

Grade 9 Summer Reading Program: 2020 Philosophy and Requirements Woodward Academy English Department

Woodward Academy's English Department believes that the summer reading assignment is a valuable pursuit for the student for several reasons. Colleges expect students to have read widely in the classics of literature, and all high school teachers believe that students need to exercise their independent reading skills over the summer months. In addition, familiarity with specific pieces of literature allows the student to start the school year with a literary foundation on which to reflect and compose. Basing their choices on college English department lists of books which well-prepared students should have read and on the curriculum which the student will study during the year, teachers at every grade level select books that should prove interesting and valuable. For these reasons, rising freshmen read mythology and works with a tragic theme, coming of age plot, or heroic archetype. Rising sophomores read old or new classics of American Literature. Rising juniors read works by British authors. Seniors select from world authors.

Ninth grade students in CP and EP read one required book; HP students read two required books.

Teachers approved student placement in April of 2020 for the appropriate level of English study (CP, EP, HP, or AP), and students should read the book(s) assigned to that level. New students will find out their levels when they meet in June with a member of the Upper School staff. During the first weeks of school, each English teacher will assign papers based on the work(s), give an objective test over the required book(s), and make other assignments as necessary. At least two evaluations of summer reading will occur, including objective, subjective, and creative assessments. These evaluations will constitute the first major grades that the student will receive for fall semester and will set the tone for the semester.

Students enrolled in the Upper School by August 1, 2020, must complete all the assigned book(s) by the start of school, August 13, 2020. **We will administer the summer reading test during the first week of school.** New students enrolled in the Upper School after August 1, 2020, should begin the **required book(s) at their level** immediately upon acceptance and then consult with their English teachers on the first day of class. All evaluations of summer reading will be completed by October 9, 2020, which is mid-semester.

The English Department requires new and returning students to complete the assignment over the summer in order not to double the homework load in English at the start of the school year.

Following are a list of key questions to ask yourself as you read a novel, work of nonfiction, or play. You can aid your long-term retention of these works by taking notes which answer each of the following questions. Include a page reference as often as possible. This effort will help as you review for your tests and projects in the fall.

1. Identify the narrative hook, rising action, climax, falling action, and resolution. If the novel is structured more loosely, what does each episode add to the story, and how does each build on the preceding ones?
2. What types of conflict are present?
3. Who are the main characters? Are these characters round or flat, static, or dynamic?
4. Why do you sympathize or not sympathize with each character?
5. What is the effect of the point of view that the author uses: first person, limited third person, or omniscient? Does the point of view ever change?
6. What tone does the author express through the work's events and characters?
7. What objects, persons, places, or events are given symbolic meaning? What do they symbolize? Does the meaning of any symbol change?
8. If the work uses irony, what is its effect and why is it used?
9. Identify the novel's major theme or themes.
10. How do the plot, setting, point of view, symbols, and irony express the novel's theme or themes?

SUMMER READING: NINTH GRADE 2020-21

Since students will be discussing and writing with the summer reading texts, it is beneficial if students purchase the edition noted by ISBN numbers. **Students may access brief descriptions of all books as well as study questions on the required summer reading from the Woodward Academy website:**

<https://www.woodward.edu/parents/upper-school/back-to-school>

REQUIRED OF ALL NINTH GRADE COLLEGE PREP (CP) STUDENTS

1. *Ghost*, Reynolds (ISBN: 9781481450164)

REQUIRED OF ALL NINTH GRADE ENRICHED PREP (EP) STUDENTS

1. *Okay for Now*, Schmidt (ISBN: 9780544022805)

REQUIRED OF ALL HONORS (HP) STUDENTS:

1. *Inside the Walls of Troy*, McLaren (ISBN: 9780689873973)
2. *Antigone*, Sophocles (ISBN: 9780195061673): **Make sure that you get the Emil Braun translation.**

McLaren (ISBN: 9780689873973): *Inside the Walls of Troy*—This novel retells the story of the Trojan War from two female perspectives. Helen of Troy, the infamous face that launched a thousand ships, narrates the first part of the book, and Cassandra, a prophet and sister of Paris, tells the second portion. (Required for Honors)

Reynolds (ISBN: 9781481450164): *Ghost*- "Running. That's all Ghost (real name Castle Cranshaw) has ever known. But Ghost has been running for the wrong reasons—it all started with running away from his father, who, when Ghost was a very little boy, chased him and his mother through their apartment, then down the street, with a loaded gun, aiming to kill. Since then, Ghost has been the one causing problems—and running away from them—until he meets Coach, an ex-Olympic Medalist who sees something in Ghost: crazy natural talent. If Ghost can stay on track, literally and figuratively, he could be the best sprinter in the city. Can Ghost harness his raw talent for speed, or will his past finally catch up to him?" (Required for all College Prep)

