

## 9th Grade Summer Work

### Goals:

- Encourage a lifelong habit of reading
- Prevent the “summer slide” that occurs between May and August
- Ignite the literary conversation among students and between teachers and students
- Encourage students to improve their interaction with texts and constructing meaning

### Assessment/Grading:

- Guided Reading Questions: *These will be provided after the book list.*
- Additional Assessments(s): *Your English teacher will assign an additional assessment(s), such as a project, paper, or exam, during the first few weeks of the school year.*

### 9th:

#### **Gonzaga:**

Short Stories (*provided later in this document*)

#### **Regular**

Short Stories (*provided later in this document*)

#### **Honors:**

Short Stories (*provided later in this document*)

#### **AND**

*The Book Thief* by Markus Zusak

### Should you have any questions, please reach out to the following teachers:

Gonzaga English 1: Ryan Pefley; [rpefley@ndpsaints.org](mailto:rpefley@ndpsaints.org)

English 1: Juliana Vieane; [jvieane@ndpsaints.org](mailto:jvieane@ndpsaints.org)

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General Questions: Tracy McBride, English Department Chair; [tmcbride@ndpsaints.org](mailto:tmcbride@ndpsaints.org)

### **Gonzaga English 1**

**Directions:** Please read all of the following short stories and answer the guided reading questions that go with.

Note: Those that are doing English Prep or Gonzaga, this is work that will be completed within the classroom so please arrive having these stories read.

**Questions for “The Birds” - link to the PDF:** <https://mrnsmith.files.wordpress.com/2016/10/the-birds-by-daphne-du-maurier.pdf>

1. What is the setting of the short story?
2. Give examples of imagery within the first paragraph.
3. What does the narrator tell us about Nat Hocken?
4. How could this scene of “strange partnership” hint at a danger later on?
5. Why does Nat believe the birds are acting bizarre?
6. What observation does Nat make about the birds as they circle around the man and his machine?
7. When the birds circle around the machine and the man upon it, what might this foreshadow to the audience?
8. Give examples of imagery and state why they are examples of imagery.
9. What image of the wind does this description generate and what might it foreshadow about the next day?
10. Based on what happened in Nat’s room, what does the scream from the children’s room suggest?
11. At this point, Nat is convinced that the birds are acting strangely simply because of the \_\_\_\_\_.
12. Overnight, “black winter” has taken hold of the countryside. What might the suddenness of this change foreshadow?
13. What precautions do Nat and his wife take after this event?
14. What can the audience infer about the relationship between Jim and Nat?
15. Does Mrs. Trigg and Jim believe Nat’s story? Why or why not?
16. What might the unnatural weather foreshadow?
17. After hearing the news reports, what does Nat believe the gulls by the sea were doing? What does Nat then do to his house?
18. Does society seem threatened at all by the birds?
19. Why does Nat ask his wife how much food they have? What is he possibly thinking at this moment?
20. When Nat goes to the shore again, what observations does he make about the tide and the gulls? What can the audience infer about nature in general at this point?
21. Why does Nat decide to carry Jill instead of her walking herself?
22. Black-backed gulls prey on the smaller birds usually, but now what has begun to happen?
23. What observations can the audience make about Mr. Trigg and his wife?
24. After looking back at the beginning of the story, what are some of the examples of foreshadowing that took place?
25. What does the cracked glass foreshadow and why?
26. Why has there been a change in programming?

27. Nat's wife believes she hears planes dropping bombs on the birds; what is the actual noise that Nat's wife hears?
28. Does the safety of the cows versus the peril of the humans suggest a motive?
29. What did Nat forget to do when he returned home? How does this create a problem?
30. What observations can the audience make about Nat and his family?
31. What effect do the birds have on the reader when Nat sees them just sitting and staring?
32. Why doesn't Nat inform his wife and children about what happened to the Trigg's and Jim?
33. Besides it being during the day time, what is the other reason why Nat believes the birds are not attacking him?
34. Why does the story have an inconclusive ending?

**“The Secret Life of Walter Mitty” Guided Reading Questions- Link to PDF:**

<https://www.newyorker.com/magazine/1939/03/18/the-secret-life-of-walter-james-thurber>

1. What point of view is the story written in?
2. What are the personality traits of the commander?
3. Is the commander real? If not, what is he?
4. Why does Mrs. Mitty get upset at Walter?
5. How does Mrs. Mitty's character come across as being?
6. What is Mitty's next character that he creates? What event sets off the creation of this character?
7. How does this section prove that Walter Mitty is a round character within literature?
8. How does Mitty characterize the parking lot attendant and the garage man?
9. Are the parking lot attendant and the garage man as bad as they seem to be why or why not?
10. Why does Mitty say next time he will wear a sling?
11. What is Walter's next daydream about?
12. What did Walter's wife want him to get that he could not remember?
13. Does Mrs. Mitty come across as a round or flat character? Why?
14. At the end when Walter stands up to his wife, what is going to be the end result for Walter based on his wife's comment back?
15. Why does Mitty daydream as much as he does?

