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June 8, 2018

Middle School
Rebecca L. Meyer, Principal

Dear incoming seventh graders,

I know some of you dread the idea of “Summer Reading,” but I have selected a book that I think you will find fun and interesting. This summer’s book is *Matched* by Ally Condie. The book has everything to keep you interested while still enjoying your break.

When you return to school in September, you will need to turn in the completed **Character Literary Analysis Chart** and **Literary Character Analysis Essay**. The assignment is **due on September 14, 2018**. This assignment will be graded, checked, and returned with feedback.

The book is available for download via iTunes or Amazon. It can be ordered through Amazon UK (do not use Amazon US if shipping to Greece to avoid charged duties and taxes) or Public.

Have a fantastic summer, and I will see you in September.

Happy Reading!

Ms. Gorack

ACS Athens Mission Statement:

ACS Athens is a student-centered international school, embracing American educational philosophy, principles and values. Through excellence in teaching and diverse educational experiences, ACS Athens challenges all students to realize their unique potential: academically, intellectually, socially and ethically — to thrive as responsible global citizens.

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7th Grade Summer Reading Assignment

Name _____ Date _____

BOOK TITLE: *Matched* by Ally Condie

Complete the graphic organizer before writing your literary analysis. I have used a graphic organizer and rubric you are familiar with and have attached an example from your 6th grade classroom.

LITERARY CHARACTER ANALYSIS

CHARACTERIZATION - Characters are the people in stories, but *characterization* is "the author's presentation and development of characters." Characters can be either *static*, implying they do not grow; or they are *dynamic*, meaning they do grow. Discuss an aspect of characterization. Questions about characterization you might ask include: What conflicts exist between the protagonist(s) and the antagonist(s)? How do characters try to solve them? Do characters have contradictory traits that cause internal conflicts? How do the characters relate to one another? Do they understand themselves? How and what do they learn about themselves? How does this new understanding affect other characters? Do the characters change? If not, why not? If so, how and why? Again, these questions are only to help you develop your thesis, but you may still use one of them to form the basis of your thesis.

GLOSSARY OF TERMS

Author = the writer of a story, book, article, etc.

Character = a person who appears in a story, book, play, movie, or television show

Characterization = the way a writer makes a person in a story develop to seem like a real person

Static Character = a character that stays the same and doesn't grow or change

Dynamic Character = a character that develops/evolves, grows or changes

Protagonist = the main character in a story, novel, play, movie, etc.

Antagonist = the character (opponent, adversary) who opposes/fights a main character

Contradictory = having characteristics that disagree with other characteristics

Traits = qualities/characteristics that make one person or thing different from another

Internal Conflict = a struggle/battle that happens inside a character, usually the protagonist

External Conflict = a struggle between a character and some other force outside of his/her body



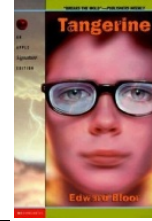
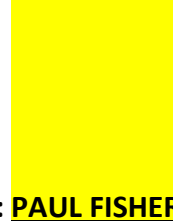
Grading RUBRIC for Literary Character Analysis Essay

