

## Honors American Literature and AP Language Summer Assignment

This summer reading assignment is designed to help you prepare for college and the AP exam, both of which require analytical reading skills. The assignment will count for your first test grade and are due in class on the first day of school. Directions for submitting the assignment via Turnitin will be given later.

### Rationale:

Through its exploration of the intolerance pervasive in 1950s United States, 'To Kill a Mockingbird' delves into discrimination across all socioeconomic lines. Serving as a cornerstone of American literature, the novel advocates for compassion and empathy towards others. In our class, we will dissect its plot, narration, characterization, and themes, delving into the nuances of its argumentation and appeals. Additionally, we'll appreciate the art of storytelling as a powerful form of argument.

### Reading

**Read the following two books:** (These may be purchased or downloaded through any bookstore or online through Amazon or Barnes and Noble.)

Nonfiction: Read and Listen to Martin Luther King, Jr.'s speech "I Have a Dream."  
<https://www.americanrhetoric.com/speeches/mlkhaveadream.htm>

Novel: *To Kill a Mockingbird* (TKAM) by Harper Lee: **Read the entire book carefully!**

### Writing

Carefully provide complete, thorough, and original answers for each of the questions provided. **Your teachers expect high-quality answers in sentence format - NOT short phrases and one-sentence answers.** Look up any terms or words you do not know. **When typing, do not type the questions—type only question/letter numbers and the answers.**

All work must be typed in MLA format. Make sure to use the correct citation method. The following is the web address for the Online Writing Lab for Purdue University. It will be an invaluable resource for correctly formatting your essay and in-text citations.

<https://owl.english.purdue.edu/owl/resource/747/01/>

**Any AI usage is prohibited and will result in an honor code violation!**

### **TKAM**

Answer the following question sets:

1. In chapter 1, the narrator notes, "But it was a time of vague optimism for some of the people: Maycomb County had recently been told that it had nothing to fear but fear itself." This alludes to another famous quote.
  - a. Who in history said, "the only thing we have to fear is fear itself"?
  - b. What was the situation in which it was said?

- c. Given what you have learned about this quotation, estimate the year it is in the novel.
2. In chapter 10, after Atticus shoots a mad dog, Miss Maudie explains why Atticus, the best shot in the county, had not shot a gun in many years: “I guess he decided he wouldn’t shoot till he had to...” What does Miss Maudie’s remark tell the reader about Atticus?
3. In chapter 11, Atticus gives his idea of courage: “It’s when you know you’re licked before you begin but you begin anyway, and you see it through no matter what. You rarely win, but sometimes you do.” How does he exemplify this definition of courage? Explain your answer.
4. Closely read chapter 15 and briefly summarize what happens.
5. Summarize Miss Gates’ lecture on democracy in the classroom and explain its irony after her remark to Miss Crawford outside the courtroom (chapter 26).
6. Carefully read chapter 30. Briefly summarize the argument between Atticus and Sheriff Tate.
7. Carefully read chapter 31. Scout notes, “Atticus was right. One time he said you never really know a man until you stand in his shoes and walk around in them.” What event(s) on that page and on the previous one or two pages leads the narrator to that conclusion?
8. In chapter 31, Scout says of a character in The Gray Ghost: “Atticus, he was real nice...” Atticus responds, “Most people are Scout, when you finally see them.” To whom is Atticus referring? Who does Jem discover to be nice after he gets to know him? Explain your answers thoroughly.

**“I Have a Dream” Martin Luther King, Jr.**

**Answer one of the following questions in well-developed essay, with a thesis, supporting evidence from both works, and insightful analysis.**

1. Who most embodies MLK’s dream in the book? How does that person fall short or surpass it?
2. Compare the tactics in Atticus’s courtroom speech with that of MLK’s. What makes them both very effective?

**Submitting your work**

1. Submit your paper via Turnitin on the first full day of school.
2. I will walk you through this on the first full day of class.
3. I will use email (rdean@nrcaknights.com) as my primary means of communication. Please let me know if you have any questions.

# Rubric

**9-8 (97/93)** These well-written essays reveal an understanding of the entire passage. They identify and discuss, with apt and specific references, how the passages from both books are related. These papers may have minor flaws, but they will be characterized by a convincing interpretation of the passage and consistent control over the elements of effective writing. They demonstrate the writer's ability to read with perception and to express ideas with clarity and skill.

**7-6 (87/83)** These essays also reveal an understanding of the passage. The discussion is less fully developed, deals with more summary than analysis or is less aptly supported. They may contain minor flaws in interpretation. These essays demonstrate the writer's ability to express ideas clearly, but with less maturity and control than the top papers. Generally, 6 essays present a more limited analysis and less consistent command of the elements of effective writing than essays scored 7.

**5 (75)** These essays are characterized by superficiality. They deal with the assigned topics without important errors, but they discuss only the most obvious analysis; the handling of style and syntax may be vague or mechanical. The writing is adequate to convey the writer's thoughts, but these essays are typically pedestrian, not as well-conceived, organized or developed as the upper half papers. Often they reveal simplistic thinking and/or immature writing.

**4-3 (68/58)** These lower half essays may reflect an incomplete understanding of the passage and fail to respond adequately to part or parts of the question. The discussion of both books may be inaccurate or unclear. The writing demonstrates weak control over the elements of composition. These essays typically contain recurrent stylistic flaws and/or misreading and lack persuasive evidence from the text. Typically, essays scored 3 exhibit more than one of the above problems; they are flawed by weak writing skills, significant misinterpretations, inadequate development, or serious omissions.

**2-1 (50)** These essays compound the weaknesses of the papers in the 4-3 range. They seriously misread the passage or fail to respond to the question. Frequently, they are unacceptably brief. They are often poorly written on several counts; they may contain many distracting errors in grammar and mechanics. Although some attempt to answer the question may have been made, the writer's views typically are presented with little clarity, organization, or supporting evidence.

**0 (0)** This score is for off-topic responses, or indicates blank response