SUMMER READING ASSIGNMENT

Dear Rising 9th Grader,

I hope you have a wonderful summer! To assess your summer reading of *To Kill a Mockingbird*, you will be completing a small research assignment on the novel. This American classic explores trials of growing up, prejudice, and courage. The innocence of 8-year-old tomboy Scout Finch fades as she encounters racism and ignorance in the Depression-torn South. Please note that this novel contains language that reflects the racially divided climate during the 1930s. As we've seen throughout history, these themes of prejudice and injustice have remained in our world. Thus, I would like you to make connections between the novel and what is happening in modern day society. You have free reign over how to create this project as long as you answer the driving question and support your answer with both evidence from the novel and valid outside research. Be creative and choose a topic that interests you! The following assignment MUST BE completed prior to the beginning of 10th grade. This assignment is due in class on Monday, August 27 AND will count for a grade.

Sincerely,

Mrs. Courtney Ramos

High School English Language Arts Teacher

If you have any questions, please email me at courtney.ramos@plymouthchristian.org

Driving Question:

How is the novel To Kill a Mockingbird still relevant today?

Consider the following topics:

- -Prejudice
- -Racism
- -Equality
- -Fairness of America's legal system
- -Injustice
- -Racial profiling
- -Education system
- -Parenting
- -Social hierarchy
- -Social status
- -Poverty
- -Women's rights
- -Gender stereotypes
- -Growing up
- -Childhood innocence

Examples of projects you could do:

- -Posterboard
- -Infographic (<u>piktochart.com</u> is a great tool for this, and you can create an account for free)
- -Slideshow
- -Mobile (decorated clothes hanger with string and text/pictures/objects attached)
- -Video
- -Essay
- -Anything else you can think of that follows the guidelines!

Step-by-Step Instructions:

- 1. Read To Kill a Mockingbird by Harper Lee with the guiding question in mind!
- 2. Choose a topic and form a **clear and precise claim** that answers the driving question.
- 3. Look for at least **3 quotes** from the novel that support this claim. Don't forget to cite your quotations by surrounding with quotation marks and ending with the author's last name and the page number in parentheses. (Remember: period goes AFTER in-text citation!)
 - a. Example: "Until I feared I would lose it, I never loved to read. One does not love breathing" (Lee 18).
- 4. Conduct research online and collect at least **3 facts/data/quotes/statistics** to support that the topic you chose is still relevant today. News.google.com and scholar.google.com are great resources for this! Outside research must ALWAYS be **recent** (preferably since 2010) and **reliable** (no ".org" websites, look for news articles and scholarly journals).
- 5. Write **MLA citations** for the articles you chose to use research from and include these citations on your project (just like you would for a Works Cited page).
 - a. Note: failure to cite sources, and/or using another person's words as your own, will result in a failing grade, as this is plagiarism.
 - b. Feel free to use EasyBib.com or another citation generator to help you write the proper MLA citation.
- 6. **Organize your information** and confirm that your outside research supports your novel quotes and backs up your claim.
- 7. **Analyze your quotes and research** with insightful commentary that connects to the driving question.
- 8. Decide how you want to present this information and **creatively display** your claim, quotes, research, and analysis. An example is given on the following page.
- 9. **Proofread and edit** before finalizing your project.
- 10. **Present** your final project to the class (all projects will be set around the room and viewed by classmates in a "gallery walk" style).
- 11. Your work will be graded using the attached rubric.
- 12. When finished with your project, please **complete the attached reflection** sheet, explaining your thoughts about the novel!

If you are overwhelmed by the step-by-step directions, here is a simple summary of the summer reading assignment: find 3 quotes from the novel, find 3 facts or statistics from our world today, connect the quotes to the facts/stats in your own words showing how the novel is relevant to today's society, and present in a creative way. (This is meant to be a fun way to encourage students to connect their reading to what's going on around them instead of simply completing a book report!)

Project Example: This was done using <u>Piktochart.com</u>. It is a simplified version of your project. This one has 1 novel quote and 2 outside research quotes/facts/stats. Yours must have 3 each!

AMERICA'S EDUCATION SYSTEM

CLAIM: Over the past few decades, there have been many changes in American society that have come along with technological advances and a growing economy. However, the education system has remained almost the same as it was when Scout was in school.

