughout first quarter. Therefore, **10 of your quotes should relate to this theme** (“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).

An example of an entry is shown below to help you understand what we will look for in grading your journal. Be sure to include thoughtful, well-written comments of the quote or sentence(s) you choose for your journal.

Please duplicate the format of this journal on your own computer.

The box below is an example of the analysis of one chapter. Remember to find one quote or sentence per chapter.

Chapter/Page	Quote or Sentence	Thoughts/Observations
Chapter 1 Page #1	“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.”	This first sentence in the book hooks the reader in. They now want to know why and how Jem broke his arm. It also foreshadows what comes later in the book. It makes the reader start to question the Ewells from the first time their name appears in the book.

### **Step 3 -Take a Test on *To Kill a Mockingbird***

The test will be a mixture of comprehension and analysis questions about *To Kill a Mockingbird*. It is comprised of a variety of types of questions, and will be completed in class.