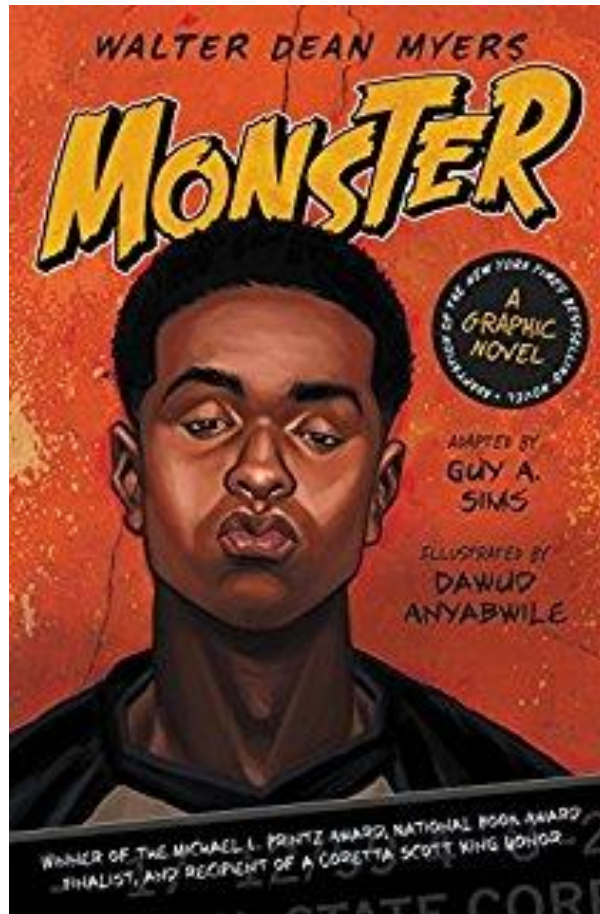


# 10<sup>TH</sup> GRADE SUMMER READING ASSIGNMENT



## **River City Science Academy**

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Greetings Parents/ Guardians & Students:

Welcome to 10<sup>th</sup> grade! It is my honor to join you in a year of exciting learning experiences. Together, we will explore interesting texts and concepts, while diving into rigorous instruction in order to prepare students for high levels of thinking and written/ oral communication. In order to bridge the learning gap between the end of the school year and the start of the new academic year, we have a packet full of engaging activities and assignments. Please assist in your child's smooth transition to 10<sup>th</sup> grade by encouraging her/him to follow a completion pace and fully respond to all questions/ entries, as this will ensure that the reading assignment has been completed thoroughly. The summer reading packet will be worth 30% of the students' 1<sup>st</sup> quarter grade and is due on the first week of school.

Instructions for Summer Reading:

The Following are discussion questions and vocabulary that you will record your responses to in a notebook. The notebook should be a one (1) subject spiral notebook. This notebook will also be where you will do your three (3) Graffiti Wall Journals. A suggested reading schedule has been included to help you in completing the book in a timely manner.

Enjoy your summer & we will see you in the Fall!

-10<sup>th</sup> grade ELA/ Reading team

## Background Information

### ***Monster***

by Walter Dean Myers

Winner of the first Michael L. Printz Award, a National Book Award Finalist, A Coretta Scott King Author Award Winner and a *New York Times* Bestseller, *Monster* tells the story of Steve Harmon, a teenage boy in juvenile detention and on trial. Presented as a screenplay of Steve's own imagination, and peppered with journal entries, the book shows how one single decision can change our whole lives.

### **About the Author**

“I was born on a Thursday, the 12th of August, 1937, in Martinsburg, West Virginia. My name at birth was Walter Milton Myers. I was about two years old when my mother died and then I was inexplicably given to Florence and Herbert Dean. I was raised in Harlem by Herbert, who was African-American and Florence, who was German and Native American and wonderful. They loved me very much and I grew to love Harlem.



*Walter and his brother Mickey grew up in Harlem*

As a child, my life revolved around my neighborhood and church. The neighborhood protected me and the church guided me. I resisted as much as I could. I was smart (all kids are smart) but didn't do that well in school. I had a speech impediment and often found myself leading with my fists when teased.

I found solace in books. My mother read to me from a very young age. From my comfortable perch on her lap, I would watch as she moved her finger slowly across the page and I'd imagine the characters. Reading pushed me to discover worlds beyond my landscape, especially during dark times when my uncle was murdered and my family became dysfunctional with alcohol and grief.

I wrote well in high school and an English teacher (bless her!) recognized this and advised me to keep on writing no matter what happened to me. "It's what you do," she said. I ended up dropping out of high school (although now Stuyvesant High claims me as a graduate) and joined the army on my 17th birthday.



*Christopher would one day illustrate books for his father.*

After the army, I was struggling through life—holding on just enough to survive. Remembering my high school teacher's words, I began writing at night. I wrote short columns for a local tabloid and stories for men's magazines.

A turning point for me was the discovery of a short story by James Baldwin about the black urban experience. It gave me permission to write about my own experiences. Somehow I always go back to the most turbulent periods of my own life. I write books for the troubled boy I once was, and for the boy who lives within me still. It's what I do."