**“One Ordinary Day, With Peanuts” Guided Reading Questions: Link to PDF-**

<https://www.pottstownschoools.org/Downloads/OneOrdinaryDaywithPeanuts%20pdf.pdf>

1. What are Mr. Johnson's feelings like at the beginning of the day?
2. At first, does it appear that Mr. Johnson is headed for a specific place?
3. What is odd about Mr. Johnson's behavior?
4. How does Mr. Johnson offer to help the woman who is moving out of her apartment?
5. Even though Mr. Johnson seems friendly, could it really be referred to as ordinary?
6. Why is Mr. Johnson going out of his way to be so helpful?
7. Give an example of imagery and explain it.
8. What is Mr. Johnson's motive for offering to pay the woman for the time she is missing at work?
9. What is strange about Mr. Johnson's actions after meeting the young lady?
10. Once he introduces Mildred Kent to Arthur Adams, what do you think that Mr. Johnson is all about?

11. Why does the bus driver react the way he does to Mr. Johnson?
12. What does Mr. Johnson do in the park?
13. Why did the mother in the park awake in surprise and fear?
14. After his ride in the cab, what does the audience learn about Mr. Johnson?
15. What is the surprise ending?

**MLK's "I Have a Dream" Speech: Link to PDF-**

<https://www.gilderlehrman.org/sites/default/files/inline-pdfs/king.dreamspeech.excerpts.pdf>

1. What is the date that MLK gave this famous speech?
2. Where did it take place and how many people attended?
3. After reading the second paragraph, what is the purpose of giving this speech?
4. What does MLK have to say about Mississippi?
5. What does he wish for his four little children?
6. Which state's governor does MLK specifically refer to?
7. When MLK references the biblical passage from Isaiah, what does this biblical reference lend to King's speech?
8. What feelings do the words "Let freedom ring" evoke in the reader?

**"The Inspector General" Guided Reading Questions: Link to PDF-**

<https://docs.google.com/document/d/1EDxmUhDmnYbqCW--LHAN7DhnOZS9IZUEobJxcxnuIp4/edit?usp=sharing>

1. What is the name of the Inspector General?
2. What is the name of the town that he is going to inspect?
3. Define situational irony.
4. According to the driver, what good thing has the new inspector general already done?
5. What is ironic about the driver's words?
6. Define dramatic irony.
7. Why is the description of the new character ironic?
8. List all of the servants or employees that the inspector has.
9. What do you think his servants and employees think about the inspector?
10. According to the driver, is this inspector's visiting a big deal?
11. What makes this section so funny: "**Driver:** Oh, he creeps all right. **Traveler:** And then he pounces, yes? I should think some people must get the surprise of their life. **Driver:** No, no- let's be fair, now. Give him his due. He don't make no trouble."
12. At the end of the story, does the driver know who he is actually transporting? Why or why not?

## English 1

### Links to the short stories:

“The Birds”- <https://mrnsmith.files.wordpress.com/2016/10/the-birds-by-daphne-du-maurier.pdf>

“The Secret Life of Walter Mitty”- <https://www.newyorker.com/magazine/1939/03/18/the-secret-life-of-walter-james-thurber>

“One Ordinary Day, With Peanuts”-

<https://www.pottstownschoools.org/Downloads/OneOrdinaryDaywithPeanuts%20pdf.pdf>

“I Have a Dream”- <https://www.archives.gov/files/press/exhibits/dream-speech.pdf>

“The Inspector General”- <https://docs.google.com/document/d/1EDxmUhDmnYbqCW--LHAN7DhnOZS9IZUEobJxcxnulP4/edit?usp=sharing>

**Directions for Summer Reading:** Read the short stories from the list provided and provide annotations according to the annotation directions and grading criteria. Your task is to closely read and take notes directly on the stories (either print them out and physically annotate them or create a digital document with all of the stories that you can annotate and submit at the start of school). When school starts, your teacher should be able to look at your work and see your thinking/how your brain processes each story by reading your annotations.