Schmidt (ISBN: 978-0-544-02280-5): *Okay for Now*—The story of how a young man named Doug adjusts to life in a new town. Stigmatized because of his family, Doug finds an outlet for his frustrations through a love of art. He works to make his own identity independent from his family. (Required for all Enriched College Prep)

Sophocles (ISBN: 978-0195061673), translated by Richard Emil Braun: *Antigone*—This Greek tragic play is about a young girl standing up to her uncle Kreon, the new leader of Thebes. This work contains questions about what makes a good leader and what makes a good citizen. Should people question their rulers, and how far should someone go for their principles? **Make sure you look at the introductory information to the play on page eight of this handout before you start reading, and please get the Braun translation.** (Required for all Honors students)

***Okay for Now* (required for 1EP)**

General (look at these questions after you have read the whole novel):

1. In what year does this novel take place?
2. What major war is taking place at the time of the novel?
3. What is the protagonist's favorite baseball team and player?
4. When the protagonist's father's "hands flash out," what is really happening?
5. What do the names of the chapters represent? In what way does this mirror the content of each chapter?
6. Several characters are never given names, or their names are withheld for a large majority of the novel. Why do you think that these particular people are not named?
7. What are some examples of the narrator forcing the reader to make assumptions, rather than presenting straight-forward plot points? Why might the author have made this choice?
8. The idea that "things belong in the class to which they have been assigned" is repeated several times throughout the novel. In what contexts do you think that this is true? In what contexts is this untrue? How does Doug's journey either prove or disprove this idea?
9. In what ways have our laws developed to help Americans with disabilities? How would Lucas' story have been different had he lived in an America with our current laws? Would this have changed Doug's story, too?

Chapter One: The Arctic Tern

1. Why does the Swietek family have to move to Marysville, New York?
2. What piece of baseball memorabilia does Doug's brother take from him and trade for a pack of cigarettes?
3. What piece of baseball memorabilia does Holling give to Doug before Doug moves to Marysville?
4. What does Doug see in the library that captures his interest and imagination?
5. Who is Lil? What does her father do for a living?

Chapter Two: The Red-Throated Diver

1. Who is Mrs. Merriam? Who is Mr. Powell?
2. What artist is responsible for the drawings in the large book of birds?
3. Who is Mrs. Windemere? What question does Lil keep asking her dad about Mrs. Windemere on the Saturday of Doug's first delivery day?
4. Describe Mrs. Windemere's property. What does Mrs. Windemere do for a living? How does Mrs. Windemere personify Creativity?
5. What does Mr. Powell leave for Doug on top of the case in the library?
6. What gift from her mother does Lil deliver to The Dump? What does Doug's jerk brother do to the gift?
7. What vision does Doug imagine that he describes as "almost like seeing a ghost"?

Chapter Three: The Large-Billed Puffin

1. What is the "school theme for the year" for Washington Irving Junior High School?
2. What is a "ditto"? (You'll probably have to look this up.)
3. What is strange about Principal Peattie's speech patterns?
4. Of what crime is the jerk brother suspected?
5. How does this situation with the jerk brother affect Doug's relationships with adults in town?
6. According to Mr. Ferris, what is "the basic principle of physical science," and how does it apply to Doug's situation?
7. What are "the most important parts" of the letter from Vietnam that Lucas had a friend write for him?

Chapter Four: The Black-Backed Gull

1. What happened to the plates of the Arctic Tern, the Large-Billed Puffins, the Red-Throated Diver, and the Brown Pelican? Why?
2. What book is Doug's English class reading? Of whom does the protagonist of the book remind Doug?
3. Which of Doug's teachers figures out that Doug cannot read, something that "no teacher had figured out before"?
4. Under what pretense does Mrs. Cowper begin working with Doug after school, teaching him how to read?
5. What does Doug carry with him when he delivers groceries this weekend? In what way does this item influence his interactions with the adults he encounters?
6. Of what second crime is the jerk brother suspected?

7. What does the reader suspect about Lucas from comments that the jerk brother and Doug's mother make in this chapter (and from references to "sounding like Lucas" that Doug makes earlier in the novel)?
8. What happens when Doug's shirt gets ripped off in gym class? How does this explain Doug's constant refusal to stay on his assigned team, the "skins"?

