



Arizona College Preparatory – Erie Campus
9th Grade Honors English
Summer Reading Assignment – *Stargirl* by Jerry Spinelli

Welcome to Arizona College Prep High School! Here at ACP we have had the reputation of possessing a kindness culture. Visitors to our school have noticed that our students and teachers are kind, friendly and accepting of others, regardless of their differences.

As our school population grows, it become increasingly difficult to keep the small family atmosphere that makes ACP special. Both students and staff want to protect and nurture this culture of acceptance and kindness, and hence, the reading of *Stargirl* for incoming 9th graders.

The purpose of your summer read is not to jump in to the rigor that we have here at the Home of the Knights, but to provide you with a book that encapsulates the welcoming themes of the culture that is ACP. Hopefully, you will enjoy *Stargirl* by Jerry Spinelli, a book that is set in a fictitious town and high school in the desert of Arizona. More importantly, we hope that it will provide you opportunity for reflection about what it means to be a metaphorical, Stargirl.

Summer Read Requirements

- Read the entire book.
- As you read make annotations that help you reflect on the six questions below. Annotations can be in your book, on paper, or both. If you make your notes on paper, you may want to write down the page numbers.
- Sometime after the second week of school we will have a Socratic Seminar discussion on the novel. The purpose of the annotations is to help you with this discussion. *Your grade will be on the Socratic Seminar discussion (see the rubric)*

Discussion Questions

1. Stargirl - What words would you use to describe Stargirl? Focus on personality and inner qualities. What are her motives throughout the book? What does she symbolize?
2. The moon – What does the moon represent throughout the book? Why this symbol?
3. Leo - What is wrong with Leo? What are his internal conflicts? What do we learn from him?
4. Archie - Why in the world did Spinelli put Archie into this book? What is his role in the story? What does he represent? Is he even necessary to the book? What word do you think was written on the paper he buried?
5. The bunny hop – What does the bunny hop symbolize? How does it apply to life?
6. Themes - What are some important themes in the story? How can these lessons (themes) be applied to our high school?

Socratic Seminar Rubric

4	<ul style="list-style-type: none"><input type="checkbox"/> Participant offers enough solid analysis, without prompting, to move the conversation forward<input type="checkbox"/> Participant, through his/her comments, demonstrates a deep knowledge of the text and the questions<input type="checkbox"/> Participant has come to the seminar prepared, with notes and a marked/annotated text<input type="checkbox"/> Participant, through his/her comments, shows that he/she is actively listening to other participants<input type="checkbox"/> She/he offers clarification and/or follow-up that extends the conversation<input type="checkbox"/> Participant's remarks often refer to specific parts of the text
3	<ul style="list-style-type: none"><input type="checkbox"/> Participant offers solid analysis without prompting<input type="checkbox"/> Through his/her comments, participant demonstrates a good knowledge of the text and the questions<input type="checkbox"/> Participant has come to the seminar prepared with notes and/or a marked/annotated text<input type="checkbox"/> Participant shows that he/she is actively listening to others. She/he offers clarification and/or follow-up
2	<ul style="list-style-type: none"><input type="checkbox"/> Participant offers some analysis, but needs prompting from the seminar leader and/or others<input type="checkbox"/> Through his/her comments, participant demonstrates a general knowledge of the text and the questions<input type="checkbox"/> Participant is less prepared, with few notes and no marked/annotated text<input type="checkbox"/> Participant is actively listening to others, but does not offer clarification and/or follow-up to others' comments<input type="checkbox"/> Participant relies more upon his/her opinion, and less on the text to drive his/her comments
1	<ul style="list-style-type: none"><input type="checkbox"/> Participant offers little commentary<input type="checkbox"/> Participant comes to the seminar ill-prepared with little understanding of the text and questions<input type="checkbox"/> Participant does not listen to others, offers no commentary to further the discussion