From To Kill a Mockingbird:

Scout witnesses the non-applicable aspects of education in her own classroom when she says that her schooling "consisted, in part, of Miss Caroline waving cards...on which were printed 'the,' 'cat,' 'rat,' 'man,' and 'you.' No comment seemed to be expected of us, and the class received these impressionistic revelations in silence" (Lee 18).

Miss Caroline is flipping word cards at the students without expecting any kind of response from them, showing that she is not challenging them to think critically or take ownership of their learning. She is simply trying to teach them in a way that produces a similar outcome of knowing what each word means. Scout uses sarcasm to explain that Miss Caroline's lesson causes the class to receive the "revelations in silence," proving that the lesson has no impact on the

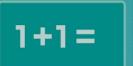
Nothing Has Changed...

Dr. Hopkins, a former university president, agrees with the issue of American education's stagnancy, saying, "The challenges of the 21st century are much greater than ever before, yet our time on task approach is still stuck in the traditions and schedule of an agrarian society; other countries we are compared with have made significant advance in their approaches but we have been slow to change" (Hopkins).

America is Failing

In his article "The Problem with Modern Education," one author mentions, "The modern education system, designed to help kids create a future for themselves, is ultimately failing to do so. The system that we know today has changed very little since schooling became available to the masses during the 18th and 19th centuries. It was the rise of the industrial revolution and schools were designed to churn out kids like an assembly line; they even shared the same outline as factories" (Robinson-Duff).

Because the system has not changed in decades, students are still being taught in the way that industry workers were taught: "like an assembly line." By doing this, the educational system is attempting to teach all students in a way that produces a similar outcome to benefit an industrial society. This attempt is negatively affecting students today because American society has changed from being industry-based to being technology-based. By teaching each student the same way they did thirty years ago, teachers are neglecting to educate students in a way that challenges and prepares them for their future.



Once again, the problem with the educational system is that it remains the same despite centuries of technological and social advancements. America's education roots lie in industrial and agrarian societies which are no longer applicable to the lives of today's students

Hopkins, Mark L. "Fixing American Education." *Beauregard Daily News*, 26 Feb. 2018, www.beauregarddailynews.net/opinion/20180226/mark-l-hopkins-fixing-american-education-politics.

Robinson-Duff, Quinn. "The problem with modern education." *UWIRE Text*, 29 Nov. 2017, p. 1. *Academic OneFile*, http://link.galegroup.com/apps/doc/A524292214/AONEu=lom_accessmich&sid=AONE&xid=57391d64. Accessed 6 Mar. 2018.

TO KILL A MOCKINGBIRD PROJECT RUBRIC

Name: ______Date: _____

		Exceeds Standard	Meets Standard	Approaches Standard	Does Not Meet Standard
Claim	I answered the driving question with a clear and precise claim.	7	5	3	1
Quotes and Analysis	I found at least 3 quotes from the book that support the prediction. I surrounded the quotes with quotation marks and put an accurate page number after each one.	7	5	3	1
Research	I supported my claim with at least 3 recent and valid statistics or facts from today's world. I cited these with proper MLA citations.	7	5	3	1
Analysis	I insightfully analyzed and expanded upon what my quotes and research revealed about the prediction.	7	5	3	1
Appearance	I have created a project that is appealing to the eye. It is colorful and creative.	7	5	3	1
Proofreading and Editing	My final project is free from grammar, spelling, capitalization and punctuation errors.	7	5	3	1
Effort and Neatness	I have followed the directions and used my best effort to complete this project. There are no scratch-outs or scribbles anywhere on the project. Writing is neat and legible.	7	5	3	1
Comments				Total	

summer reading reflection

1.	I think To Kill a Mockingbird is	····	because
2.	The novel made me		
3.	If it was real life and I was in the novel, I would		
	because	· · · · · · · · · · · · · · · · · · ·	
4.	The ending made me feel	bec	ause
5.	Something I don't understand is		_ because
6.	I liked the mo		
7.	I didn't like		
8.	In my mind, the ending looked like this (illustrate below):	.	
9.	I wish the author had	because	
10.	I would rate this novel a out of 10 (10 = b	est) because	