Chapter Five: The Yellow Shank

1. What kind of trouble does Doug get into in the last two weeks of October? What is his punishment? How has Doug's demeanor changed in his classes? How do his teachers react?
2. What is the one reason that Doug's father chooses to go to the Annual Ballard Paper Mill Harvest-Time Employee Picnic?
3. How does the reality of the picnic differ from Doug's father's predictions?
4. What prizes are being offered to the winners of the Trivia contest? Who wins the contest, and how are the prizes distributed? Do either of the winners get any of the prizes?
5. In what way is Doug responsible for the Yellow Shank being returned to the book?
6. How does Doug's brother demonstrate his admiration for the fact that Doug "still got guts"?
7. How does Doug's demeanor change at school in the month of November? How does this affect his relationships with his teachers and classmates?
8. Where does Doug take Lil, and why? What happens that Doug considers to be "even better" than making a perfect ringer shot?

Chapter Six: The Snowy Heron

1. For what are the "dark woods" a metaphor?
2. For what reason does Principal Peattie call Doug to his office? What will Doug's punishment be?
3. What memory keeps Doug from feeling fully engaged in his life? What information is the reader initially missing about this memory?
4. What do the boys in Doug's wrestling class do to show solidarity with him?
5. What happens to Lucas on the way from the bus stop to back to the car?
6. What does the reader eventually learn that Principal Peattie said to Doug at the end of their meeting in his office? To what does Doug compare the feeling of having been told this?
7. Who is Christopher? Why does the reader only learn this information now? (Think about what may have changed in the way that Doug views this character.)
8. What does Doug discover on the So-Called Gym Teacher's clipboard? What does this discovery reveal about the man's experience in Vietnam?
9. What does Doug offer to do for Coach Reed? What does Coach Reed's acceptance of this offer indicate about the changed dynamic between the two?

Chapter Seven: The Forked-Tailed Petrel

1. What classic novel is the basis for Mrs. Windermere's new stage play?
2. In what class is Doug put in a group for students who have shown "excellence and promise"?
3. What does Lucas keep bringing up that eventually causes Doug to tell him to "shut up" and accuse him of "not even trying"?
4. What surprises Doug about Mr. Russell?
5. What does Mrs. Merriam have in common with the Swietek family?

Chapter Eight: The Brown Pelican

1. Why is Christopher again questioned by the police?
1. What bargain does Doug make with Principal Peattie?
2. What happened to Doug's Yankee jacket?
3. How does Doug act heroically while babysitting for the Daughertys?

Chapter Nine: The Great Esquimaux Curlew

1. What happens on the opening night of the play?
2. Who is in the audience on opening night?

Chapter Ten: The Arctic Tern

1. How does Coach Reed help Lucas?
2. Explain the context of this quote: "We were both chumps. But you know what? It's not so bad when you are chumps together."
3. What truth about Doug's father is revealed?
4. What do you think will happen to Lil?

Inside the Walls of Troy (HP only)

Part One: Helen's Story

Chapters 1-2

1. What details does the author use to humanize Helen?
2. Who is Hessia? What is her relationship to Helen?
3. For what heroic act is Theseus known? What is his current title? Why has he resorted to acts of piracy?
4. For what is Helen famous?
5. What is the name of Theseus' ship? Explain its significance.
6. Why has Helen been taken by Theseus?
7. Describe the rapport Hessia builds with Theseus and his crew.
8. By the end of the chapter, what is identified as a good omen?

Chapters 3-4

9. Describe the love story of Theseus and Hippolyta.
10. Why does Theseus seem to have a fondness for Helen?
11. What cultural education does Helen receive when they reach the port city of Piraeus?
12. What is the Acropolis?
13. How is Helen treated by the servants of Theseus? What robe do they select for her to wear?
14. What lessons does Helen receive in Athens about being a good wife?
15. Why does Helen say that "Penelope was made of stronger stuff?"
16. What does Helen understand to be her destiny?

Chapters 5-6

17. For how long has Helen been kidnapped?
18. What role does Helen's father Tyndareus play in entertaining suitors for Helen?
19. Why does Hessia "put her coins on Menelaus" as Helen's future husband?
20. What does Helen mean when she says she was "determined to be more like [her] sister, Clytemnestra?"
21. How does Helen describe Menelaus?
22. How does Helen draw a contrast between herself and Penelope?

Chapters 7-8

23. What is Odysseus' solution to Sparta's suitor problem?
24. How does Helen respond to the pairing of Penelope and Odysseus?
25. To whom is Helen promised? What betrothal gifts does he present to her?
26. What discontentment does Helen express by the chapter's end?
27. What turn of events results in Helen and Menelaus ruling Sparta?
28. What secret does Penelope tell Helen?
29. What advice does Theseus give to Helen on the occasion of her wedding?

