



English 9 Honors Summer Assignment



Welcome to English 9 Honors! We will begin the school year with a discussion of the literary merits of Harper Lee's novel To Kill A Mockingbird. In order to prepare you for this endeavor, as well as your future studies at the high school, complete the following assignments.

READING, CHAPTER SUMMARIES, AND QUESTIONS FOR DISCUSSION:

Closely read the novel and take chapter notes (for each chapter) on setting, plot, character, conflict, and theme. You decide how to best format your notes for each chapter. List any questions you personally may have regarding the chapter. (Of course, you are not expected to answer these questions). Then, on a separate sheet of paper, create ten (10) questions *suitable for class discussion* and include the answers. Discussion questions delve beyond factual information; for more advice on discussion questions, see the Suggested Techniques page included with the assignment. *Please type your notes and questions* neatly and bring them to class the first day of school. You can expect a 50-60 question short answer test on the above topics at some time during the first two weeks of school.

VOCABULARY:

Define the words provided on the vocabulary list. Write the page number where Lee uses the word, the part of speech (noun, verb, adjective, etc.), and define the word as it is used in the text. Then, find at least **twenty** (20) more words that are unfamiliar to you. Record the word, give the page number, the part of speech, and define the word as Lee uses it in the text. *The vocabulary assignments must be typed* and are due the first day of class. There will be a vocabulary quiz on 30 words from the given vocabulary list during the first week of school.

LESSONS LEARNED:

As you read, compile a list of lessons the characters learn throughout the novel. For each, identify the person who learned the lesson, the lesson that was learned (use a direct quotation whenever possible), and the page number(s) where the lesson occurs. *Typing is not required*. This is due on the first day of class and will be used to create a class project.

ESSAY:

The essay is due on the first day of class. It should be well written and organized with no spelling, punctuation, or usage errors. You should use short quotations from the novel to support your ideas. *You are not required to type this assignment, but if you do type, it must be double-spaced or you will lose credit and valuable space for comments*. Use the suggested essay format included here to help you organize your essay.

Dr. Martin Luther King, Jr. said, "The ultimate measure of a man is ... where he stands at times of challenge and controversy." Prove that Dr. King is correct using two characters from Harper Lee's novel, To Kill A Mockingbird who show their true identities during difficult times. For each character, identify the "challenge or controversy" the character faces, the character's response to the situation, and then evaluate the character based on his or her response. Use specific examples, details and quotations from the novel to support your ideas.

Have a great summer, and I look forward to working with you in September.
If you have any questions, you may email me at llopez@eischools.org

CONTEMPORARY NOVEL:

Select one contemporary novel from the English 9 Honors summer reading list. This includes Peter Lubar's *Sleeping Freshmen Never Lie*, Jerry Spinelli's *Stargirl*, and Mitch Albom's *The Five People You Meet in Heaven*. We will write an essay during the third week of the school year. I have included the essay question and a suggested format to help you read with direction, but *you are not to write this essay over the summer.*

Vocabulary Words for *To Kill A Mockingbird*

- | | | |
|------------------------|-------------------------|------------------------|
| 1. assuaged (3) | 26. sojourn (22) | 51. obstreperous (85) |
| 2. piety (3) | 27. expounding (24) | 52. invective (87) |
| 3. brethren (3) | 28. furor (26) | 53. vehemently (95) |
| 4. strictures (4) | 29. contentious (27) | 54. livid (100) |
| 5. impotent (4) | 30. diminutive (27) | 55. umbrage (102) |
| 6. taciturn (4) | 31. fraught (28) | 56. rectitude (102) |
| 7. unsullied (4) | 32. fractious (29) | 57. skulked (103) |
| 8. imprudent (5) | 33. amiable (29) | 58. palliation (103) |
| 9. detachment (6) | 34. disapprobation (31) | 59. tirade (106) |
| 10. revelation (7) | 35. melancholy (39) | 60. undulate (107) |
| 11. teemed (8) | 36. evasion (40) | 61. recluse (242) |
| 12. eccentric (8) | 37. benign (42) | 62. spurious (244) |
| 13. repertoire (8) | 38. pestilence (43) | 63. annals (248) |
| 14. vapid (8) | 39. morbid (43) | 64. obscure (248) |
| 15. malevolent (8) | 40. placidly (46) | 65. blissful (254) |
| 16. stealthy (9) | 41. edification (49) | 66. irascible (255) |
| 17. nocturnal (9) | 42. malignant (55) | 67. furtive (255) |
| 18. predilection (9) | 43. waning (56) | 68. ascertain (258) |
| 19. domiciled (10) | 44. cleaved (61) | 69. keenly (265) |
| 20. nebulous (11) | 45. aberrations (63) | 70. untrammelled (266) |
| 21. multitudes (15) | 46. procured (66) | 71. timid (270) |
| 22. cunning (16) | 47. innate (78) | 72. blandly (271) |
| 23. illicitly (17) | 48. inevitable (79) | 73. stolidly (273) |
| 24. compelled (17) | 49. guilelessness (80) | 74. shrewder (280) |
| 25. mortification (21) | 50. tarried (84) | 75. acquiescence (280) |

Enjoy the Summer
Enjoy the Summer



Suggested Character Essay Format



Introduction

- State Dr. King's quote word for word.
- Explain what the quote means, and identify the quote as true.
- Introduce the text being discussed (provide the author, title, and genre).
- Thesis Statement: Identify the two characters to evaluate.