For example, there should be questions you have, vocabulary words with definitions, details you notice, symbols and their significance, important characters and events, and how you as a reader make sense of the readings. Feel free to use additional note cards, post-its or any way that you take notes. We will be using these stories to discuss key ideas during the fall semester.

### TIPS for Annotation a Test:

Annotation is a key component of closer reading. You will need to develop a system that works for you (within the following guidelines). Effective annotation is both economical and consistent. The techniques are almost limitless.

### Close Reading:

What should you annotate? Again, the possibilities are limitless. Keep in mind the reasons we annotate, to understand the text better. Your annotations **must** include comments. **You want to show evidence of thinking.**

- Have a conversation with the text. Talk back to it.
- Ask questions (essential to active reading).
- Comment on the actions or development of a character. Does the character change? Why? How? The result?
- Comment on something that intrigues, impresses, amuses, shocks, puzzles, disturbs, repulses, aggravates, etc.
- Comment on lines/quotations you think are especially significant, powerful, or meaningful.
- Express agreement or disagreement.
- Summarize key events. Make predictions.
- Connect ideas to each other or to other texts.
- Note if you experience an epiphany.
- Note anything you would like to discuss or do not understand.

- Note how the author uses language. Not the significance if you can.
- Note effects of word choice (diction) or sentence structure or type (syntax)
- Note point of view/reliability of the narrator
- Note the repetition of words, phrases, actions, events - patterns motifs or cluster ideas
- Note narrative pace/time/order of sequence of events tone/mood
- Note irony\*\*\* imagery
- Note contrasts/contradictions/juxtapositions/shift themes
- Note allusions setting/historical period
- Note any other figure of speech of literary device symbols

\*\*\*The most common complaint about annotation is that it slows down your reading. Yes, it does. *That's the point.* If annotating as you read annoys you, read a section, then go back and annotate. Reading a text a second time is preferable anyway!

<b>How-To-Annotate</b>	<b>Annotations Instructions and Rubric</b>
<p><b>Before Reading:</b></p> <ul style="list-style-type: none"> <li>*Examine the front and back covers</li> <li>*Read the title and any subtitles</li> <li>*Examine the illustrations</li> <li>*Examine the print (bold, italics, etc.)</li> <li>*Examine the way the text is set up (book, short story, diary, dialogue, article, etc.)</li> <li>*As you examine and read these, write questions and make predictions and/or connections near these parts of the text</li> </ul> <p><b>During Reading:</b></p> <p>Write*Ideas about Characters (who) Main traits, motivations, physical characteristics</p> <ul style="list-style-type: none"> <li>*When (setting) *Where (setting)</li> <li>*Vocabulary you do not know</li> <li>*Important ideas or information about Plot</li> <li>*Summative what happened</li> <li>*Make predictions</li> <li>*Formulate opinions</li> <li>*Make connections</li> <li>*Ask questions</li> <li>*Analyze the author's craft</li> <li>*Write reflections/reactions/comments</li> </ul> <p><b>After Reading:</b></p> <ul style="list-style-type: none"> <li>*Reread annotations and draw conclusions</li> <li>*Reread introduction and conclusion - try to figure out something new</li> <li>*Examine patterns/repetitions - determine possible meanings</li> <li>*Determine what the title might mean</li> </ul>	<p><i>Print this page and cut the attached bookmark (left). Use it to help you read for important information.</i></p> <p>Obviously, annotation is as personal as reading, and there are MANY ways to annotate a book.</p> <p>What your teacher will be looking for when your books are collected is the level of critical thinking that went into your reading. So, make your thinking visible. Your teacher will look to see if you have recognized the elements as left-characters, setting, vocabulary, and important information. Comments and questions throughout the chapters and at the end of chapters will also show your thinking process.</p> <p><b>A Grade:</b></p> <p>For an annotated book to receive an A, there would be markings and written commentary throughout the entire book, including recognition of significant plot points or ideas. There will probably be something significant noted in nearly every chapter.</p> <p><b>B Grade:</b></p> <p>A "B" book may be lacking in written commentary, but the "highlighted" areas will reflect the significant elements discussed at left.</p> <p><b>C Grade:</b></p> <p>A "C" book may be missing some significant elements, but will still be highlighted generally throughout the book, showing your basic understanding of the characters and plot.</p> <p>Lower Grades will reflect a lack of reading, possibly in skipped sections or random highlights of insignificant material.</p>

## Honors English 1

**Directions for Summer Reading:** You will read the short stories listed below, as well as *The Book Thief* by Markus Zusak.