Chapters 9-11

30. Describe Helen and Menelaus' first three years of marriage.
31. What "talk of war" begins brewing in this chapter?
32. How do Hermione and Helen describe Paris?
33. What story does Paris tell of his childhood?
34. How does Paris court Helen?
35. Describe how Aphrodite promised Helen to Paris.
36. What does Helen choose to take with her when she runs away with Paris? What important "item" does she

leave behind and why?

Part Two: Cassandra's Story

Chapters 1-2

1. Who is Cassandra to Paris? What power of prophecy does she seem to have?
2. How is Cassandra viewed within her family?
3. What did the oracle predict about Paris before he was born?
4. What does Helenus refer to as "Apollo's curse?"
5. What description do Cassandra and Helenus give of the relationship between mortals and gods and goddesses?

Chapter 3-4

6. What is the Greek delegation's version of what happened to Helen? How does Odysseus invoke the laws of hospitality?
7. Why does Helenus describe his sister Cassandra to be "so out of fit with the world [she] was born into?"
8. How does Cassandra characterize her brother Hector?
9. What vision precedes Cassandra's meeting of Helen? What are Cassandra's first words for her father about Helen?
10. What does the expression "bone sweet" mean that Cassandra uses to describe Helen's behavior?
11. What is the Oath of the Horse?
12. What common ground does Cassandra realize she has with Helen?
13. What promise did King Priam make? Will he keep it or not?

Chapters 5-6

14. Who is Andromache? Describe her.
15. What becomes of Cassandra's suitor Othronus?
16. How does Cassandra describe her "gift" to Helen?
17. Why does Hector miss the death and funeral cremation of his son?
18. Why does Helen refer to her niece Iphigenia as her "first victim?"
19. What does Paris whisper to Helen as the Greek fleet arrives?

Chapters 7-8

20. How does Achilles distinguish himself from the other warriors?
21. How does Cassandra respond to the death of Othronus?
22. What is the "miracle" to which Cassandra refers in the opening of ch. 8? Why does Achilles refuse to fight?
23. Describe the physical struggle between Cassandra and Helen at the end of Chapter 8. What provokes it?

Chapters 9-10

24. What does Deiphobus dare Paris to do? What role does Hector play? How does the duel end?
25. Why does Paris tell Helen to scold the gods and not him for what happened on the field?
26. What side of the war does Athena seem to be on?

Chapters 11-14

27. What strategic alliance are Helen and Andromache plotting?
28. What duel is announced at the end of Chapter 11?
29. How does their duel end?
30. What bold move does Patroclus make? What is the result?
31. How has Hector angered Achilles?
32. What is Andromache doing while Hector falls in battle to Achilles?

Chapter 15-16

33. What does Achilles do to disgrace Hector and Troy?
34. What gives King Priam the confidence to approach Achilles himself? Who does he take with him?
35. What concession does Achilles make?
36. How does Polyxena betray Achilles? What happens as a result?
37. What happens to Helen after Paris' death?

Chapter 17-19

38. What have the Greeks left as a parting gift? What does Cassandra realize about it?
39. What is Helen's plan to reconcile with Menelaus?
40. What does Cassandra predict for her future?

41. Who does Cassandra help escape? To where do they flee while the Greeks attack and burn Troy?

Character list:

Helen	Menelaus	Aphrodite
Penelope	Odysseus	Cassandra
Theseus	Hermione	Polyxena
Hestia	Priam	Laodice
Tyndareus	Paris	Helenus
Zeus	Hecuba	Orthronus
Hippolyta	Deiphobus	Achilles
Clytemnestra	Hector	Andromache
Agamemnon	Astyanax	Patroclus

Antigone (Make sure that you have the Emil Braun translation, and please read this background information before you start the play): (HP only)

Antigone is the last play in a trilogy by the Greek playwright Sophocles that focuses on the family of Oedipus. The setting of the play is ancient Greece, similar to the time period of *Inside the Walls of Troy*. Oedipus' story begins with his father Laius, the king of Thebes, and his mother named Jocasta. When Oedipus was born, his father received a prophecy that his son would kill him. Horrified, Laius gave his son to one of his servants, begging the servant to kill baby Oedipus. The servant ended up taking the baby to the mountains to raise him as his own child. Oedipus lived for 20 years with this servant and his wife, thinking that they were his real parents. When Oedipus, as a young adult, receives a prophecy that he will kill his father, he is horrified, and he runs away, not wanting to harm the man who he thinks is his father. On the road, he ends up encountering Laius; a fight breaks out, and Oedipus accidentally kills Laius, not knowing that he is his real father.

