**ZHS**

**9th Grade Summer Reading Assignments**

* **All 9th graders taking English I** are required to read two short stories, “The Most Dangerous Game” and “The Bass, the River, and Sheila Mant.” To accompany these readings, the students must complete the assignments that follow and be ready to discuss the material the first week of school.
* **All 9th graders taking English I-Honors** are required to read the short stories mentioned above **and** the novel, *Ender’s Game* by Orson S. Card. Students must complete the assignments that follow and be ready to discuss the material the first week of school. In addition, students will be tested on the novel during the first few weeks of school. The novel questions that follow will serve as a study guide for the test and should be used while reading the text prior to the start of school.
* To access more information and resources regarding the assignments, go to the Zachary High School homepage (www.zacharyhigh.org) and choose the tab called "Departments." Look for the link on the English Department page where you will be able to access the required short stories. English I-Honors students can either purchase the novel or check out a copy through the public library or our ZHS library.

 

“The Most Dangerous Game”

by Richard Connell

Focus Activity:

According to Rainsford, a character in “The Most Dangerous Game,” “The world is made up of two classes – the hunters and the huntees.” Might the world also be divided into adults and children? Winners and losers? Rich and poor? Write about what would happen if any two of these groups were to switch places. Organize your thoughts in a complete paragraph consisting of at least five detailed sentences!

Background:

Time and Place -

This story is set in the early 1920s on a small, lush island in the Caribbean Sea.

Did You Know?

Long before the world became aware that many species of wild animals were seriously endangered, big-game hunting was considered a great sport for “gentlemen and kings.” Hunters would hire guides to take them deep into jungles to stalk, trap, and shoot big game. These adventurers were primarily interested in the “trophy aspect” of hunting; they usually kept only the animals’ heads, which they hung on the walls of their homes and hunting lodges.

Vocabulary:

Define the following terms.

1. tangible (adjective)
2. quarry (noun)
3. discern (verb)
4. condone (verb)
5. scruple (noun)
6. diverting (adjective)
7. deplorable (adjective)
8. imperative (adjective)
9. zealous (adjective)

Analysis Questions: Answer in complete sentences using details from the text.

Recall

1. How did Rainsford end up on Ship-Trap Island? What is the meaning of the island’s name?
2. Why had General Zaroff become bored with hunting, and what did he do to solve the problem?
3. Summarize the “rules” of General Zaroff’s game.
4. Describe *three* tricks that Rainsford used while being hunted.
5. How did Rainsford win the game? What happened to Zaroff at the end of the story?

Interpret

1. Explain the **irony** of Rainsford’s thoughts: “All he knew was that he was safe from his enemy, the sea . . .” - answer in two to three sentences
2. Why is Zaroff so excited to have Rainsford play his “game”?
3. *Game* has two different meanings. Provide the two possible meanings **and** use each meaning to explain two possible meanings for the story’s title.
4. Did Rainsford’s knowledge, experience, and training as a hunter help him win the game? Explain your answer.
5. What do you think Zaroff meant when he said to himself at the end of the game

“. . . of course the American hadn’t played the game . . .”

Evaluate and Connect

1. Theme Connections: In what ways does the story illustrate the theme “Matters of Life and Death”?
2. Connell uses **hyperbole** when he writes about Rainsford: “He lived a year in a minute.” Define *hyperbole.*  How does the exaggeration help describe Rainsford’s feelings?
3. Evaluate Rainsford’s final act. Do you think he did the right thing? Why or why not? What might you have done in his situation? Why?
4. Review the quotation in the Focus Activity at the start of this assignment. Did Rainsford’s attitude about hunters and huntees change by the end of the story? Explain.

Literary Elements – Setting

1. Define *setting.*
2. Why do you think the author chose an island setting for this story?
3. Describe the interior of Zaroff’s home. What mood does this setting help create? How does the setting of the house create a different mood from that of the jungle just outside?
4. Describe a scene from the story that you felt was particularly exciting or suspenseful. How did the time of day and the place in which the scene was set add to the suspense and action?

“The Bass, the River, and Sheila Mant”

by W.D. Wetherell

Focus Activity:

The Roman general Scipio Africanus wrote, “I am never less at leisure than when at leisure, nor less alone than when I am alone.” What do you think he meant?

Background:

Time and Place

This story is set in the early 1960s on and around the Connecticut River, which runs the border between New Hampshire and Vermont.

Did You Know?

The largemouth black bass of New England likes warm, slow-moving rivers and muddy-bottomed, weedy lakes. During the day, it swims in the deeper, shaded areas of the water, moving into shallower areas at night. The average largemouth bass lives about eight years, measures just over fourteen inches long, and weighs as much as eleven pounds! Most bass fishers are passionate about their sport: the fish are challenging to catch but delicious to eat.

Vocabulary:

Define the following terms.