- You must read and annotate a **hard copy** of *The Book Thief*. Write your name in permanent marker on the inside cover of the book to show that it is yours alone.
- For the short stories, you may either print them out to annotate on paper, or you may create a digital document with all the short stories and their annotations.

When school begins, you should be prepared to turn in your annotated copy of *The Book Thief* as well as your annotated short stories. In addition, you should be prepared to participate in class discussions and be prepared for an assessment of your teacher's choosing.

### General Annotation Guidelines

Annotation is a method of notation that involves engaging directly with the page as it is read in the form of comments, summaries, analysis, etc. The quality of your annotations is not based on how many notes but the depth of thinking and strength of connection to the text those notes indicate. **Why annotate?**

- To better connect with a text and its layers of meaning
- To improve the depth of your initial understanding and focus of the text
- To improve your retention of the text
- To increase the efficiency of your studying

Annotation is personal—but **good general guidelines do exist**. Follow these guidelines from Mortimer J. Adler's "How to Mark a Book":

- **Underlining (or highlighting):** of major points, of important or forceful statements.
- **Vertical lines at the margin:** to emphasize a statement already underlined.
- **Star, asterisk, or other doo-dads at the margin:** to be used sparingly, to emphasize the ten or twenty most important statements in the book. (You may want to fold the bottom corner of each page on which you use such marks. It won't hurt the sturdy paper on which most modern books are printed, and you will be able to take the book off the shelf at any time and, by opening it at the folded-corner page, refresh your recollection of the book.)
- **Numbers in the margin:** to indicate the sequence of points the author makes in developing a single argument.
- **Numbers of other pages in the margin:** to indicate where else in the book the author made points relevant to the point marked; to tie up the ideas in a book, which, though they may be separated by many pages, belong together.
- **Circling or highlighting of key words or phrases.**
- **Writing in the margin, or at the top or bottom of the page, for the sake of:** recording questions (and perhaps answers) which a passage raised in your mind; reducing a complicated discussion to a simple statement; recording the sequence of major points right through the books.
- **Literary or rhetorical devices, or** interesting strategies the author employs. These may include but are not limited to: metaphors, symbolism, foreshadowing, allusion, etc.

### ANNOTATION RUBRIC (adapted from Stephanie DiMartino)

**A+** The text is *extensively* annotated with *copious* margin notations. The annotations demonstrate a *comprehensive and thoughtful reading*. The margin notes show that the reader has made *insightful connections* and *drawn valid conclusions*.

**A** The text is *mostly* annotated with *adequate* margin notations. The annotations demonstrate a *mostly comprehensive and thoughtful reading*. The margin notes show that **most** of the reader's *connections* are *insightful* and the reader has *drawn mostly valid conclusions*.

**B** The text shows *some* margin notes. The annotations demonstrate that the reader understands the text beyond the literal level and has been able to make *some* connections and draw *some* conclusions.

**C** The marginal notes are *basic* and consist mainly of *plot-driven questions* (What will happen...). Annotations indicate a *basic* understanding of the text. The reader has been able to make *one or two connections* but has been unable to use the text to draw valid conclusions.

**D** The text is underlined in appropriate places, but there are *very few* margin notes making it difficult to evaluate how well the reader understood the reading. There are *very few* references to class discussion.

**D-** Significant parts of the text are completely *unmarked*. There are *no margin* notes, only underlined text.

**F** The text is completely unmarked.

### Links to the short stories:

“An Occurrence at Owl Creek Bridge”

[https://loa-shared.s3.amazonaws.com/static/pdf/Bierce\\_Owl\\_Creek\\_Bridge.pdf](https://loa-shared.s3.amazonaws.com/static/pdf/Bierce_Owl_Creek_Bridge.pdf)

“The Inspector General”

<https://drive.google.com/file/d/13FecjtthDpkvZbrH2bvmdkG4Vr9oEkIW/view>

“The Most Dangerous Game”

[https://www.btbores.org/Downloads/1\\_The%20Most%20Dangerous%20Game%20by%20Richard%20Connell.pdf](https://www.btbores.org/Downloads/1_The%20Most%20Dangerous%20Game%20by%20Richard%20Connell.pdf)

“The Secret Life of Walter Mitty”

<https://www.newyorker.com/magazine/1939/03/18/the-secret-life-of-walter-james-thurber>

“The Story of an Hour”

<https://americanliterature.com/author/kate-chopin/short-story/the-story-of-an-hour>

### English 1 Honors Summer Reading Checklist

- ☐ Read and annotate the short stories listed above
- ☐ Read and annotate *The Book Thief*
- ☐ Bring both with you when school starts and be prepared to discuss!