

Book Questions:

From Chapters 1-8 (Spiral Pages 18-20)

1. What kind of a narrator does this novel have? How do you know?
2. You have already been introduced to five characters. Who are they and what is their relationship to one another?
3. Find a quote spoken by each of these five characters that describes their personality.
4. How does the writer build your curiosity and suspense?
5. What significance do the items Boo Radley leaves for the children have?

From Chapters 9-16 (Spiral Pages 18-20)

6. Scout is involved in three altercations in these chapters. Two are physical, one is not. Describe each and explain their relationship to the larger context of the novel.
7. Why do the people of Maycomb resent Atticus for defending Tom Robinson?
8. What causes Jem and Scout to see their father with a new perspective? Interpret the significance of what happens in these chapters.

From Chapters 17-31 (Spiral Pages 18-20)

9. Why do Heck Tate and Atticus argue over the incident between Jem and Bob Ewell? What are the points each of the men are making?
10. Why is it a sin to kill a mockingbird?

First Day Expectations of School (2015-2016):

YOU ARE EXPECTED TO HAVE ALL THE ASSIGNMENTS AND READINGS COMPLETED FOR TO THE FIRST DAY OF SCHOOL.

Test—on assigned summer reading (one book) and movie

70 Page Spiral Notebook with the following:

- **31 Reading Response Journal entries**
- **10 Book Questions**
- **2 Short Answer Responses**
- **1 Expository Essay Response**
- **3 Movie Questions**

WARNING:

PRE-AP ENGLISH I TEACHERS RESERVE THE RIGHT TO ADMINISTER A FAILING GRADE FOR THE FIRST SIX WEEKS FOR ANY OR ALL ASSIGNMENTS THAT ARE NOT COMPLETED .



QUESTIONS? CONTACT A TEACHER AT:

PSJA Memorial	Sandra Velarde Sandra.velarde@psjaisd.us
Southwest ECHS	Federico Trevino federico.trevino@psjaisd.us
PSJA North	Cristina Rendon Cristina.rendon@psjaisd.us
PSJA High:	Clarissa Torres-Palacios clarissa.palacios@psjaisd.us Susan Ruiz susan.ruiz@psjaisd.us
TSTEM	Juan Quiroz II juan.quiroz@psjaisd.us

For further assistance:

Jennifer Burden	jennifer.burden@psjaisd.us
Hilda Gonzalez	hilda.gonzalez@psjaisd.us
Eduardo Guzman	eduardo.guzman@psjaisd.us



P.S.J.A. ISD
Mandatory Summer Reading for
All Freshman
English I Students



2015-2016
PSJA ISD

Introduction:

Welcome to PSJA Pre-Advanced Placement English. The Pre-AP/AP program is designed to give students a rigorous academic program with the opportunity to earn college credits before graduation from high school. To assist students with reading skills and build background knowledge, summer reading has been selected for all incoming freshman for the 2015-2016 school year. The following is the only one (1) book required for reading:

To Kill a Mockingbird by Harper Lee

ISBN#978-0446310789

To enhance reading, a movie is also required:

To Kill a Mockingbird (1962)

Schools will be purchasing copies of the book for students. There are also online copies of the book available for free.

Assignments:

Pre-AP teachers are requiring students to turn in a handwritten journal OR typed pages in a 70 page spiral with the following:

Page 1: Student Name & ID (Cover Page)

Pages 2 -17: 31 Reaction Journals (1 per chapter)

Pages 18-20: *To Kill a Mockingbird* (book questions)

Page 21: Short Answer Prompt #1 (10 lines)

When the vigilantes show up to take Tom Robinson from jail most certainly to lynch him, the presence and behavior of the children defuse the situation. How are the children at least partially responsible for saving Tom Robinson from being lynched that night?

Page 22: Short Answer Prompt #2 (10 lines)

After the trial is over, the black people remain in the segregated section of the courtroom and stand when Atticus leaves the building. Scout is told: "Jean Louise, stand up. Your father's passing." What is it that Scout failed to grasp in this scene?

Page 23: Expository Response Essay (26 lines)

Atticus tells Scout that you “never really understand a person until you consider things from his point of view – until you climb into his skin and walk around in it.”

It is important to understand what a person has gone through to know how they feel. Think carefully about this statement.

In an expository essay response explain why it is necessary to see things from another person’s point of view.

Page 24-25: Movie Questions:

1. What does the film reveal about the time period and society in which it was made?
2. What point do you think the filmmaker is trying to make? What themes are apparent?
3. Is the film still relevant today? What connections can be made?

Example of a Reaction Journal:

Draw a line down the middle of the paper, making two columns. The **left column** is used for direct quotes.

For example, you might record a quote that: (direct sentence from the story)

*Passages that remind you of your own life or something you’ve seen before

*A passage that makes you realize something you hadn’t seen before

*A passage with examples of patterns: recurring images, ideas, colors, symbols or motifs.

*Passages with confusing language or unfamiliar vocabulary

*Passages that you find surprising or confusing

*The **right column** is used for commenting on the left column notes (ideas/ insights, questions, reflections, and comments on each passage).

If you choose, you can label your responses using the following codes:

(Q) Question – ask about something in the passage that is unclear

(C) Connect – make a connection to your life, the world, or another text

(P) Predict – anticipate what will occur based on what’s in the passage

(CL) Clarify – answer earlier questions or confirm/ disaffirm a prediction

Quote	Analysis
Pg. 4 “When Miss Emily died, the men went through a sort of respectful affection for a fallen monument... the women mostly out of curiosity to see the inside of her house” (p 24)	(R) You can tell a lot about how the town felt about Emily by this one sentence—“the men... affection for a fallen monument.” You don’t feel anything personal for a monument, maybe respect, pride, etc., but no personal feelings. Maybe this means the men never got close. They never new her, so they pay their respects as if for an objects faraway. The women...another story. Did they even like her? To see her house? Are they a bunch of snobby stuck-up women?
Pg. 10 “And now Miss Emily had gone among the ranked and anonymous graves of Union and Confederate soldiers who fell at the battle of Jefferson” (p 24)	(CL) So that’s when the story takes place. WHOA!
Pg. 2 “Miss Emily had been a tradition, a duty, a care, a sort of hereditary obligation upon the town” (25)	(Q) “tradition”—Was she respected? “a duty”—Why? “a care”—Meaning people loved her? “obligation”—Why? Maybe the town didn’t quite love her after all.
“Pg. 3...a small, fat woman in black...she looked bloated... that pallid hue. Her eyes looked like small pieces of dough” (p 25)	(E) Ugh! Not at all like the women I imagined. I thought her to be beautiful, graceful feminine—not a deadly ghost. She must have died inside a long time ago.