1. pensive (adjective)
2. dubious (adjective)
3. filial (adjective)
4. surreptitiously (adverb)
5. inhibition (noun)
6. lithe (adjective)

Personal Response:

Did you find this story to be humorous or serious? Or was it, perhaps, a little of both? Describe your impressions in two to three sentences.

Analysis Questions: Answer in complete sentences using details from the text.

Recall

1. How old is the narrator? How old is Sheila Mant?
2. Which of the narrators’ special hobbies or skills does he openly reveal to Sheila, and which does he keep secret?
3. What does Sheila talk about on the way to Dixford?
4. Explain why the narrator says, “…it seemed I would be torn apart between longings, split in half.”
5. How does the narrator’s date with Sheila end?

Interpret

1. What makes Sheila Mant so attractive to the narrator, and why is she “all but out

of reach”?

1. How would you describe the importance of fishing to the narrator?

Use details from the story to support your answer.

1. What does Sheila’s dialogue reveal about her?
2. In your opinion, why does the narrator make the choice he does?
3. Explain the meaning of the last line of the story. Be sure to explain what the “hidden tuggings” are what “mistake” the narrator never made again.

Evaluate and Connect

1. In what ways is the narrator like a bass caught on Sheila Mant’s “hook”?
2. How does the Author create sympathy for the narrator?
3. In your experience, when do people feel free to be themselves, and when do they try to be someone they are not?
4. Think about your response to the focus activity at the beginning of this assignment. Do you think that the narrator would agree with Scipio Africanus? Explain.
5. Do you think that the narrator made the right choice in putting aside his interests for Sheila? When do you think it is appropriate to put aside one’s own interests for another, and when might it be wrong to do so?

**\*English I-Honors Requirement**

***Ender’s Game***

 **by Orson Scott Card**

Character Identification- Write a brief description of each character.

Ender -

Valentine-

Peter-

Colonel Graff-

Mazer Rackham-

Major Anderson-

Bean-

Alai-

Dink Meeker -

Petra Arkanian-

Bonzo Madrid-

Bernard-

Stilson-

Rose the Nose-

Study Questions – Answer each question below on loose leaf paper with details from the text to show evidence of your reading and understanding.

1. Each chapter begins with a brief dialogue between unseen people. In this dialogue, you can find a purpose for reading the chapter. What questions are raised in your mind as you read the introduction? How are your questions answered?

2. Discuss the significance of Ender’s monitor.

3. Discuss the problems Ender faces as a "third."

4. How does Peter he feel about Ender? Be thorough in your answer, as this will change over the course of the chapter.

5. What does it first seem Graff has arrived to do? What does he really want?

6. How does Ender differ from the other nineteen boys in his launch group?

7. Discuss whether Graff is Ender’s friend or not. Be thorough, as your answer will change during the course of the chapter.

8. Who is Dap? Why is he important to the Launchies?

9. Who becomes Ender’s first friend? Under what circumstances?

10. How do Ender and Alai become friends? What is surprising about Ender’s friendship with Alai?

11. Describe the computer game. Why can’t Ender beat the giant at first? How does he eventually win? What lesson does this teach Ender?

12. How did Ender defeat the computer’s security system? What does this indicate about Ender?

13. Why is Petra Arkanian exactly the wrong kind of friend to have? What valuable skill does she eventually teach Ender?

14. Why are adults the real enemies?

15. What surprising information does Dink Meeker relay to Ender?

16. Explain how the following people perceive Peter: his parents? his teachers? Valentine?

17. What is Peter’s plan to change the world? How does he manipulate Valentine into helping him? What is her role in his scheme?

18. What is Peter’s "greatest gift"?

19. How has Ender gained the respect of everyone at Battle School? What has he lost?

20. Describe THE END OF THE WORLD on Ender’s computer game. What part of the game can he not defeat?

21. What lessons does Ender learn from his battle with Rabbit Army?

22. How does Ender inspire confidence and loyalty in the soldiers in his army?

23. Who comes to save Ender? How does his intervention ensure Ender’s death?

24. Why does Ender hate himself? After you have this answer, think about it for a few moments and tell how you feel about what has been done to Ender.

25. Summarize the information Graff shares with Ender about the Buggers.

26. What is the Third Invasion? What does everyone else think it is?

27. Why does Mazer Rackham say that "there is no teacher but the enemy"?

28. What, according to Mazer, are Ender’s advantages and disadvantages when he faces the bugger fleet?

29. "But as their trust in Ender as a commander grew their friendship...gradually disappeared....Ender was their teacher and commander, as distant from them as Mazer was from him." Why must Ender be isolated from friends? What dangers could arise from having "friendship" with those you must lead?

30. Describe Ender’s "final examination." How does Ender win? How is this victory like every other victory he has ever had? What does Ender discover after it is done? Were you surprised?

31. Why can’t Ender come back to earth?

32. How did the buggers control Ender’s computer game? What does he find when he looks behind the mirror?

33. Why does Ender refer to himself as Speaker for the Dead? Whose deaths does he speak?

34. What mission does Ender go on at the end of the book?