

**SUMMER READING PROJECTS FOR STUDENTS ENTERING  
11<sup>TH</sup> GRADE HONORS ENGLISH**

General Instructions:

1. Two novels to be read with book projects to be completed:
  - a. *To Kill a Mockingbird* by **Harper Lee**
  - b. *The Old Man and the Sea* by **Ernest Hemmingway**
2. Projects must be completed and turned in the first day of school. Failure to do so will result in an F for the first grade of the 11<sup>th</sup> grade year in English. Any honors students failing to turn in *both* projects *on time* will be switched to College Prep English.
3. All projects must be typewritten in MLA style and neat. Please make sure to proofread your work.
4. Instructions must be followed...read each project description carefully. Email Mr. Holz at [chris.holz@lfsinc.org](mailto:chris.holz@lfsinc.org) if you have any questions.
5. Please present both projects separately. Do not combine them into one packet. Do not include the assignment packet with your projects.
6. Do not encase pages in plastic or cover.
7. **Do not use any outside sources for any of these assignments. The novel itself is all you will need. Be aware that plagiarism is a serious offense and will result in a referral. Honors students will immediately be transferred to college prep.**

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**Book Project #1: *To Kill a Mockingbird* by Harper Lee**

Read *To Kill a Mockingbird* and complete the following activities. All work is to be typewritten in MLA format (double spaced, one-inch margins, Times New Roman 12 font, heading in top left corner, last name and page numbers in top right corner in header). All sections are required and must be clearly labeled and organized.

**Character Analysis**

Write a character analysis for each of the following characters. Describe his/her personality. Does the character grow or change in the novel? Which character can you relate to the most? Why? Include examples from the book (concrete details such as words or actions involving the character) to support your thinking (commentary). For each quotation or example from the book include citation (page number in parentheses). Each analysis should be a mini-essay, about one type-written page in length.

Atticus Finch

Boo Radley

Scout

Miss Maudie

Tom Robinson

Mayella Ewell

Jem

Dill

**Thick Questions**

Create ten “thick” questions, (“thick” questions are those that require thinking, synthesizing and analyzing the character or event). Example of a “thick” question: Why is Boo Radley an important part of the story?

Answer the above “thick” questions in the form of a well-written paragraph. Include evidence from the text to support your thinking and cite where you found that evidence (page numbers in parentheses after each sentence that includes evidence from the text). Each question must have at least one citation.

**Essay**

Choose one of the following (a, b, or c) options and write a well-developed multi-paragraph essay. Be sure to include examples from the text along with your own insightful thinking. The essay should include an introduction, a minimum of five body paragraphs, and a conclusion that is not merely a repetition of your essay, but offers critical analysis and application of your discussion.

- a. Write an essay about the development of the relationship between Scout and Jem over the course of the novel. How does the use of Scout as the narrator affect the way their relationship is seen?
- b. Write an essay about the hypocrisy in Maycomb. Analyze Lee’s use of humor, irony, point of view, or other devices in exhibiting hypocrisy. What major themes of the novel are developed through the portrayal of hypocrisy?
- c. In the novel, not only are African Americans cut off from society, but other characters are also in a type of prison. Write an essay about one of the following characters: Arthur “Boo” Radley, Mrs. Henry Lafayette Dubose, Tom Robinson,

or Mayella Ewell. In your response, address the following questions: How (in what way or ways) is the character imprisoned? What part do ideas or attitudes about race play in helping to keep that character imprisoned?

**Vocabulary**

Define the following words from the novel:

a. assuaged	e. auspicious	h. kudzu	k. prerogative
b. taciturn	f. benevolence	i. obstreporous	l. adjoining
c. vexations	g. asinine	j. devoid	m. acrimonious
d. sojourn			

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## **Book Project #2: *The Old Man and the Sea* by Ernest Hemingway**

Read through PART I (background) material in the study guide below. Read the novel and complete PART II of the study guide on separate paper. Label each part as “Vocabulary”, “Themes”, and “Personal Response”. Then, complete PART III (Double Entry Response Journal) and label as such. All work is to be typewritten in MLA format (double spaced, one-inch margins, Times New Roman 12 font, heading in top left corner, last name and page numbers in top right corner in header). All sections are required and must be clearly labeled and organized.

### ***The Old Man and the Sea***

Ernest Hemingway

#### **PART I**

##### **Background:**

**Author:** Ernest Hemingway (1899-1961) was born in Oak Park, IL. As a boy, he began his love for hunting and fishing. One of his first jobs was as an ambulance driver in Italy during WWI. After the war, he continued to live in Europe and experienced the life of an expatriate. One of his most famous novels, *The Sun Also Rises*, is about the “Lost Generation’s” experiences following the war. Hemingway hunted bear in Wyoming and lions in Africa. He also lived in Key West, FL and loved deep sea fishing. His experiences there helped him write *The Old Man and The Sea*. This novel was awarded the Pulitzer Prize in 1953. His life included much strife. He was wounded by shrapnel in WWI, some of which was never able to be removed. He was married four times. One of the main themes in his books is what it means to be a man. He is known for his Code Hero, a man who is stoic and stays strong against sometimes unbeatable odds.

**Setting:** A small fishing village near Havana, Cuba; the waters of the Gulf of Mexico in the 1940’s.

**Characters:** Santiago, the old man, and Manolin, his young friend. The sea (La Mar) is also an important character in the novel.

##### **Conflicts:**

- o An old man vs. the sea
- o Age vs. youth
- o Old man vs. sharks
- o Old man vs. himself (his mind and his hand)
- o The boy vs. his parents

##### **Symbols:**

- o Lions: strength

- o Coast of Africa: dreams of Santiago's youth
- o Turtles: strength, stoicism, not giving up
  - o Also for this one is Joe DiMaggio
- o Santiago as a Christ figure
  - o He's a poor fisherman
  - o He's poor
  - o He suffers for three days
  - o The cross imagery at the end

**Sections:**

The novel is divided into sections here to make your reading easier. These sections are not noted in the book. Your page numbers may vary.

- o Sec. 1 p. 9-28 He was an old man who fished alone. . . . the moon was below the hills.
- o Sec. 2 p. 28-45 Sometimes someone would speak in a boat. . . . The boat began to move slowly off toward the north-west.
- o Sec. 3 p. 45-63 The fish moved steadily. . . . as tight as the gripped claws of an eagle.
- o Sec. 4 p. 64-81 It will uncramp though. . . . putting all his weight onto his right hand, and he was asleep.
- o Sec. 5 p. 81-97 He did not dream of lions. . . . and half lying in the stern he sailed south-west.
- o Sec. 6 p. 97-end He did not need a compass. . . . to the end.

**Vocabulary:**

Part I: Spanish vocabulary in <i>The Old Man and the Sea</i> (defined for you)	
salao	unlucky
guano	palm tree
bodega	grocery store/warehouse
brisa	breeze
calambre	cramp
fuegos	games
un espuela de hueso	a spur of the bone
El Campeon	the champion
dorado	golden
galanos	shovel-nosed sharks
San Pedro	Saint Peter
tiburon	Shark
Que va	Oh, no!

agua mala	bad water
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Part II: Special Words	
Havana	Capital of Cuba
Mosquito Coast	East coast of Nicaragua and Honduras
Virgin de Cobre	The patron saint of Cuba, Virgin of Copper. Hemingway left his Nobel prize at this shrine.
Joe DiMaggio	Played for NY Yankees in the 1940's
Dick Sisler	Played for the Philadelphia Phillies, St. Louis Cardinals and Cincinnati Reds in the 40's and 50's
John J. McGraw	Manager of the NY Giants in 1902-1932
Leo Durocher	Player, later manager of Dodgers in the 1950's
Canary Islands	Islands off the coast of Spain
Catalan	One from the Catalonia region in Spain
Cienfuegos	Town on the southern coast of Cuba
Rigel	Star in the constellation Orion

## PART II:

**Vocabulary:** Make a list of the following words and definitions. These words are your responsibility to define. Use synonyms whenever possible.

### Sec. 1

1. skiff
2. gaff
3. benevolent

### Sec. 2

4. phosphorescence
5. albacore
6. fathom
7. ineffectually
8. iridescent
9. myriad

### Sec. 3

10. bitt

11. sounds (nautical term)

12. gunwale
13. undulation
14. ptomaine

### Sec. 4

15. bone spur
16. cross trees
17. mast head
18. sustenance

### Sec. 5

19. norther
20. interminable

**Themes:** In short responses (about a paragraph each), explain how each of the following themes is shown in the novel. In your response, allude to specific parts of the novel, citing page numbers in parentheses.

1. Stoicism: Stoicism is defined as virtue (strength and moral virtue), endurance, and self-sufficiency. Look "stoicism" up in the dictionary if you need more of a definition. Another way to think of stoicism is that it means not giving up or giving in to pain, to hardship, or other adversity.

2. Compassion and love:
3. The attractiveness of youth:
4. The wisdom of old age:
5. Nature: (nature's power, beauty, unpredictability, or anything else)
6. Luck vs. Craft and Skill:

**Personal Response:** Write a well developed essay about one of the following prompts. Be sure to include an introduction, at least three body paragraphs, and a conclusion that applies your discussion to a broader theme.

- o Write about your favorite character. Why do you like him?
- o What did you like about the book? Be specific.
- o How does the book relate to your own life/experience? Explain.

### **PART III:**

#### **Double Entry Response Journal**

Respond to the following quotations in a Double Entry Response Journal. Your responses must contain who is saying the quote or who the quote is about, at least one concrete detail, and one commentary. You must use each type of response at least twice. Ensure that you address what the quote means in the context of the story. Label your responses according to the labels below:

**(C) = Connect:** Make a personal connection by relating the quote to something in your life, from your past or from the present.

**(P) = Predict:** Using information given in the plot or the action, or the foreshadowing events or characters, predict events that you anticipate will occur.

**(CL) = Clarify:** Answer earlier questions that you wrote down and/or confirm or disaffirm earlier predictions that you made.

**(R) = Reflect:** Think seriously about the passage and what it means to all people, not just to you. Your insight should be insightful and mature.

**(E) = Evaluate:** Make a judgment on the character(s), the actions of the character(s), or the way the author wrote something.

**Tip: Read over the following quotations before you begin reading the novel so you can be looking for them as you read.**

Example: Double Entry Journal Response

QUOTE	ANALYSIS, PREDICTIONS CONTRASTS, SUMMARIES COMPARISONS, RESPONSES COMMENTS, QUESTIONS, ETC.
1. "But are you strong enough now for a truly big fish?" "I think so. And there are many tricks." (34)	-This quote is a conversation between the boy and the old man. The boy wonders how the old man will catch his fish. The old man relies on skill rather than brute strength -This highlights the struggle between the man and the fish. Alluding to a battle of wits as well as strength. (E) Hemmingway purposefully leaves out the explanation of what the tricks might be. Creating suspense and setting up the action of the story for the future.

**Quotations from The Old Man and the Sea**

***Quotes about Defeat:***

“He was an old man who fished alone in a skiff in the Gulf Stream and he had gone eighty-four days now without taking a fish. In the first forty days a boy had been with him. But after forty days without a fish the boy’s parents had told him that the old man was now definitely and finally salao, which is the worst form of unlucky, and the boy had gone at their orders in another boat which caught three good fish the first week. It made the boy sad to see the old man come in each day with his skiff empty and he always went down to help him carry either the coiled lines or the gaff and harpoon and the sail that was furled around the mast. The sail was patched with flour sacks and, furled, it looked like the flag of permanent defeat.”

“Now they have beaten me, he thought. I am too old to club sharks to death. But I will try it as long as I have the oars and the short club and the tiller.”

“The wind is our friend, anyway, he thought. Then he added, sometimes. And the great sea with our friends and our enemies. And bed, he thought. Bed is my friend. Just bed, he thought. Bed will be a great thing. It is easy when you are beaten, he thought. I never

knew how easy it was. And what beat you, he thought.  
"Nothing," he said aloud. "I went out too far."

***Quotes about Perseverance:***

"This will kill him, the old man thought. He can't do this forever. But four hours later the fish was still swimming steadily out to sea, towing the skiff, and the old man was still braced solidly with the line across his back."

"But he seems calm, he thought, and following his plan. But what is his plan, he thought. And what is mine? Mine I must improvise to his because of his great size. If he will jump I can kill him. But he stays down forever. Then I will stay down with him forever."

"Do you believe the great DiMaggio would stay with a fish as long as I will stay with this one? he thought. I am sure he would and more since he is young and strong. Also his father was a fisherman. But would the bone spur hurt him too much?"

***Quotes about Suffering:***

"So he did it. It was difficult in the dark and once the fish made a surge that pulled him down on his face and made a cut below his eye. The blood ran down his cheek a little way. But it coagulated and dried before it reached his chin and he worked his way back to the bow and rested against the wood. He adjusted the sack and carefully worked the line so that it came across a new part of his shoulders and, holding it anchored with his shoulders, he carefully felt the pull of the fish and then felt with his hand the progress of the skiff through the water."

"All my life the early sun has hurt my eyes, he thought. Yet they are still good. In the evening I can look straight into it without getting the blackness. It has more force in the evening too. But in the morning it is painful."

"He took all his pain and what was left of his strength and his long gone pride and he put it against the fish's agony and the fish came over onto his side and swam gently on his side, his bill almost touching the planking of the skiff and started to pass the boat, long, deep, wide, silver and barred with purple and interminable in the water."

***Quotes about Pride:***

"And the best fisherman is you."  
"No. I know others better."

"He took all his pain and what was left of his strength and his long gone pride and he put it against the fish's agony and the fish came over onto his side and swam gently on his side, his bill almost touching the planking of the skiff and started to pass the boat, long, deep, wide, silver and barred with purple and interminable in the water."

“But he liked to think about all things that he was involved in and since there was nothing to read and he did not have a radio, he thought much and he kept on thinking about sin. You did not kill the fish only to keep alive and to sell for food, he thought. You killed him for pride and because you are a fisherman. You loved him when he was alive and you loved him after. If you love him, it is not a sin to kill him. Or is it more?”

***Quotes about Respect and Reputation:***

"Que va." the boy said. "There are many good fishermen and some great ones. But there is only you."

“The line rose slowly and steadily and then the surface of the ocean bulged ahead of the boat and the fish came out. He came out unendingly and water poured from his sides. He was bright in the sun and his head and back were dark purple and in the sun the stripes on his sides showed wide and a light lavender. His sword was as long as a baseball bat and tapered like a rapier and he rose his full length from the water and then re-entered it, smoothly, like a diver and the old man saw the great scythe-blade of his tail go under and the line commenced to race out.”

“Then he was sorry for the great fish that had nothing to eat and his determination to kill him never relaxed in his sorrow for him. How many people will he feed, he thought. But are they worthy to eat him? No, of course not. There is no one worthy of eating him from the manner of his behaviour and his great dignity. I do not understand these things, he thought. But it is good that we do not have to try to kill the sun or the moon or the stars. It is enough to live on the sea and kill our true brothers.”