

9th Grade Summer Reading

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 construct meaning

Assessment/Grading:

- Formative Guided Reading Questions
- Formative Class Discussions
- Additional Assessments(s) may inc

9th:

Gonzaga:

Short Stories (*provided later in this document*)

On-Level:

Short Stories (*provided [HERE](#)*)

Honors:

Short Stories (*provided [HERE](#)*)

The Last Lecture by Randy Pausch

Please continue to the bottom of this file for complete directions.

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

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English 1: Gia Hawk; ghawk@ndpsaints.org

Honors English 1: Jan Carteaux; jcarteaux@ndpsaints.org

General Questions: Tracy McBride, English Department Chair; 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.americanrhetoric.com/speeches/mlkihaveadream.htm>

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?

On-Level English 1

Click [HERE](#) to access the short stories for this assignment. You may print and handwrite your annotations or use software to digitally annotate.

Included stories:

- “One Ordinary Day with Peanuts” by Shirley Jackson
- “The Birds” by Daphne du Maurier
- “The Rocking-Horse Winner” by D.H. Lawrence
- “The Secret Life of Walter Mitty” by James Thurber

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.

IMPORTANT NOTE: *If you are taking English Summer School, you can turn in the Guided Reading Questions that you complete as part of the course instead of annotations. Please communicate with your English 1 teacher at the start of the year to explain that you were enrolled in English Summer School.*

TIPS for Annotation:

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 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 contrasts/contradictions/juxtapositions/shift themes
- 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.

How-To-Annotate	Annotations Instructions and Rubric
<p>Before Reading:</p> <ul style="list-style-type: none"> *Examine the front and back covers *Read the title and any subtitles *Examine the illustrations *Examine the print (bold, italics, etc.) *Examine the way the text is set up (book, short story, diary, dialogue, article, etc.) *As you examine and read these, write questions and make predictions and/or connections near these parts of the text <p>During Reading:</p> <p>Write</p> <ul style="list-style-type: none"> *Ideas about Characters (who) Main traits, motivations, physical characteristics *When (setting) *Where (setting) *Vocabulary you do not know *Important ideas or information about Plot *Summative what happened *Make predictions *Formulate opinions *Make connections *Ask questions *Analyze the author's craft *Write reflections/reactions/comments <p>After Reading:</p> <ul style="list-style-type: none"> *Reread annotations and draw conclusions *Reread introduction and conclusion - try to figure out something new *Examine patterns/repetitions - determine possible meanings *Determine what the title might mean 	<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>A Grade:</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 Grade:</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>C Grade:</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 linked above and again below as well as the book *The Last Lecture* by Randy Pausch. You must annotate *The Last Lecture* and answer questions for the short stories.

- Annotate a **hard copy** of *The Last Lecture*. Write your name in permanent marker on the inside cover of the book and on the outside pages of the book to show that it is yours alone. “Talking to the text” by annotating it as you read will help to prepare you for the test on the book.
- Answer three questions per story as explained in the direction. Create a document and answer the questions for all six stories in the one document and save it on your laptop. You will be shown how to upload it to Canvas on the first day of class. NDP’s plagiarism recognition site will check it for originality to make certain it is the work of you and you alone, not of someone else or of a generative artificial intelligence tool.
- Annotations for the short stories are optional; they are required for *The Last Lecture*. Regardless of whether you choose to annotate or not, make sure you read closely so you are prepared for the test.

Links to PDFs of the short stories: [HERE](#)

English 1 Honors Summer Reading Checklist

- Read the [General Annotation Guidelines](#).
- Read and annotate the *The Last Lecture*.
- Read and answer questions for the short stories. Annotating is optional. Note: Answer only three questions for each story. You are given a number of questions from which to choose; do not answer all of them, only three per story.
- Bring your book to class and have your answers saved on your laptop to turn them in electronically on the first day of class.