— Walter Dean Myers

Walter Dean Myers won the Council on Interracial Books for Children contest in 1969, which resulted in the publication of his first book, *Where Does the Day Go?* Since then, he has won more awards than any author for young adults, and is one of the most prolific writers, with more than 110 books to his credit.



He is the recipient of the Margaret A. Edwards Award for lifetime achievement in writing for young adults. He has won the Coretta Scott King Award five times and received two Newbery Honors. His book, *Monster*, was the first winner of the Michael L. Printz Award, a National Book Award Finalist, and a New York Times Bestseller. He delivered the 2009 May Hill Arbuthnot Honor Lecture, a distinction reserved for an individual who has made significant contributions to the field of children's literature. Most recently, he served as the National Ambassador for Young People's Literature, a post appointed by the Library of Congress.

## **BEFORE YOU READ: Making Predictions**

1. Examine the cover of *Monster* by Walter Dean Myers. What predictions do you have? What do you think the story will be about? What makes you think that? Write your predictions below.

*Based on the cover and title, my predictions are:*

2. Read pages 1-5 of *Monster*. What predictions do you have now? Write your predictions below.

*Based on my reading of pages 1-5, my predictions are:*

3. Skim pages 7-11. What do you notice about how these pages are written? What predictions do you have now? Write your predictions below.

*Based on my skimming of pages 7-11, my predictions are:*

## Pre-reading Activity ANTICIPATION GUIDE FOR MONSTER

*Directions: Before you begin reading Monster by Walter Dean Myers, fill out this anticipation guide. These questions are designed to get you thinking about some of the themes, events, and ideas that are dealt with in the novel. After reading each statement, write whether you think that statement is true or false. Then write a sentence explaining why you believe this way.*

1. Racism and prejudice are not problems today in America. \_\_\_\_\_

Explanation:

2. Every decision we make has a consequence. \_\_\_\_\_

Explanation:

3. When on trial, a person is always considered guilty until proven innocent. \_\_\_\_\_

Explanation:

4. Monsters are not real. They are imaginary creatures. \_\_\_\_\_

Explanation:

5. Peer pressure is always a negative or bad thing. \_\_\_\_\_

Explanation:

6. People are sometimes discriminated against because of their age. \_\_\_\_\_

Explanation:

7. Only guilty people go to jail. \_\_\_\_\_

Explanation:

8. Novels can only be told in narrative form. \_\_\_\_\_

Explanation:

9. People who commit crimes come from bad neighborhoods and bad families or they have some sort of mental illness.

\_\_\_\_\_  
Explanation:

10. Writing in a journal is a good way to express feelings. \_\_\_\_\_

Explanation:







Ex.2: Page # \_\_\_\_\_

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**Introspection and Personal Responsibility**

The theme of introspection and personal responsibility is one of the most prevalent themes. Steve must come to terms with who is really is. His screenplay and journal entries are ways for him to try to make sense of what he has done or hasn't done in his life and what has brought him to the point of being on trial for his life. By the end of the novel, his doubts and fears about who he really is and how responsible he is for the death of Mr. Nesbitt have not yet been completely resolved in his mind.

Ex.1: Page # \_\_\_\_\_





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## Day 1 (pages 1-25)

### Vocabulary:

- Prosecutor (p. 5)
- Admissible (p.18)
- Infringing (p. 21)
- Contend (p. 22)
- Impede (p. 23)
- Conspirator (p. 23)
- Felony (p. 25)

### Discussion Questions:

- Why is this book entitled *Monster*?
- Where is the story taking place?
- What is Steve on trial for?
- Do the court workers care about Steve or his case? How do you know? (p.14)

## Day 2 (pages 25-64)

### Vocabulary:

- Redress (p. 26)
- Grandiose (p. 27)
- Articulate (p. 28)
- Careen (p. 42)
- Pertinent (p. 55)

### Discussion Questions:

- Reflect on the characters we have met up to this point in the reading.
- How have their actions played a part in Steve's circumstance?
- What type of support do Steve's mother and brother offer him as compared with the other members of his community?

### Day 3 (pages 64-89)

#### Vocabulary:

Grotesque (p. 68)

Perpetrator (p. 74)

#### Discussion Questions:

Steve is portrayed as young male living in the inner city that can't help but be exposed to bad elements in his neighborhood. On page 72, detective Karyl states that Mr. Nesbitt "was well respected in the neighborhood." On page 80, we get a glimpse of the neighborhood from Steve and Osvaldo's perspective.

- What choices do you think Steve could have made to contribute more positively to his neighborhood?
- Do you think Steve could 'not help' but to be exposed to the bad elements in his neighborhood, or was this a personal choice?
- In what ways do Mr. Nesbitt and Steve differ?

