

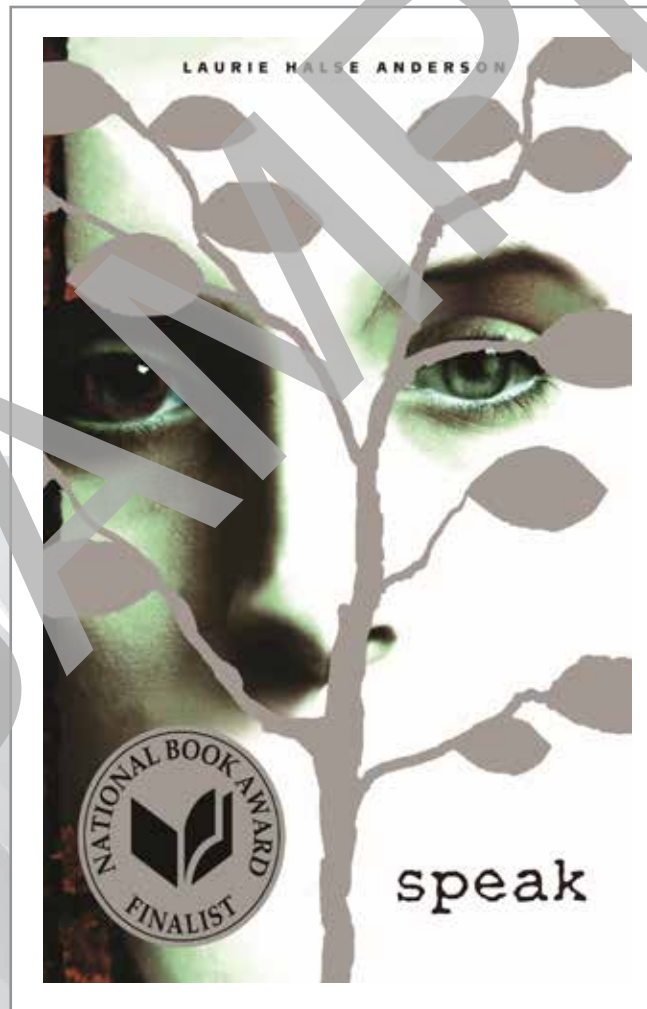


STUDENT PACKET

GRADES 9-12

Speak

Laurie Halse Anderson



READ, WRITE, THINK, DISCUSS AND CONNECT

Speak

Laurie Halse Anderson

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NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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Name _____

Eurocentric (49)
immigration (53)
stamens (65)
imperial (69)
dormant (87)

patriarchs (49)
xenophobic (56)
pistils (65)
demure (75)
abysmal (89)

warp (51)
subjectivity (61)
hypothalamus (65)
vermillion (78)
fluorescent (90)

mortuary (52)
anthropologist (62)
wombat (69)
capitalists (84)
fungal (92)

Directions: (1) Place a check mark in the column that best describes your familiarity with the word. (2) Find the sentence in which the word appears in the novel. (3) Use a dictionary to find and write the correct meaning of each word as used in the novel.

Word	I can define	I have heard/seen	I don't know
Eurocentric			
patriarchs			
warp			
mortuary			
immigration			
xenophobic			
subjectivity			
anthropologist			
stamens			
pistils			
hypothalamus			
wombat			
imperial			
demure			
vermillion			
capitalists			
dormant			
abysmal			
fluorescent			
fungal			

Answer the following questions on separate paper. The stars indicate thought or opinion questions. Use your answers during class discussion, for writing assignments, or to review for tests.

Pages 3-24 “Welcome to Merryweather High” through “Heathering”

1. *How does Melinda feel the first day of high school? Why? Describe a time when you felt totally alone.
2. *What is the new name of the Merryweather High School mascot? Why do you think the school board changed the name?
3. Identify Melinda’s former clan and explain what has happened to it.
4. *Who is Melinda’s ex-best friend? How does she treat Melinda? How would you feel and what would you do in a similar situation?
5. Identify Melinda’s teachers and her characterization of them.
6. Who is Heather? Identify her “plan” and explain Melinda’s reaction.
7. How does Mr. Freeman assign art projects for the year? What is Melinda’s? How does she feel about it?
8. Describe Melinda’s home life.
9. Activity: Draw a caricature of one of Melinda’s teachers based on her description or write a limerick about one of the teachers.