A few years go by, and Jocasta rules Thebes alone until a monster called the Sphinx plagues the town. This monster refuses to leave until someone solves its riddle. The riddle goes as follows: What walks on four legs in the morning, two legs during the day, and three legs at night? Jocasta agrees to marry anyone who can solve the riddle of the sphinx. Lo and behold, Oedipus solves the riddle. (The answer is "a man": he walks on four legs when he crawls as a baby, two legs during most of his life, and three legs—with a cane—when he is elderly). Oedipus marries his mother Jocasta, not realizing that she is his mother.

They have four children together: Eteocles, Polyneices, Ismene, and Antigone. Oedipus rules as king of Thebes for many years until the town is plagued with disease. He begins to believe that the gods are cursing him for some reason, so he asks a prophet named Teiresias for answers. Teiresias is an all-knowing prophet, so he realizes that the gods are sending a curse because of the family incest. Teiresias tells Oedipus that he would be better not knowing the truth—but Oedipus pushes him to reveal what he knows. When Oedipus finds out that he married his own mother, he is so horrified that he banishes himself to an island. Convinced that the city-state of Thebes would be better without him, he leaves his two sons to rule together.

Eteocles and Polyneices have a hard time sharing power. This family continues to fall apart as the two brothers fight constantly; Polyneices eventually leaves and goes to the nearby city-state of Argos to raise an army against his brother. A civil war breaks out with these two brothers fighting each other. Ultimately, they both die in battle, leaving their uncle Kreon (Jocasta's brother) in charge.

Antigone begins with Kreon trying to pick up the pieces of the city of Thebes. He forbids anyone from burying Polyneices, claiming that this brother was a traitor since he brought an outside army to attack his own city.

Study guide questions for *Antigone*:

1. Ismene and Antigone are the two remaining members of this family. How do they have different outlooks on the situation with Polyneices (the unburied brother), Kreon's power, and their role as women?

2. The Chorus speaks a confusing passage on pages 25-27. They describe the just-concluded civil war, including the army that Polyneices brought from Argos, led by Kapaneus (Argos' best warrior) who is compared to an eagle. Find the part where the chorus describes the "twin death" of Polyneices and Etokles. What image of their deaths does the audience receive?
3. What image of the state does Kreon give? How does he view power?
4. How do other characters (besides Antigone) respond to Kreon? Consider Koryphaos (the leader of the chorus) and the sentry.
5. Where does Antigone appear most sympathetic? Consider details from pages 36-39.
6. How does Antigone appear less sympathetic? Consider details from pages 39-44.
7. Where Kreon and Antigone appear to be extremes, Haimon is more moderate. Where do you see evidence of his moderation?
8. How does Kreon treat his son? (pp. 50-52)
9. What does the chorus say about desire? To whom could this idea apply in *Antigone*? (pp. 52-53)
10. What does the chorus (as well as Koryphaos) say about Antigone? Has their support of Kreon changed? (pp. 53-55)
11. How does Antigone view death? (pp. 53-56)
12. How does Teiresias view what is happening? (This character is the same Teiresias from the background information to the play) What evidence does he look at? (pp. 59-60)
13. Why do you think Kreon changes his mind? (p. 64)
14. What life lesson does the messenger give? (pp. 65-66)
15. What final image do we have of Antigone and Haimon?
16. Eurydice enters the play at the very end, speaks once, and then kills herself. Why do you think that Sophocles includes her character?
17. Has your sympathy level for Kreon changed by the end of the play? Explain.
18. What do you predict will happen to Kreon?

Ghost (CP Only)

For the following questions, **highlight the answers in the book.** Then, record your answers on your personal copy of this guide.

Chapter One: World Records

1. According to the speaker, what are the two things in which he could "hold the world record" (Reynolds 1)?
2. Who is Mr. Charles, and what is his job? How often does the speaker interact with Mr. Charles?
3. "He tells me I can set a record one day. A real record. Be one of the world's greatest somethings" (Reynolds 2).

Highlight the above quote in your book. It is important.
4. Highlight and record evidence (words, short phrases) of the speaker's attitude towards people who work out at the gym. (3)

5. Notice the difference between the speaker's approach to eating sunflower seeds ("I've matured," "perfect," "carefully," "safe," "I like the process") and his father's approach of "chew[ing] the whole thing up. The shells, the seeds, everything. Just devour[ing] them like some kind of beast" (Reynolds 4).

Highlight the above quote in your book. It is important.

