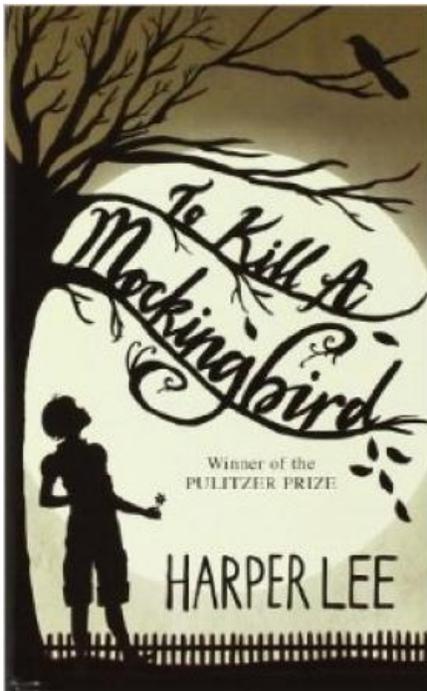


***To Kill a Mockingbird* - Summer Reading Project**

Herriman High School - English 10 Honors

2019 - 2020

Welcome to Honors English 10. This is a class for students with intellectual curiosity and strong work ethics. All students taking English 10 Honors will participate in a summer reading program. Why? Summer assignments provide several advantages for students: (1) ensuring that students maintain skills over the summer, (2) fostering independent learning, and (3) creating an initial common framework for discussion and study on the first day of school. The summer's reading assignment has been created to give you an introduction to the kinds of reading you will see throughout the course and the types of analysis that will be required of that reading. We want you to build confidence and competence as readers of complex texts. **Your assignment is due on your first scheduled A or B day of English 10 Honors and is worth a SIGNIFICANT portion of 1st Quarter's grade.**



Your Book: *To Kill a Mockingbird*. Six-year-old Scout Finch and her brother Jem have grown up in a rural south filled with racial inequality. When their attorney father takes on the job of defending a black man accused of raping a white woman, Scout and Jem are forced to face a side of their town that they had never seen before.

Part of your assignment will be to read and annotate the book. We hope that each of you will be able to obtain your own copy to read, annotate, and reread. (You can purchase the book at most bookstores or retail stores. The paperback version at Walmart, for example, is currently listed for \$5.39.) If you are unable to purchase your own book, please come to the school before school ends in a couple of weeks, and we will provide a book for you. For those using a school book, you will need to use sticky notes to annotate the text.

If you have questions, you should email your teacher as soon as possible:

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Please complete the following tasks while reading the book:

Task 1: Pre-Reading: Build Background Knowledge.

Read as much as you can about the work itself prior to reading it. Look for credible sources to learn about these elements from the Deep South. PICK TWO:

1. Understanding Jim Crow laws
2. Women in the South during the 1930s
3. The Scottsboro Trial
4. Life in the 1930s
5. The Life of Harper Lee
6. Firsthand accounts of the Great Depression
7. Redneck Stereotypes of Poor White Southerners during the Depression
8. Lynching in the Deep South during the Depression

Complete the pre-reading section on the data sheet using information that you uncovered about your background knowledge.

Task 2: Read the novel and annotate while reading. (50 percent)

What is annotating? It's simply a dialogue with the text. Imagine the text as a person. As you read, write notes in the margins or on sticky notes as to what you would say to Scout, the narrator. Ask questions, make observations, infer, determine the important points, and highlight "golden quotes (lines that are memorable to you as a reader). The more you write on a text, the more you understand it. You will bring your annotated book with you to class on the first day so that it can be graded.

Task 3: Complete the English 10-H Data Sheet for the book (see attachment). (50 percent)

Fill out the Data Sheet neatly, clearly, and completely as you read—not after. This process will help you understand what is going on, the differences in characters, etc. Refer to the sample for *Romeo and Juliet* provided for you.

FYI: There will be a test on the book the first week of class that will contain questions and prompts not found in *Spark Notes*.