Body Paragraph

- Write a topic sentence (state the main idea of the paragraph).
- Discuss an example of a difficult situation a character faces in the novel, using short, relevant quotations from the novel to support your ideas.
- Explain how the character responds in the situation, using short, relevant quotations from the novel to support your ideas.
- Explain what the character's response reveals about the character.
- Close paragraph with a summarizing sentence.

Body Paragraph

- Use a transition.
- Write a topic sentence (state the main idea of the paragraph).
- Discuss an example of a difficult situation another character faces in the novel, using short, relevant quotations from the novel to support your ideas.
- Explain how the character responds in the situation, using short, relevant quotations from the novel to support your ideas.
- Explain what the character's response reveals about the character.
- Close paragraph with a summarizing sentence.

Conclusion

- Restate Dr. King's quote and its validity.
- Rename the two characters evaluated in the essay.
- Add a summarizing, clincher sentence.

Miscellaneous Writing Suggestions:

- ☆ **DO NOT USE subjective first and second person personal pronouns** ("I," "me," "my," "mine," "you," "your," "yours," "we," "us," "our," and "ours.")
- ◆ Avoid informal or imprecise language such as "a lot," "big," "nice," "guy," "good," etc.
- ◆ When using a thesaurus, be sure to check the precise meaning of words in a dictionary
- ◆ Avoid informal contractions such as "don't," "it's," "they're," etc.
- ◆ Use transitional phrases such as "In addition," "Furthermore," "Moreover," "However," "Also," "Overall," "Likewise," "Similarly," "In contrast," and "Conversely."
- ◆ Integrate quotes with your own words (Instead of writing, "A quote that shows courage is '...'," write "The character displays courage as he '...'.")
- ◆ Avoid passive sentences (Instead of writing "Courage is found in novel," write "The novel provides a clear example of courage.")

Frequently, the way literature displays something, or how it appears, clashes with what is really the case. This theme about appearances vs. reality emerges in Harper Lee's To Kill A Mockingbird, Peter Lubar's Sleeping Freshmen Never Lie, Mitch Albom's The Five People You Meet in Heaven, and Jerry Spinelli's Stargirl. Explore this theme in your two selected summer reading novels. Refer to specific evidence and use direct quotations from both texts to develop your essay about the contrast of appearances and reality.

**DO NOT WRITE THIS ESSAY OVER THE SUMMER.
WE WILL WRITE IT IN SCHOOL AFTER ESSAY WRITING INSTRUCTION.**

Introduction

- Broad, general statement about the essay topic
- Introduce authors, titles, genres
- Thesis Statement: Identify the two examples where appearances contrast with reality

Body Paragraph

- Topic Sentence (state the main idea of the paragraph)
- Discuss the way something or someone appears in the first novel, using relevant quotations from the novel to support your ideas.
- Use a transition.
- Discuss the reality of that misconception as portrayed in the first novel, using relevant quotations from the novel to support your ideas.
- Close paragraph with a summarizing sentence.

Body Paragraph

- Use a transition.
- Topic Sentence (state the main idea of the paragraph)
- Discuss the way something or someone appears in the second novel, using relevant quotations from the novel to support your ideas.
- Use a transition.
- Discuss the reality of that misconception as portrayed in the second novel, using relevant quotations from the novel to support your ideas.
- Close paragraph with a summarizing sentence.

Conclusion

- Restate thesis (Do not copy it word for word from the introductory paragraph)
- Restate major ideas developed in the essay
- Add a summarizing, clincher sentence (make a comment about this theme and the real world)

Miscellaneous Writing Suggestions:

- ☆ **DO NOT USE subjective 1st & 2nd person personal pronouns** (“I,” “me,” “my,” “mine,” “you,” “your,” “yours,” “we,” “us,” “our,” and “ours.”)
- ◆ Use present tense verbs consistently throughout the essay
- ◆ Avoid informal or imprecise language such as “a lot,” “big,” “nice,” “guy,” “good,” etc.
- ◆ When using a thesaurus, be sure to check the precise meaning of words in a dictionary
- ◆ Avoid contractions such as “don’t,” “it’s,” “they’re,” etc.
- ◆ Use transitional phrases such as “In addition,” “Furthermore,” “Moreover,” “However,” “Also,” “Overall,” “Likewise,” “Similarly,” “In contrast,” and “Conversely.”
- ◆ Integrate quotes with your own words (Instead of writing, “A quote that shows courage is ‘...,’” write “The character displays courage as she ‘...’.”)
- ◆ Avoid passive voice (Instead of writing “The character is portrayed as a...,” write “The novel portrays the character as a...”)