6. According to the speaker, why must his dad have "no sunflowers growing in him" (Reynolds 5)?

7. What accounts for the "meaner than ... ever" behavior of the speaker's father three years ago (Reynolds 5)?

8. Notice and record words and phrases that indicate the speaker's sensory and emotional reactions to the gunshots. (6)

9. Where did the speaker and his mother hide that night? (6)

10. How did the speaker's father act as he waited for the police to arrive? (7)

11. Is the speaker happy about his father's prison sentence? Notice that he has several answers to this question.(7)

12. "Either way, one thing is for sure: that was the night I learned how to run" (Reynolds 7).

Highlight the above quote in your book. It is important.

Chapter Two: World Record for the Fastest Tryout Ever

1. The speaker considers basketball to be his "sport, even though [he] had never really played" (8). Consider, in the rest of that paragraph, the men he names -- Lebron

James, Usain Bolt, his dad -- and think: what accounts for his desire to be a basketball player?

2. Notice the physical appearance of “the coach” with special attention to the animal-based simile the speaker uses to describe him. (9)

3. What is the name of the track team we first encounter in chapter 2? (10)

4. Notice the physical appearance of Lu, paying special attention to the paradox the speaker tries to explain. Capture the exact words and phrases he uses, starting after the sentence about Mr. Charles (11). Do you know the name of the condition that he’s trying to describe?

5. In addition to being very fast, what about Lu makes him seem very professional and impressive? (12)

6. Who is described with the following quotation? “I could tell he was pushing as hard as he could, but he just wasn’t going nowhere. It was like he was running into the wind, even though it wasn’t a windy day. Like his shoes weighed a ton or his bones were heavy or something.” (13) What event does the coach say is going to be perfect for this person?

7. What are two fire-based phrases the speaker uses to indicate victory in competition? (13)

8. What major characteristic of identity makes Patina stand out from the other newbies and from all of the runners the speaker has ever heard of? (14)

9. On page 16, we see the reader prepare for his race by adjusting his clothing: “I just needed to roll my jeans up and tuck my laces into my high tops and I was good to go” (16). On page 18, record evidence of how that clothing/ footwear feels on his body as he runs (how it impacts his race.) Remember that his opponent is wearing a very expensive, highly specialized body suit and expensive running shoes. Is the result of their race particularly surprising to the gathered audience, given this difference in attire?

10. What is our speaker’s name, and what does he want to be called? What is the inspiration for that self-given nickname?(19)

11. Why does Ghost refuse Coach’s first offer to join the Defenders? (20)

12. What is coach’s day job? Why does he have that job, if what he really loves is coaching track? (23)

13. Take note of the visible, class-related factors that make Castle feel “used to people treating [him] funny” (24).

14. On page 27, both mom and coach refer to Ghost as “a serious problem.” What does coach mean? What does mom mean? (They mean different things - read ahead on page 28 to understand mom’s meaning more completely.)

15. What are the three promises that coach makes mom that convince her to allow Ghost to join the team, at least for now? (28).

Chapter Three: World Record for the Most Altercations

1. According to Castle Crenshaw, why is he always getting in trouble at school? What one fact about Castle’s life is at the root of all of the insults he says he’s received? (29)

2. Why has Castle decided that his disciplinary “file would be closed forever” (30)? How long does his altercation-free streak last?

3. What is the school bully’s name? What are the three ways in which he stands out from everyone else, aside from the fact that he’s a bully? (32)

4. What does the nickname “Shack” mean? (33)

5. What does it mean that Ghost and Red have both “got a lot of scream inside” (34)?

6. Highlight and record evidence that Brandon’s harassment of Castle/Ghost centers around a class disparity - one from each page (33-36).

7. “Of course all the other students were screaming and cheering and all that, like I was putting on some kind of show. Another one. But it was never a show for me. It was serious. It was always serious. . . . And as he started leading [Brandon] to the nurse’s office, no smack was coming from Brandon’s stupid lips. No mom jokes. No poor jokes. No name jokes. None of that. Just blood and ketchup.” (38)

Highlight the above quote in your book. It is important.

8. Notice and mark evidence on page 39 of the fact that Castle/Ghost has a history of handling insults and embarrassment this way and that his violence has had the desired outcomes. Below, give brief summaries of each scenario.

9. How is it that Coach is able to come pick Ghost up from school when he’s suspended for the rest of the day, given that he’s not a family member? (42)

10. What facial expression, given by grownups, is “way worse than the *I’m mad* look,” and what does that tell us about Ghost as a person? (45)

11. On page 46, Coach asks Ghost why he fought Brandon, guessing that maybe it made him feel “tough.” Over the next few pages, Ghost considers his answer. Why is it that he answers “no” on page 50?