CATEGORY				
Topic / Idea Development	Character is well-defined and focus is clear from the first paragraph; thesis statement is crystal-clear and well-developed; details are tightly connected to topic sentences and topic sentences are tightly connected to thesis. 30 - 24	Character presentation is adequately defined; using appropriate supporting details; thesis statement is clear; details are connected to thesis statement; topic sentences are connected to thesis. 23 - 18	Character presentation is defined although is missing a few obvious details; few supporting details; topic sentences are loosely connected to thesis. 17 - 11	Character presentation is not clear; limited supporting details; some supporting details; topic sentences are not connected to thesis statement. 10 - 0
Organization	Strong organization; well developed sentences and paragraphs including transitions; excellent introduction and conclusion; each body paragraph contains 5-8 sentences. The student completes all directed requirements. 30 - 24	Has generally well formed sentences and paragraphs; introduction and conclusion are clear and supported; each body paragraph contains 5-8 sentences. The student completes most of the directed requirements. 23 - 18	Weak paragraph structure and organization; introduction and conclusion are present but not fully developed; body paragraphs are under 5-8 sentences. The student is missing many of the directed requirements 17 - 11	Little sense of organization; lacks sentence structure and paragraph development; introduction and conclusion are not evident. The directed requirements were not followed. 10 - 0
Mechanics and Language Usage	No errors present in paper; accurate spelling, capitalization, punctuation, and usage; transitions present; sentence variety implemented with rich vocabulary; effective use of quotes. 30 - 24	Few (three or less) errors in spelling, capitalization, punctuation, and usage; some transitions and sentence variety; acceptable vocabulary; appropriate use of quotes. 23 - 18	More than three errors in spelling, capitalization, punctuation, and usage; some transitions are disproportionate to length and complexity; simplistic vocabulary; weak use of quotes. 17 - 11	Many errors in spelling, capitalization, punctuation, and usage; weak/inappropriate vocabulary; does not use quotes. 10 - 0
Presentation	Neatly typed; carefully assembled; creative ideas are present; double spaced; followed format accurately; paragraphs. 10-9	Neatly presented; double spaced; followed proper format. 8-7	Presentation is legible; format and headings are somewhat evident. 6-5	Difficult to read; lacks proper headings and format. 4 - 0



Character Analysis Chart:

Character's Traits	Example or Quotation	What the Example(s) or Quotation(s) reveal about the character
Character's Appearance		
Character's Speech		
Character's Thoughts		
Character's Actions		
What Other Characters Say or Feel about This Character		



EXAMPLE-Character Analysis Chart: **PAUL FISHER**

Character's Traits	Example or Quotation	What the Example(s) or Quotation(s) reveal about the character
Character's Appearance	<ul style="list-style-type: none"> When Paul and his mom went to the new school, when first living in Florida, his mom mentioned that Paul is vision impaired and Paul got mad. Pg. 42: Paul describes how sturdy and strange his sports goggles are Quote, coke-bottle Eclipse Boy / Mars Tells Kerri "There is nothing wrong with me. I could see just fine." Pg 134 – "What must people think when they see me in goal? How small I look? <u>How goofy I look in my goggles?</u>" 	<ul style="list-style-type: none"> EX: Paul doesn't like talking about his vision and is not comfortable with it because it limits what he can do and draws attention to himself that he does not want. He doesn't want people to know he is vision impaired. Paul looks strange with his high prescription glasses/goggles, and it is the first thing that people often notice about him. Paul has a great sense of humor and is able to joke about things that bother him HE has gotten used to people calling him names, he just hates it when he is limited because of it.
Character's Speech	<ul style="list-style-type: none"> "Eric tried to kill me" Wonders how that could have happened to Mike Costello because he was so nice. Pg: 94 Conversation with parents about them letting him go to the new school. He confronts mom and dad by telling them things they have done wrong (mom: about IEP form, dad: paying more attention to Eric) P. 115: His speech to Joey 	<ul style="list-style-type: none"> Paul is afraid and threatened by Eric Paul is more selfless and cares about others. Believes that bad things should not happen to good people. Paul is determined to meet his goal of being a goalie and is willing to stand up for himself when needed Paul may not always speak, but does so when he feels he wants justice for himself or for his friends.



Character's Thoughts	<ul style="list-style-type: none"> - Paul witnesses Eric and Arthur making a joke out of Mike Costello's death. - (p.105) - Pg 133: <i>Forget it Dad. Forget it, Mom. Erik can't laugh this off. Erik can't leave this humiliation behind him. Someone has to pay for this. I'm not sure why I'm sure. But I am. Someone has to pay for this."</i> - <i>When Victor was screaming at him about being on the team, Paul didn't fight back, but changed topic.</i> 	<ul style="list-style-type: none"> - Paul is threatened by Eric and appalled that Eric was not touched by the tragedy. Paul is sensitive to the suffering of others. - Paul has a really perceptive understanding of people's true characters. He knows what his brother is like more so than do his parents. He knows that Eric is vindictive and cruel. - Does not like to start fights.
Character's Actions	Paul Fisher – Erik Fisher comparison in how they are part of their teams	Paul Fisher is a team player; it is not about his glory, cares about the team.
What Other Characters Feel/Say About This Character		