### Day 4 (pages 89-126)

#### Vocabulary:

Apprehended (p. 102)

#### Discussion Questions:

- On page 93, Steve relates parts of Miss Obrien's life story. Does Steve have the same opportunities as Miss Obrien? Why or why not?
- When Steve tells of the students observing the trial on page 97, he wishes he was one of them looking at the back of a prisoner, rather than being an actual prisoner. What does this tell us about Steve?
- How do people become a member of The Diablo's Gang, according to Osvaldo? (pg. 108)
- Are there gangs in your area? What can you do to prevent gang activity in your community?



## Day 5 (pages 127-159)

### Vocabulary:

Diminutive (p. 161)

### Discussion Questions:

- What does Steve think “being guilty” means? (pg. 140)
- Why do you think Steve’s mother hasn’t visited him yet? (pgs. 144-145)
- What kind of lawyer did Mrs. Harmon think she should have gotten? (pg 146)
- If this case is not “a matter of race,” what do you think the issue is?

## Day 6 (pages 161-200)

### Vocabulary:

Concentric (p. 199)

### Discussion Questions:

- How is Lorelle Henry described? (p. 161)
- What do you think Mrs. Henry could have done to prevent Mr. Nesbitt’s death?
- What sign does Bobo say that Steve gave during the robbery? (p. 182)
- Do you think this indicates guilt? Why or why not?
- What did Bobo and King do after the robbery? (p. 180)
- What was Steve’s involvement after the crime?
- Did he take any money?
- Do you think this indicates innocence? Why or why not?
- How do you feel about Steve’s connection to the crime? What may he have done differently?

**Day 7 (pages 201-238)**

**Vocabulary:**

Pensive (p. 276)

**Discussion Questions: (respond in writing)**

- On page 202, Steve writes about the view of the street below. Take a few minutes and visualize the view of the street that you live on. Describe this view in at least 10 sentences below:

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- In the July 14th journal entry, what does Miss O'Brien have him list?
- Why do you think she does this?

**Take a few minutes to list the important people in your life in the space below:**

*People I Love:* \_\_\_\_\_ *People who Love me:* \_\_\_\_\_ *People I Admire:* \_\_\_\_\_

Day 8 (pages 238-281)

Vocabulary:

Bravado (p. 266)

Discussion Questions:

- On page 266, Steve describes himself and King as they walk into their cell, "One looks terrified. The other is putting on a show of bravado." What does this say about their different character traits?
- How do you think their attitudes reflect the final verdict?

On page 270, Steve asks himself a series of questions regarding his role in the crime. His last question is, "What decisions didn't I make."

- Answer that question for him on the following lines:

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When Steve receives the verdict of not guilty, he attempts to hug Miss O'Brien and she turns away. On page 281, Steve asks, "What did she see that caused her to turn away?"

- Answer that question from **Steve's** point of view:

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- Answer the question from **Miss O'Brien's** point of view:

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- How would you have responded to Steve after the trial if you were his lawyer?

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## Vocabulary

*Please complete the follow vocabulary chart based on information from the text. Using these words, draw real-life connections in writing your own sentences.*

<b>Terms</b>	<b>Definition</b>	<b>Sentence from the Text</b>	<b>Citation (ex: Myers 15)</b>	<b>Sentence in My Own Words</b>
1. Objection				
2. Overruled				
3. Sustained				
4. Proposition				

5. Felony				
6. Testimony				
7. Suspect				
8. Shackle				
9. Monster				
10. Allege				

11. Prosecute				
12. Defendant				
13. Evidence				
14. Fringe				
15. Implicated				
16. Indulging				
17. Acquaintance				
18. Taint				
19. Perpetrator				
20. Menace				

21. Conviction				
22. Verdict				
23. Transverse				
24. Defense				
25. Consign				



YOU WILL BE RESPONSIBLE FOR 3  
JOURNAL ENTRIES IN ALL.

## Graffiti Wall Reading Journal (See Example)



Pg. number of  
journal & brief  
description of  
scene

### RESPOND 5 WAYS:

#### 1. Graffiti:

One image that  
Helps to illustrate the day's  
in a meaningful way

#### 2. Words and phrases:

One word or phrase  
That comes to your mind

3. Connect: make a connection  
to the text and explain how or  
why you made the connection.

4. Vocabulary: TWO vocabulary  
words from the day's reading  
with complete definitions

5. Summary: A few sentence  
highlighting the subject of the  
day's reading.



After the day's reading



contend-  
XXXXXXXXXX  
XXXXXXXXXX  
XXXXXXXXXX

felony--  
XXXXXXXXXXXXXXXXXXXX  
XXXXXXXXXXXXXXXXXXXX  
XXXXXXXXXXXXXXXXXXXX

pages 1-25  
Steve is in on  
trial for  
murder. He  
decides to  
document  
what is  
happening to  
him in the form  
of a  
screenplay.  
Steve titles the  
movie  
Monster,  
because that  
is what the  
prosecutor  
called him.

CLOSE-UP of  
STEVE  
HARMOND,  
The fear is  
evident on his  
face.

Today's reading reminds me of  
XX  
XX  
XX  
XX  
XX  
XX  
XX  
XX  
XX

This is an example of a Text to World connection.

i'm SCARED