

English 9 Honors Summer Reading Assignment

ASSIGNMENT

Complete a first reading and annotate a copy of the novel *To Kill a Mockingbird* by Harper Lee.

ANNOTATION GUIDE

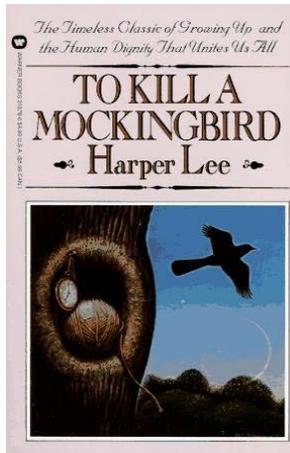
Throughout your time in the English 9 Honors, you will be expected to annotate many major texts. Creating annotations will help you identify deeper meaning in the texts and will prepare you for class discussions, activities, and assignments as well as assessments. This guide is intended to communicate what is expected when completing annotations. If you are using a library or school copy of a text, you may not write in the text; therefore, Post-it notes are suggested. It is highly suggested that you purchase your own copy of the text so that you can write in it.

To annotate a text means to furnish it with critical/explanatory notes and comments. In other words, annotations are written notes that you take, thoughts that you have, and research that you complete while reading a text. These notes range from definitions of words to personal connections and deep analysis of the text. The following are suggestions of types of annotations you can make as you annotate. You may not have one of every type of annotation, but you should include a variety of different types.

- Define words or slang
- Ask questions about details that confuse you or about subject matter with which you are unfamiliar. These will be essential when we begin rereading the text in September.
- Decide if one word fits the context better than another word
- Make connections to other parts of the text. These can be comparisons, contradictions, thematic connections, connections between characters' words and actions, connections or comparison between settings, tone, mood, etc.
- Make connections to other texts you have read or seen
- Draw a picture to make a visual connection
- Re-write, paraphrase, or summarize a particularly difficult passage or scene
- Make meaningful connections to events in your own life, history, and/or the world
- Describe a new perspective that a character in the novel seems to have
- Offer analysis or interpretation of what is happening in the text
- Point out and discuss literary techniques that the author is using and the effect they have on the reader
- Identify the type of narration used

- Note changes in narration
- Identify meanings of chapter titles, character names, setting names
- Write down questions you have or things that you wonder about
- Look for recurring themes in relation to the novel as a whole
- Identify character motivation
- Make connections to the time period during which the work was written or the time it is set

In addition to the suggested types of annotations for all texts, as you annotate for summer reading pay particular attention to the following key ideas, uses of literary conventions, etc. in *To Kill A Mockingbird*.



- References to gossip and rumors
- References to race
- References to mockingbirds
- Note when Scout's perspective is that of a child vs. that of an adult looking back on her life
- Note heroic behavior
- Note cowardly behavior
- Note figurative language, such as imagery, similes and metaphors
- What symbols have you encountered? What might they mean?
- Which parts of the book do you like?
- What messages about the world is Harper Lee sending?

Sample annotation page from *To Kill a Mockingbird* (Lee 1)

1

→ Jem - 13, broken arm

How long ago was this?

Seems like events already occurred.

Is this Pres. Jackson?

[WHEN HE WAS NEARLY thirteen, my brother Jem got his arm badly broken at the elbow. When it healed, and Jem's fears of never being able to play football were assuaged, he was seldom self-conscious about his injury. His left arm was somewhat shorter than his right; when he stood or walked, the back of his hand was at right angles to his body, his thumb parallel to his thigh. He couldn't have cared less, so long as he could pass and punt.

When enough years had gone by to enable us to look back on them, we sometimes discussed the events leading to his accident. I maintain that the Ewells started it all, but Jem, who was four years my senior, said it started long before that. He said it began the summer Dill came to us, when Dill first gave us the idea of making Boo Radley come out.

I said if he wanted to take a broad view of the thing, it really began with Andrew Jackson. If General Jackson hadn't run the Creeks up the creek, Simon Finch would never have paddled up the Alabama, and where would we be if he hadn't? We were far too old to settle an argument with a fist-fight, so we consulted Atticus. Our father said we were both right.

Being Southerners, it was a source of shame to some