12. Ghost doesn’t claim to be “one of these kids who ain’t scared of nothing or nobody” (50). Who is the one person, other than maybe his mother, that he’s “really scared of,” and why? (50-51).

Chapter Four: World Record for the Worst Day Ever

1. For a guy who’s sport is basketball, Ghost doesn’t know much about a world-famous athlete. What is his name, and what impressive stats are attributable to him?

2. Whose 100m split does Ghost think he can beat? Why is this ridiculous? By how many seconds does he fail to beat the split? (54-55)

3. When Ghost has run enough sprints to be exhausted, Coach says that two people who care about Ghost are “*really* tired” (56). Which people in Ghost’s life are *really* tired, and why?

4. What has been Ghost’s punishment for his suspension? (54 - 57)

5. “This is gonna be it.... Ten girls, ten boys. Just so we’re clear, this doesn’t mean you still can’t be cut. It just means you ain’t cut yet. Now, I’d like to keep it this way, but that’s totally up to you.” (58-9)

Highlight the above quote in your book. It is important.

6. What distance race does each of the newbies run? (61)

7. What rule does Coach have for his runners that doubles as athletic advice and as figurative advice on how to face challenges and/or defeat? (63)

8. Note and record the sensory and emotional details which describe Ghost's feeling of "creeping... altercation-ness" (65)?

9. What or who stops Ghost and Lu from fighting when Lu starts making fun of Ghost's family's financial situation, like Brandon did? How does this demonstrate the immediate social/behavioral value of joining a team? (66)

10. What is the name of Lu's skin condition, and what does it mean? How is it related to the way he acts on and around the track, according to Patty? (70-1)

11. "Remember what I said, Ghost Tomorrow it won't matter. It'll be a new day. A new chance" (74).

Highlight the above quote in your book. It is important.

12. What item of his does Ghost permanently modify? Take the time to record the exact quotation that he uses to describe the process and his motivation for his actions. 5 sentences, starting with "Because here's the truth..." and ending with "...were gone" (75).

Chapter Five: World Record for the Most Runaways in a Single Day

1. What kind of reaction from grownups is worse than their anger or even physical punishment, and what does this tell us about Ghost's values? (76-77)

2. What simile (exact quotation) does Ghost use to describe how his legs feel on the morning after he ran sprints with Coach and then ran a full practice? (78)

3. How is school different this morning? (78-9)

4. Describe the scene, including major events, major characters, and emotional details, that leads to Ghost running out of school and skipping class for the first time ever. (79-82)

5. As Ghost is still running away from school, humiliation and anger coursing through him in response to his wounded pride, he has “the best idea ever” (82). On page 86, he admits that “when [he] went into the store, it was a thought, but only a thought. Not even like a real, real thought either, because [he] knew” that there was another way to achieve his goals (86). What is the idea? Track his emotional journey from the time at which he has the thought to the moments after he has followed through with it.

6. Mr. Charles is adamant that Ghost not skip school anymore. Record his takeaway advice about how to react to the opinions of others (92.)

7. Why does Ghost end up unpacking boxes and restocking Mr. Charles’ store this afternoon? (93)

8. How many of each item does Mr. Charles keep in his store, and why? (94)

9. Note and record (exact quotations) the sensory and emotional details in the passage in which Ghost describes being locked in Mr. Charles’ stockroom. (96-98)

Chapter Six: World Record for the Longest Run After the Most Runaways in a Single Day

1. What metaphor (exact quote) does Ghost use to describe his experience in the stockroom? (99)

2. How do Sunny and Lu each respond to seeing Ghost’s new shoes, and how does that make him feel? (100)

3. How does Coach keep an eye on his runners on Wednesdays when they run long distances? (103-104)

4. What story does he tell about “the fastest [he] had ever run... well, the second fastest” (103-4)? What common emotions went along with his first and second fastest runs of his life?

5. What does Ghost like to talk about with his mother, “even though [he knows] she [doesn’t] wanna hear it” (108)? What does this persistence tell us about his values?

6. “I told him that my mother had gotten them for me as a way to encourage me to do the right thing and stay out of trouble. Just saying it turned my stomach, because here I was, a boy who was suspended for busting somebody in the face at school one day, and skipped half the day the next because I was laughed at. Then I swiped shoes! I clearly wasn’t staying out of trouble. Matter fact, I was knee deep in it.... And honestly (yes, honestly), I couldn’t even believe that I had just lied like that. I wasn’t really the lying type. But I also wasn’t the stealing type until a few hours earlier.” (109)

Highlight the above quote in your book. It is important.