LITERARY ANALYSIS DATA SHEET

<p>Title: _____</p> <p>Author: _____</p> <p>Date of Publication: _____</p>	<p>Three elements found in Pre-Reading activity for topics choice number two:</p>
<p>Three elements found in Pre-Reading activity for topics choice number one:</p>	<p>Sources used in Pre-Writing Activity:</p>
<p>Provide a brief synopsis (include exposition, main conflict(s), climax, resolution, and major plot points):</p>	

Identify and explain the use and effect of three literary techniques, such as metaphors, symbols, motifs, etc.:

Cite and quote one example of each:

Significant Quotes

Cite and quote three significant passages:

Explain the significance of each passage or explain how it relates to the work as a whole:

Characters

Record information for each significant character in the work

Name	Role in the story	Significance or Purpose	Adjectives
Atticus Finch			
Jean Louise "Scout" Finch			
Jem Finch			
Dill Harris			
Maudie Atkinson			
Calpurnia			
Robert Ewell			
Mayella Ewell			
Tom Robinson			
Arthur "Boo" Radley			

Describe the setting(s) and explain its/their significance:

Identify and explain the theme(s) of the work:

Write at least three questions for class discussion:

Draw a picture of a character, a scene, or a setting.

LITERARY ANALYSIS DATA SHEET

<p>Title: <u>Romeo and Juliet</u> Author: <u>William Shakespeare</u> Date of Publication: <u>1599</u></p>	<p>Information found in pre-reading activity: William Shakespeare was born in Stratford-Upon-Avon in England. He learn about the classics of his time-- Roman and Greek myths like Homer and the Ovid's Metamorphosis, and these stories influenced his writing. When he went to London, he became and actor and subsequently a playwright--and he left his wife and children at home. London at this time was a city entering into the Renaissance. Books and plays and art became much more of a focus and the rulers of England, Queen Elizabeth and James I were patrons of these artists and supported their work. London was also filthy and often had outbreaks of the black plague when even the playhouse would close to prevent it spreading. His contemporaries sometimes hated him because he became so popular without the city college education; he gained the admiration of both rulers of England and was popular amongst the lower social classes as well. Now, Critics say Shakespeare didn't write about his life, but he wrote about the human experience, and that's what makes him so long lasting .</p>
<p>Sources used in the pre-reading activity</p> <p>Shmoop Editorial Team. "William Shakespeare: Childhood." <i>Shmoop</i>. Shmoop University, Inc., 11 Nov. 2008. Web. 3 May 2019.: Shmoop Editorial Team. "William Shakespeare: Playwright." <i>Shmoop</i>. Shmoop University, Inc., 11 Nov. 2008. Web. 3 May 2019. Shmoop Editorial Team. "William Shakespeare: Globe Theatre." <i>Shmoop</i>. Shmoop University, Inc., 11 Nov. 2008. Web. 3 2019.</p>	
<p>Provide a brief synopsis (include exposition, main conflict(s), climax, resolution, and major plot points):</p> <p>The play opens by describing the chaos in Verona, Italy, caused by two waring families: The Montagues and the Capulets. Romeo is a Montague and at first he is lovesick and heartbroken because he loves Rosalie (but she does not love him), but all that changes when he attends the Capulets' party in disguise and meets Juliet: they fall in love. Later, they discover they are on opposite sides of this conflict, but despite this, they get married in secret.</p> <p>Meanwhile, after the party, tensions increase between the Montagues and the Capulets and Tybalt, (Juilet's cousin) challenges Romeo to a duel--which Romeo refuses, now being family. But, Mecurcio, Romeo's friend) takes the challenge, dies, and Romeo kill Tybalt in revenge. He spends one night with Juilet, explaining one happens, and then is banished from Verona for his crimes.</p> <p>Juliet's family, not knowing she is already married, has her engaged to marry Cousin Paris, and to avoid this and solve the feud, Juilet fakes her own death. Romeo never gets the letter explaining the plan, and kills himself when he sees Juliet, who then wakes from her coma, and kills herself. At the end of the play, both families create a truce after all this sorrow.</p>	

