



Summer 2020

Dear Incoming Freshman Parents and Students:

Please refer to the Required Reading List for assigned novels for each grade. A copy of this list can be found on the Calvary website under Current Families/Documents & Forms/Required Reading & Supplies. In addition to summer reading, each high school class is assigned a writing component to support comprehension and critical thinking.

In preparation for next year's freshman literature curriculum, students will be reading Harper Lee's classic, *To Kill a Mockingbird* over the summer. This story is set in the town of Alabama in 1936, 40 years after the Supreme Court's notorious Plessey vs Ferguson case that allowed the doctrine of "separate but equal" to stand, and 28 years before the enactment of the Civil Rights Act. The story is told through the eyes of a nine-year-old girl and her family's struggle in dealing with stereotyping, racism, segregation, and prejudice shown towards the local African American community, as well as other families.

This book authentically depicts life and conflict in a southern town during this tumultuous time, and as such, includes racially directed language and a court case that addresses inherent injustices. Therefore, please feel free to have discussions and dialogue that will help your teenager understand these issues with maturity and sensitivity. As a Christian community, it is important that we come alongside our teens to help guide them through world views that have permeated our culture and are destructive. This book will begin our high school journey of entering scholarly discussions with a Biblical worldview, and navigating difficult topics through the lens of faith and Scripture.

In September, we will be delving into the study of this book, therefore, I ask that students complete a precursory read of the book in order to be familiar with the plot line. I also will be asking them to complete a graphic organizer/Chapter Study Guide for the first eight chapters only of the book to enhance reading comprehension and stimulate questions for discussion in September. This organizer requires that you identify vocabulary, plot elements, make text connections, and formulate questions that we will be reviewing during our class discussions in the fall. Please read the entire novel and complete the organizer for the selected chapters. We will complete an in-depth overview and analysis in September on the entire novel.

In the event your Study Guide is misplaced, copies are available from our office, or you can work on an electronic copy in your One Note notebook. Your notebook for next year is labeled 9th LA 2020-2021. You will find copies in the *To Kill a Mockingbird* tab.

Have a wonderful summer and if you need to reach out to me -I am available all summer via email or Teams. I can be reached via email at: sgreenwood@calvaryacademy.org

I can't wait to see you in September!

Blessings,

Mrs. Greenwood

Chapter

9th - *To Kill a Mockingbird* (Ch 1-8)

Vocabulary (Find and define 3 word that are new to you and OR significant)

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Plot Points in this Chapter

- ☐ Exposition
- ☐ Inciting Incident
- ☐ Rising Action
- ☐ Flashback
- ☐ Climax
- ☐ Falling Action
- ☐ Resolution/Ending
- ☐ Other:

Chapter SUMMARY (include all significant events from the beginning, middle, and end)

What would be a good title for this chapter?

THEME

Identify an object, person, or setting that could represent a deeper and more significant meaning

SYMBOLISM

Identify a moment in the chapter that connects to your life, other books, earlier in the book, etc.

CONNECTIONS

INTERESTING or NOTEWORTHY QUOTE (cite with page #)

Explain what the quote MEANS- do not paraphrase or summarize it, explain/analyze why you chose it. What is the author demonstrating through this quote?

3 Analyze/Evaluate Questions to Ask (Start with Why or How.....)

- 1.
- 2.
- 3.

	IS ARE	DID / DO DOES	CAN	WOULD SHOULD	WILL	MIGHT COULD
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WHAT	FACTUAL			PREDICT		
WHERE						
WHEN						
WHY	ANALYZE			EVALUATE		
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Vocabulary (Find and define 3 word that are new to you and OR significant)

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