

Freshman Pre-AP English Summer Reading Assignment

Students, you will need to purchase and read the following book:

To Kill a Mockingbird

by Harper Lee

Warner Books Edition

You will complete the following tasks. □ The dialectical journal will be collected on *the second day of class*. It must be written **neatly** in **blue** or **black ink**. Write only on the front. You will also take an objective test over the reading on the second day of class.

If you are a **late enrollee** of this class, you will have two weeks from the first day you attend the class to complete your reading, turn in your work, and take your test. □ Late enrollees **do not include students who transfer to PHS over the summer unless there are less than two weeks remaining at the time of transfer.**

TASK 1. BEFORE YOU READ: Acquire background knowledge

Before reading *To Kill a Mockingbird*, learn about Harper Lee and the novel. Click on the link below to access the Glencoe Literature Library Study Guide for *To Kill a Mockingbird*. Read “Meet Harper Lee” and “Introducing the Novel” on pages 7-9.

Also, click on the bird link to learn important information about mockingbirds. If the links do not work for you, then search using the key terms to locate the documents you need to read. Email me if you have a problem with this, and I will help you.

http://www.glencoe.com/sec/literature/litlibrary/pdf/to_kill_mockingbird.pdf

https://www.allaboutbirds.org/guide/Northern_Mockingbird/id

TASK 2. AS YOU READ: Mark key quotes in your book

While reading, underline or highlight important quotations or significant sections. Make notes in the margins about how each quote relates to topics and themes addressed in the novel. These include but are not limited to the following: racism, □ prejudice, ageism, gender roles, education, religion, poverty, and coming of age. □ You may also react to what you have read by making notes in your margins. For instance, some of your marked passages might be selected just because you feel they are important to us today, or maybe you are drawn to a part that is beautifully written. In other words, you are making connections to what you read, and your notes will enhance our class discussions later. Some students like to place colorful tabs on the pages they have annotated so that the passages are easy to find in class discussions.

TASK 3. AS YOU READ: Keep a dialectical journal

□A dialectical journal is another name for a double-entry journal or a reader-response journal. It is a space in which you record a dialogue between the ideas in the novel and those that come to your own mind. It is, basically, a literary conversation with yourself, in which you write down your thoughts as you read. For example, you might have a question, or something that you read might remind you of another book or movie. You are responding to what you read with your own feelings, associations, and ideas.

To create this journal, use a ruler to draw a vertical line down the middle of several sheets of notebook paper. You will write only on the front and only in dark blue or black ink. Carefully copy on the left side of the page the passages you want to discuss or analyze. Following the quotation, and before you place the period, note the page number in parenthesis. Do it exactly like the following example, although your passages will probably be much longer:

“Inside the house lived a malevolent phantom” (8).

On the right side of the paper, you will write at least **THREE** of each of the types of entries listed below. Your dialectical journal will contain a minimum of **FIFTEEN** entries from throughout the novel. Each entry should be at least four sentences long. Label each entry by its type, as listed below. For example, when I read the passage about how Calpurnia protects the children, I think of Mrs. Beale, a character in the book *Maniac McGee*. I could easily write several sentences comparing these two characters, which would be a TEXT-TO-TEXT.

- A. **Text-to-text:** How do the ideas in this text remind you of another text, or even of a movie or television program? What connections can you make between texts?
- B. **Text-to-self:** How do the ideas in this text relate to your own life, ideas, and experiences? How does this change your understanding?
- C. **Text-to-world:** How do the ideas in this text relate to the larger world—past present and future? Have you seen something going on in the world today that you can connect to this idea? How does this connection influence your thinking?
- D. **Question:** What confuses you or concerns you as you read? What makes you angry? Can you anticipate an outcome?
- E. **Prioritize:** What word, sentence, or idea is most important? Why?
- F. **Evaluate:** Do you like or agree with what you are reading? What are the good and bad points? How could it be improved? Does it have something valuable to say? Is it worthwhile reading?
- G. **Literary Insight:** Sometimes we read something we like simply because the writing is beautiful. What literary element or technique is featured in the quote that makes it so effective? What is its effect?

If you have trouble with any of the summer tasks, send me an email at kbohmfalk@pisd.net. I look forward to seeing your fantastic work!

Mrs. Bohmfalk