SUGGESTED TECHNIQUES FOR COMPLETING EACH TASK

EDITIONS OF BOOKS AND PAGE NUMBERS:

- ☆ Bring the assignment with you when you secure a copy of the book to make sure you are getting the same page numbers that I have. My copy is a simple, inexpensive purple paperback.

READING:

- ☆ Don't curl up at the end of the day when you're tired and plan to actively read a novel. Instead, read while you are feeling alert and focused.

CHAPTER SUMMARIES:

- ☆ There is no easy way to do this. You can make notes within your text, use sticky note flags to mark pages, or use separate paper. *These notes are not a quiz grade; rather, they are for you.* They will help you with class discussions and finding specific parts of the novel after you have completed reading.

DISCUSSION QUESTIONS:

- ☆ *You are creating ten questions TOTAL for the entire book.*
- ☆ You should keep a sheet of paper with you when reading to jot down the questions. Good discussion questions are ones that start with "Why" "How" and "Do you think." Avoid asking factual questions that can be answered in a few words. These questions will be graded based on their ability to elicit an in depth response. For example, instead of asking "Who is most upset by the trial verdict?," a better question for discussion would be "Why is Jem more upset than Scout or Atticus about the trial verdict?"
- ☆ Include responses to the questions.

DEFINING VOCABULARY:

- ☆ Do not forget to include the part of speech (noun, verb, adjective, etc.)
- ☆ Make sure your definitions are clear. (The definition of "apoplectic" is NOT simply the state of having apoplexy.)
- ☆ There are a few ways to complete this task. Part of becoming a self-directed learner is evaluating different methods for completing a task and selecting the best one. With that in mind, here are a few suggestions:
 - ☆ You could look up all of the words before reading. Record multiple definitions now, and then when you read, you can note which one is the proper definition within the context of the novel.
 - ☆ You could look up all of the words before reading. Look up the word in the novel and figure out before you write anything what the proper definition is within the context of the novel.
 - ☆ You could look up the words a batch at a time and read only up to that point. Then, go back and look up more definitions.
 - ☆ You could look up the words after you read the novel.
- ☆ Do not forget to include the part of speech (noun, verb, adjective, etc.)
- ☆ Make sure your definitions are clear. (The definition of "apoplectic" is NOT simply the state of having apoplexy. You also will need to look up apoplexy to create a clear definition.)

COLLECTING TWENTY NEW VOCABULARY WORDS:

- ☆ Make sure you do not repeat words from the given list. (“Timid” is on the given list, so do not place “timidly” on your new words list.)
- ☆ Do not forget to include the part of speech (noun, verb, adjective, etc.)
- ☆ Make sure your definitions are clear. (The definition of “apoplectic” is NOT simply the state of having apoplexy.)

STUDYING THE GIVEN VOCABULARY WORDS:

- ☆ Don’t wait until the last minute to learn all those words.
- ☆ You could make flash cards to study the vocabulary words.
- ☆ You could make practice quizzes for yourself to study the vocabulary words.
- ☆ Learn a small amount of words each day. For example, learn the first five words, and then add another five for a total of ten words. Then, add another five for a total of fifteen words. (Count back from the first day of school to determine how early you should begin studying.)

LESSONS LEARNED:

- ☆ You could stop each time you find a lesson and write the information down.
- ☆ You could jot down just the page number and a few words to let you know what the lesson is. Then, you can go back to the section and carefully fill in the details needed for the lesson.
- ☆ You could make yourself a little “fill in the blank” template with the required parts for each lesson to make sure you don’t forget any parts (lesson, quote, page number)

ESSAY:

- ☆ Make sure you double space the essay if you type.
- ☆ Read the essay question carefully to determine exactly what your task is.
- ☆ You may use language and phrasing written in the essay question (and anywhere else within this packet) to write your essay.
- ☆ You should wait until you have read the entire novel to complete the essay, but you should think about the question carefully before you begin and determine what the task is. You can take notes with page numbers where you find information for the essay as you read. Your examples of characters facing challenging situations that reveal what they are really like must be very specific. **Be sure to follow the suggested format as best you can; it is designed to help you focus your body paragraphs and develop your response with specific evidence and quotations.** The miscellaneous writing suggestions warrant your attention also.
- ☆ Try to find someone to whom you can read the essay aloud. (Reading aloud will help you determine if your sentences and ideas make sense.) Be sure to proofread carefully and double space the essay. Remember that you only have one chance to make a first impression.
- ☆ Part of learning control in writing is avoiding informal, subjective 1st and 2nd person pronouns when writing an essay where you analyze literature. These forbidden words are “I, me, my, mine, we, us, our, ours, you, your, and yours.” You can include these words within quotations, but you should not use them in your own writing.