

## Grade 9 Summer Reading Assignments

The following ‘summer assignments’ are listed for the benefit of IB students. Completion of the following, and demonstration thereof at the start of school in August, will enable students to earn extra course credit.

### PIB

All students: The Long Way Gone: Memoirs of a Boy Soldier, -- Ishmael Beah,  
Warriors Don't Cry: A Searing Memoir of the Battle to Little Rock's Central High School ■ Beals  
<http://www.amazon.com/Warriors-Dont-Cry-Searing-Integrate/dp/0671866397>  
Mythology: Timeless Tales of Gods & Heroes – Edith Hamilton (worksheet below)  
Bride Price by Buchi Emecheta (worksheet below)  
The Year China Discovered America by Gavin Menzies

### English

Introduction to Summer Reading and Guide Questions (**Edith Hamilton's Mythology**)

- 1) In the first week of school, be prepared to take a basic recall test. Be prepared to show that you know which characters did what.
- 2) Also in the first week of school, students will be asked to write an essay in class. This first essay will count as a grade and will also be used for diagnostic purposes, to find out what your formal writing skills are like as you enter your freshman year.

### *Bride Price* by Buchi Emecheta

As students in IB, an academic program that promotes “international mindedness”, you will be exploring distant cultures through literature and other means. Your first assignment, *Bride Price*, presents a protagonist who, though about your age, faces conflicts unique to her culture and the setting of this story. While the time and place of the story will likely be foreign to you, the qualities and reactions of the characters as they confront their obstacles will, nonetheless, be ones that you recognize.

Since most of the novel's names and places will be foreign to you, we have provided you with the attached list to help you keep track of them. Additionally, we have provided guiding questions to help you recognize important aspects of this story. When recording your responses to these questions, please also record **the page numbers** where you found your supporting evidence so that you can easily access this information later in class discussions and for the essay that you will be writing in August.

## *Mythology* Summer Reading Assignment: Summary Cards

**Directions:** While reading Edith Hamilton's *Mythology*, summarize **on index cards** important features of the characters, places, or terms below. On the cards, explain what is memorable/noteworthy about each of these. **Please bring your summary cards to the first day of class. You will use them to study for the test.**

1. Atalanta
2. Atlas
3. Centaur
4. Satyr
5. Minotaur
6. Zeus
7. Odysseus
8. Poseidon
9. Hades
10. Arachne
11. Jason
12. Hermes
13. Cerberus
14. River Styx
15. Gorgon
16. Dionysus/Bacchus
17. Persephone and Demeter
18. Cronus/Saturn and Rhea
19. Odin and Valkyries
20. Athena's birth
21. Eros
22. Elysian Fields
23. Io
24. Graiae
25. Pyramus and Thisbe
26. Prometheus
27. Hercules
28. Pandora
29. Echo
30. Adonis
31. Narcissus
32. Psyche
33. Orpheus
34. Pygmalion
35. Icarus, Daedalus, and the Labyrinth
36. Muses
37. **Hubris (excessive pride)** in the characters of Icarus, Phaeton, Bellerophon, Otus, and Ephialtes
38. Perseus and Medusa
39. Polyphemus

NAME \_\_\_\_\_ DATE \_\_\_\_\_ PERIOD \_\_\_\_\_

***Bride Price*** guiding questions

**Important information:** As you're reading the story, record information explaining the importance of each of these characters, places, or items to the story:

1. \_\_\_ Okonkwo:

2. \_\_\_ Lagos:

3. \_\_\_ Aku-nna:

4. \_\_\_ Eziekial Odie:

5. \_\_\_ Ma Blackie:

6. \_\_\_ Chike Ofulu:

7. \_\_\_ Nigeria:

8. \_\_\_ Nna-nndo:

9. \_\_\_ Joy:

10. \_\_\_ Ibuza:

Write your response using *details from the story, complete sentences, and correct spelling and capitalization. Write text page numbers where you found your information.*

11. Explain the **conflict** facing the protagonist's father at the opening of the story. (i.e. Why is he home from work in the middle of the day?)

12. Explain the **conflict** facing the protagonist's mother, which accounts for her trip out of town.

13. Note **significant** aspects of the protagonist's ***appearance and personality***. Explain the **contrast** from the *beginning* of the story to the *end* of the story.

14. *Setting is the time and place of a story.* **Where** and **when** does this story take place? *Be specific.* Explain *how* this particular setting affects characters in the story.

15. Describe 3 different **important** aspects of the teacher's personality *and provide evidence and example of these aspects.*

16. Explain how it is that the son of slaves could have become the educated, relatively affluent teacher in this community.

17. Explain the traditional law of Iboza that created **the major conflict** for the teacher and his student, the protagonist.

18. Explain the **internal** conflicts created for the protagonist because of her physical development.

19. Explain this culture's belief about what happens when a boy cuts a curl from a girl's head.

20. Discuss the title of the book and how the story's outcome for the protagonist and her husband relates to the title.