Honors English 9 Summer Reading Assignment

BEHS English teachers assign summer reading with these reasons in mind: 1) to keep students in the habit of reading over the summer and 2) to expose students to quality fiction that they might not otherwise consider. To prepare you for Honors 9 and high school in general, we are asking that you read **Harper Lee's *To Kill a Mockingbird*.** The book follows Scout, a young girl, and her brother Jem as they grow and mature in their small town in 1930s Alabama. Both are affected when their father, a lawyer, defends a black man accused of rape.

Please know that we will be completing review activities in the first two days of class and very shortly after you will be asked to write a literary analysis essay based on your summer reading. To be prepared for the first two weeks of school and to avoid failures in the gradebook, you need to make sure that you actually read the book this summer. To prepare for the essay, please complete the provided worksheet on themes and evidence. The essay cannot be done before class and no essays done previously will be accepted. We do, however, expect that your themes and evidence document will be completed before school starts.

If you have any questions, please email Mrs. Corey at rcorey@bonnyeagle.org, Mrs. Deptula at rdeptula@bonnyeagle.org, or Ms. Webber at jwebber@bonnyeagle.org.

You may also join our Summer Reading Google Classroom with the code:

5berbc5

In this classroom you'll find this assignment description and an electronic copy of the evidence log. You may also post questions to your future English teachers or your classmates about the books and the assignment.

Themes and Evidence

Performance Indicators:
- 1. C. Determine a theme or central idea of a complex text and analyze its development over the course of the text
- 2. A. Cite strong and thorough textual evidence to support an analysis of the text.

❖ After choosing one of the following themes for your book, you will find quotations that show your theme and its development throughout the novel. Make sure to put the page number as this will help you when you write the essay in class.

❖ **Once you've chosen your theme, put it in terms of a lesson to be learned from the text.**

Possible Themes
Coming of Age -The purpose of the "coming-of-age" novel is to "lead the reader to greater personal enrichment as the protagonist journeys from youth to psychological or emotional maturity." Usually, this follows a set pattern where the protagonist leaves home, goes through some conflict and growth, is tested by different issues and relationships, then realizes the best place/way to use his talents. Does the main character grow up or mature over the course of the novel? Does he/she come to a new understanding or gain new insight on life or have some kind of transformation? ***Key point: trace the character's change throughout the novel.**
Individual vs. Society- In literature, a character might feel held back, or might actually be held back, by society's leaders, rules and/or expectations. This can be seen with the rules and function of social class, with strict laws or even with parental figures. Sometimes it is clear what is causing the character(s) to feel that society is trying to control him/her and sometimes it is much more of an emotional/mental reaction to perceived control. Does the character have to break the law to do what s/he feels is right? Does the character face many obstacles in trying to accomplish or prove something? Does the society the character lives in seem unfair or unjust? ***Key point: trace how the character deals with society/community and the outcome.**

The theme (as a lesson to be learned):

As you read *TKAM*, look for good quotations that show the theme. Make sure to choose from different parts of the book to show the development of the theme and make sure you can explain how the quote shows the lesson you've identified.

1. Page #:	Quote:
2. Page #:	Quote:
3. Page #:	Quote:
4. Page #:	Quote:
5. Page #:	Quote:

6. Page #:	Quote:
7. Page #:	Quote:
8. Page #:	Quote:
9. Page #:	Quote:
10. Page #:	Quote: