

**OVERLEA HIGH SCHOOL**  
**Summer 2020 Reading Assignment**  
**Grade 9**

The Overlea High School English Department encourages students to become life-long readers and learners by asking them to read during non-instructional time. Summer reading provides students an opportunity to enhance their reading skills and enjoy a book that they have selected. Our philosophy is that summer reading should be both pleasurable and thought-provoking. With that in mind, we have provided a range of selections reflecting student interests. This packet includes a book list for students to select from (links to PDFs for books are also available) and instructions for responding to the reading. We will continue to ask for student feedback to assure that student interests are represented.

We believe that students who read over the summer:

- Maintain or improve reading comprehension and vocabulary.
- Broaden their experience, knowledge and understanding of topics that are of personal interest.
- Experience personal and academic success by developing their literacy skills.
- Become lifelong readers by choosing a book and reading at their own pace.

Attached to this document is a model of a character analysis assignment and the expectations for the additional credit summer reading assignment.

**This assignment will be collected on October 1<sup>st</sup> and 2<sup>nd</sup>, A/B day. In addition to the assignment, students will have an opportunity to partake in literature circles, which will allow for deeper discussion of their chosen text.**

### **Summer 2020 Reading Assignment**

- As you are reading your literature of choice, use the AVID strategy - ***Underline and Circle with A Purpose***. Because you will be writing a brief character analysis, your purpose will be to focus on the characters of your chosen text. Using the questions highlighted in orange below to take you notes with a purpose.
- For the writing task below, make sure to provide the required textual support and citations, and explain answers in detail. Words in bold are listed in the glossary section on the following page.

#### **1. Characterization Analysis 30 credit points.**

Use the guidelines below to help formulate the 3-4 paragraphs of analysis and make sure to embed 3-4 pieces of textual support in the analysis with proper citations.

Defend whether the **protagonist** is **dynamic** (changes) or **static** (stays the same).

- **How do other characters react to or interact with the protagonist?**
- **What is the protagonist's most important personality trait? Does it help or hurt their growth?**
- **How does the main conflict in the story impact the protagonist's development? (Think about how the conflict gets resolved and how it influences the protagonist).**

(See exemplar on previous page on how to answer this question)

## Glossary Review

**Characterization:** Characterization refers to the methods that a writer uses to develop characters. A protagonist is the person who has the central conflict happen to them.

- An author may describe the physical appearance of a character.
- A character's personality may be revealed through his or her own speech, thoughts, feelings or actions.
- The speech, thoughts, feelings, or actions of other characters can be used to develop a character.
- The narrator can make direct comments about a character.

**Conflict:** A struggle or problem between two opposing characters or forces. An internal conflict takes place entirely within a character's own mind. In an external conflict, the problem occurs between the character and an outside force, which may be another character, nature or society as a whole.

**Direct Quotes/Textual Support:** Direct quotes are word-for-word passages taken from the text. Using direct quotes helps strengthen your answer to questions about the text. "Direct quote" does not mean just dialogue or parts of the story that already appear in quotation marks. Any words or phrases that you copy from the text as part of your answer should be surrounded by quotation marks followed by the page number. (Writing out the word "page" is not necessary). Example: "Joe walked slowly towards the dugout" (49).

### Student Exemplar Model for Characterization Assignment:

*Anna, the protagonist in My Sister's Keeper, undergoes a transformation throughout her journey. Her most enduring personality trait of bravery keeps her motivated to fight for her rights and to stay strong amidst her family's conflicts and controversies. Anna's family conceived her to be a donor for her sister Kate, who battles leukemia throughout the novel. Anna has an internal conflict because she wants to be loyal to her sister but wants her own life as well: "We both tried to pretend we didn't know the truth: that in additions to the piece of me that wanted Kate to live, there's another horrible piece of me that sometimes wishes I were free" (462). The conflict forces Anna to seek help from a lawyer, another act of bravery and independence, and creates a division between what she wants and what her sister needs.*

*By forcing her family to realize that her life is equal to Kate's, Anna continues to change and learn about herself. While in court testifying for her own human rights, Anna pushes past her fears, "But now I'm on the witness stand, there's even more to be worried about...it's not that I'm nervous...I'm not afraid either...I'm afraid of saying too much" (375) and stops worrying about what her family thinks but rather what she thinks is right. This act of heroism shows that Anna can work through challenges, even if it means rejection from the people she loves.*

*Overall, Anna's bravery helps her to discover her own sense of self. The ethical debates with her parents, sister and lawyer all help her change and grow into a confident and self-assured young lady. Anna's intrepid actions are what allow her to overcome the novel's many internal and external conflicts.*

## Summer 2020 Reading Assignment Reading List

All readers need a variety of books from which to choose. Some books may contain mature subject matter. We encourage parents to have conversations with their child about book choices.

### **Larson, Nella - *Passing***

Irene Redfield, a light-skinned African American woman and prominent member of the Harlem community, receives a letter from an old friend named Clare Kendry. Like Irene, Clare is light-skinned, but, unlike Irene, Clare has decided to pass as white. Clare feels lonely and isolated and wants Irene's help to become part of Harlem's society.

<https://babel.hathitrust.org/cgi/pt?id=mdp.39015054061430&view=1up&seq=11>

### **Anderson, Laurie Halse - *Speak***

Melinda Sordino suffers through her freshman year at Merryweather High School in silence. Her transition from middle school to high school is complicated by a misunderstanding which sends Shockwaves throughout her existence. Gradually, readers become aware that Melinda is spiraling out of control as she becomes mute and loses interest in herself, her family, and school. Abandoned by her friends, she yearns to confide in them. Her voice is presented through a subdued inner [monologue](#) which becomes stronger and louder as Melinda struggles to reveal the truth behind her action to call for help at a summer party

<https://docs.google.com/viewer?a=v&pid=sites&srcid=cnVzZC5vcmd8bXJzLWhhcmRjYXN0bGUtcy11bmdsaXNoLWNsYXNzfGd4OjM0ZWVmNGU3NGVIMjg1YjU>

### **Zusak, Markus - *The Book Thief***

Death narrates this novel about Liesel Meminger, a nine-year-old girl living in Molching, Germany. Her father is taken away under suspicion of being a communist, and her brother dies on a train at the beginning of the novel. This is when Death first takes notice of her. He calls her "the book thief" because she steals a copy of *The Gravedigger's Handbook* at her brother's

funeral. [https://westernhs.bcps.org/UserFiles/Servers/Server\\_4204286/Image/Grade9GT--TheBookThiefMarkusZusak.pdf](https://westernhs.bcps.org/UserFiles/Servers/Server_4204286/Image/Grade9GT--TheBookThiefMarkusZusak.pdf)

### **Haddon, Mark - *The Curious Incident of the Dog in the Night-Time***

A murder mystery like no other, this novel features Christopher Boone, a 15 year-old boy with autism, who is mathematically gifted and socially hopeless. Late one night, Christopher comes across his neighbor's poodle, Wellington, impaled on a garden fork. Wellington's owner finds him cradling her dead dog in his arms and has him arrested. After spending a night in jail, Christopher resolves--against the objection of his father and neighbors--to discover just who has murdered Wellington.

<http://coamed.pbworks.com/f/the-curious-incident-of-the-dog-in-the-nightime.pdf>