<p>Identify and explain the use and effect of three literary techniques:</p> <p>Paradox, used when describing Romeo and Juliet's relationship. It emphasizes how surprising their love is.</p> <p>Motif: Light and dark imagery</p> <p>Metaphor: Romeo and Juliet often speak of metaphor.</p>	<p>Cite and quote one example of each:</p> <p>Juliet: "My only love sprung from my only hate" (1.5.152).</p> <p>Romeo: "More light and light, more dark and dark our woes" (3.5.36).</p> <p>Romeo: "It is the East, and Juliet is the sun" (2.2.3)</p>
<p>Significant Quotes</p>	
<p>Cite and quote three significant passages:</p> <p>1."Come, night. Come, Romeo. Come, thou day in/night..Come, gentle night; come, loving black-browed night/Give me my Romeo, and when I shall die,/Take him and cut him out in little stars,/And he will make the face of heaven so fine/That all the world will be in love with night/And pay no worship to the garish sun"(3.2.17-27).</p> <p>2.. "A plague o' both your houses! Zounds, a dog, a rat, a mouse, a /cat, to scratch a man to death! A braggart, a rogue, a/ villain that fights by the book of arithmetic! Why the/ devil came you between us?"(3.1.103-107).</p> <p>3. "Where be these enemies--Capulet, Montague/see what a scourge is laid upon your hate/that heaven finds means to kill your joys with love,/ and I, for winking at your discourse too, /have lost a brace of kinsmen. All are punished" (5.3. 302-305) .</p>	<p>Explain the significance of each passage or explain how it relates to the work as a whole:</p> <p>1. In this quote, Juliet has already learned of the fight with Tybalt and is waiting for Romeo, her new husband,, to come to her. At the very start of the play, Romeo refers to Juliet as the sun. This section shows how Juliet sees him like the night; with these contrasting images, we can see how as characters they are opposites. Perhaps not just on opposite sides of the conflict (Juliet is a Capulet and Romeo a Montague), but opposite sides of emotion. Juliet as the sun means that she is more innocent and optimistic while Romeo is not innocent; he just killed someone. And he often exists in a state of deep melancholy. The end of the quote also foreshadows the tragic ending with her talking about "when I shall die" and how Romeo should be taken up into the night and "cut" into the stars. Repeating the word Night and the use of the word "cut" also creates this tragic, more desperate tone--it hints that their love needs the cover of night, that it is hidden and forbidden, and violent. By ACT III, we can see the shift in their relationship as the hope for a happy ending dwindles into a violent end.</p> <p>2. Mercutio challenges Romeo with this question and this curse right after Mercutio took up the duel with Tybalt that Romeo brushed off. In the duel, Romeo tries to stop the fighting and Mercutio suffers a fatal blow. Mercutio repeats his curse "A plague o' both your houses" three times during this scene. This repetition builds tension and power to his curse, making it sound lethal as it comes from a dying man. Mercutio first decries Tybalt--calling him the worst of creatures (a rat), and then blames Romeo, making him the true "villian" of the story, This is the pivotal scene when everything begins to spin out of control--Romeo fails at bringing the two warring families together. Mercutio asks why he came between them, and Romeo does not answer maybe because of fear, maybe because he's too confident (a braggart) in his ability to handle the situation, but it dooms him. The curse Mercutio gives him is one born from betrayal, confusion, and an unjust death.</p> <p>3. The prince announces this at the end of the play as both families are gathered around the dead Romeo and Juliet. The line " that heaven finds the means to kill your jous with love" is a paradox--this idea that love can kill joy. In analyzing this sentence, the "joys" here refer to their children, but the love is ambiguous. Is it Romeo and Juliet's great love for each other that killed them? Or was it the great love the parents had for their children--and all of the expectation and pressure-- that killed them? This scene makes us ask who is at fault for the tragedy--is it Romeo and Juliet, the parents, the govermen, heaven? It doesn't give us a final answer to this; it just shows us the result of these figures taking some responsibility: peace.</p>