Chapter Seven: World Record for the Best Friday Ever After the Worst...

1. What do Ghost’s two plans for his future tattoo indicate about the continuing role of personal pride in his life? (110-111)

2. How has Ghost’s experience with being laughed at impacted his feelings and behavior towards Brandon? Provide an answer and an exact quotation. (112)

3. What benefit of being on a team does Ghost discover when talking to Mr. Charles? (114-115)

4. Ghost has always idolized the basketball players that he watches after school. What about the experience at the court would make Ghost want to be like them? What about the experience at the court might account for some of Ghost's problematic behavior? Which details seem to have no impact on him, one way or another, but are still important enough to share? (116-117).

Idolizes:
No impact:
Bad behavior:

5. Which of the newbies is the poorest? The richest? How do we know? Notice some specific differences in the way Ghost describes the two neighborhoods. (118-119)

Chapter Eight: World Record for Having the Best Secret

1. Coach says that these are "the fanciest newbies [he's] ever met" because of what they order in the restaurant (124). In Ghost's case, what is particularly exciting about being able to order anything he wants for dinner?

2. What is it that the newbies have to do before they are allowed to eat, even though the food has already arrived? (126)

3. Why does Lu wish that he had a little brother? Exact quote. (127)

4. What does Sunny's mother's death have to do with the fact that he runs on the track team? The answer *isn't* "she died giving birth to him." Look on pages 129-130 for your answer.

5. Patty is adopted. What does she say makes her "not like most adopted kids" (130-131)?

6. The chapter is called "World Record for the Best Secret Ever." What secret does Ghost share? (easy.) What makes this secret "the best secret ever?" Think about how it compares to the other secrets. (132-133)

7. What is Coach's secret? Think - what is one reason that this may be a "secret," given that the kids already know he was in the Olympics? (134 and in your mind)

8. Number the lines on page 135. Record (type into the box below) lines 4-11 and lines 16-21. They are important for an upcoming paper, and it's good to have it typed in already.

Chapter Nine: World Record for Cleaning the Dirtiest Car

1. What does Ghost compare to a trust fall, and what impact has this activity had on his relationship with his new teammates? (136-137)

2. Ghost gets confrontational on Sunny's behalf on pages 138-139. Why? On pages 139-140, how does Coach react, and what is his reasoning?

3. Ghost really pushes his athletic limits on pages 140-141. How do Coach's and Aaron's reactions to his effort and his exhaustion make him feel? How can we tie this in to our knowledge of the importance of personal pride and dignity in Ghost's life?

4. Why does Coach have them run the same practice every Monday, every Tuesday, and so on? (142) How does this setup impact the ownership the athletes take over their own training?

5. Describe the thing that Coach gives Ghost on uniform day. What is its significance? (146-147)

6. Where does Coach take Ghost immediately after practice, and why? Does he follow through with his plan? Why or why not? (149-152)

7. Ghost claims that he didn't come to Coach for help buying shoes because Coach isn't related to him and can't possibly understand Ghost's life or what he's been through. Coach disagrees and tells Ghost a story about his Olympic medal. Tell the story in your own words, including all details which prove that Coach *can*, in fact, empathize with Ghost because of their common experiences. (153-155)

--

8. What three punishments does Ghost face for having stolen the shoes? How does he learn/grow/develop as a person, athlete, etc., from each one? (155-end)

#	punishment description	way(s) he learns/ grows/ develops as a person, athlete, etc. as a result of that punishment
1		
2		
3		

Chapter Ten: Race Day

1. How does putting on his uniform and shoes, in his bedroom, change the feelings that usually accompany any waking time in that room?

--

2. Note explicit evidence, including both plot and emotional detail, that proves Castle's intense sense of pride in wearing his uniform on the way to the track.

--

3. What is the significance of Ghost's mother calling him by his nickname as he prepares for his first track meet to start?

--

4. How might we connect the message on King's sign to something that happened to Ghost in the book in order to understand its true significance?

--

5. Who runs on the opposing team, and why is it a surprise for Ghost? He tries to make fun of Ghost again, but this time, it turns out differently. What accounts for this difference?

Given their history, why is it particularly meaningful that one person, in particular, steps in to comfort Ghost and redirect his focus?

6. Highlight/record evidence that at the end, Ghost reclaims a traumatic memory and repurposes it as motivation for his race.

7. How is the title of this chapter different from all of the other chapters' titles? After reading the chapter, tell me what it is that accounts for this difference. (What is the significance/larger meaning of this departure from convention?)