Characters

Record information for each significant chara

Name	Role in the story	Significance or Purpose	Adjectives
Romeo Montague	Falls in love with Juliet and causes chaos	Romeo drives the tragedy of the plot and shows the danger of the violent clash between Montague and Capulet families.	Melancholy, passionate, and impancient.
Juliet Capulet	Falls in love with Romeo--the enemy	Juliet is more sheltered to the violence of the clash, but causes the fatal misunderstandings as she tries to escape her fate of marriage.	Innocent, sheltered, passionate.
Mercutio	One of Romeo's cousins, who hates the Capulets.	He dies for and because of Romeo and curses both the Montague and Capulet house.	Manic, choleric, and excitable.
Tybalt	One of Juliet's cousins, who hates the Montagues.	He is a foil for Mercutio, and kills him, and then is slain by Romeo.	Aggressive and cocky
Lady Capulet and Capulet	Parents of Juliet	Lady Capulet and her husband arrange the marriage between Juliet and Cousin Paris. Lady Capulet tries to advise her daughter on love	Ineffectual, demanding, and cold
Lady Montague and Montague	Parents of Romeo	She worries about Romeo and his involment in the clash with the Capulets. She is more moderate than her husband. And she dies of a broken heart.	Anxious, distant
Friar Lawrence	The local friar who tries to help Romeo and Juliet	He gives the posion to Juliet, and often tries to comfort Romeo and help him see reason.	Pacient, pragmatic
Prince Escalus	Governs over the Venice	He is the one who finally makes the truce happen between the families.	Noble
Juliet's Nurse	More of a mother to Juliet; she carries out Juliet's messages to Romeo.	She delivers the notes to Romeo and helps Juliet and Romeo's communication. Occasionally she gives advice to Juliet.	Fretful, motherly, vulgar
Benvolio	Another Montague cousin and friend of Romeo.	Benvolio is different than Mercutio in that he often tries to backtrack and defuse the situtations.	Sensible, cautious
Cousin Paris	A Capulet cousin, who gets engaged to Juliet.	He gets engaged to Juliet.	Demanding, single minded

Describe the setting(s) and explain its/their significance:

The setting takes place in Verona, Italy--not in England where Shakespeare lived. He may have never even been to Italy, so this setting tries to make the story feel exotic and exciting.

The setting is significant in how it changes for our main characters. For Romeo, it is all outside on the streets; we never see him in his own home. For Juliet, she is almost always in her home.

Write at least three questions or topics for class discussions.

Do you think Romeo and Juliet's love is ultimately conquered by death, or does their love become immortal when they die together?

Does the older generation (the parents of Romeo and Juliet) have the same attitude toward the family feud as the younger generation (Romeo, Juliet, Tybalt, Mercutio)?

What role does fate play in *Romeo and Juliet*? Is fate alone responsible for the deaths of Romeo and Juliet, or should certain characters be held accountable?

Identify and explain the theme(s) of the work:

Love can take over and disrupt and destroy life. . We see this with the paradox“that heaven finds the means to kill your joys with love.” Juliet and Romeo’s love became unhealthy and desperate when they had to deal with the pressure of their families: Juliet was to marry another Capulet;and Romeo must do what Montague’s do and fight the Capulets. But this pressure backfired with the families, and ended up destroying the families--literally killing the parent’s joy of their children.

Hatred blinds others to the reality around them. When Tybalt comes to confront Romeo, he tells him “Romeo, the hate I bear thee can afford/No better term than this,--thou art a villain.” Later when Romeo professes his love and tries to explain, Tybalt refuses to listen and tell him that isn’t enough for the insult he gave him. This is really the problem of the play; perhaps even if Romeo and Juliet did say they were married and were in love, Tybalt still would have wanted to kill him; he wouldn’t be able to look past his hate and understand his new situation.