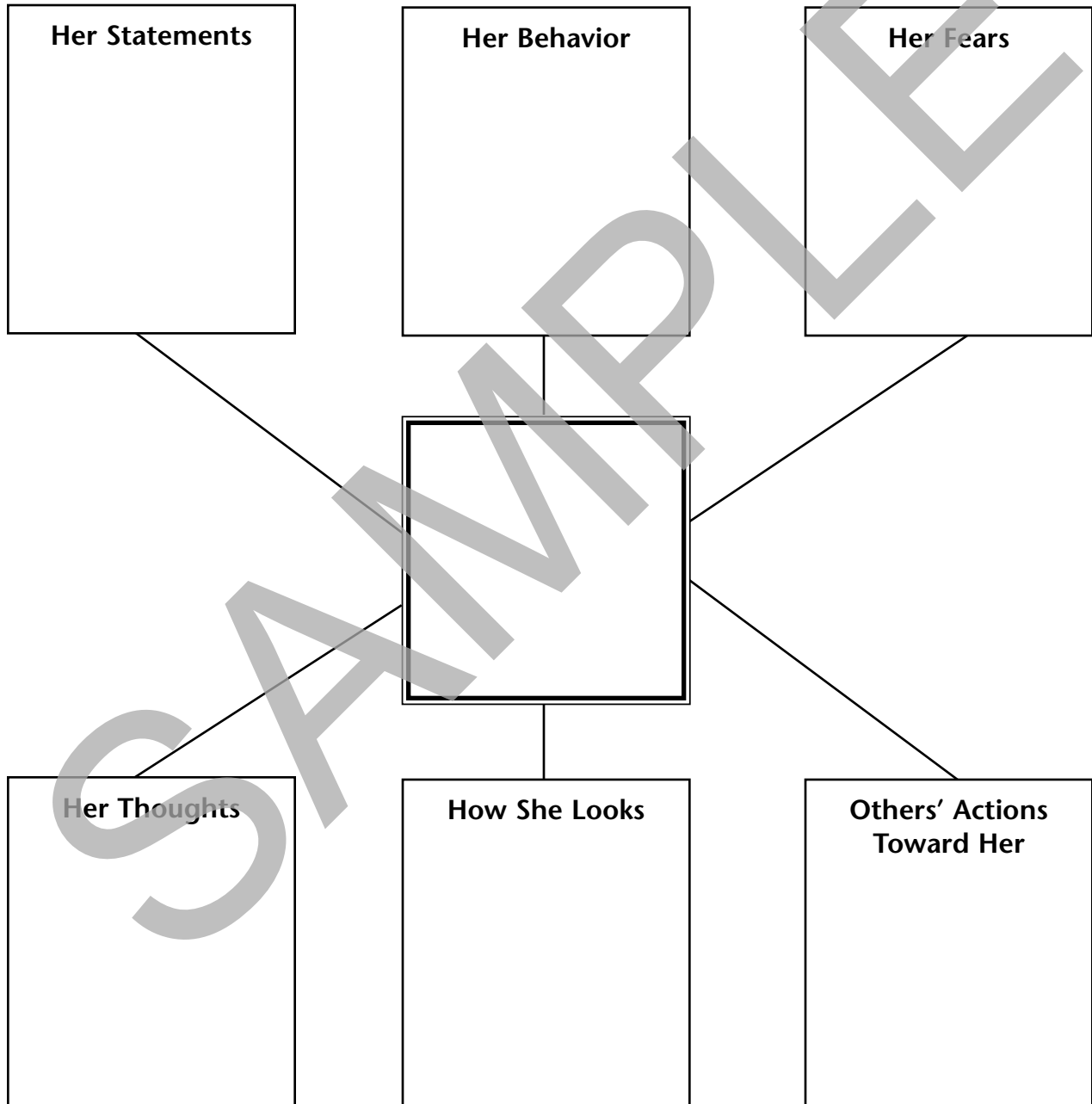
Pages 24-46 “Burrow” through “Nightmare”

1. *What happens to Melinda when she attends the pep rally? Why do you think she doesn’t report the harassment to the school officials? Identify a time you or someone you know had a similar experience.
2. What does Melinda reveal about the preceding summer?
3. Explain the paradox of the cheerleaders as Melinda views them.
4. *What does Melinda paint the week after the pep rally? Why is this significant?
5. *What happens when Melinda visits Heather on Columbus Day? What do you think this reveals about Heather?
6. *How do Melinda’s parents react about her grades? How would your parents react in a similar situation?
7. *Who are the Marthas? Why are they important to the story? Are you or anyone you know a “Martha?” Explain your answer.

Name _____

Attribute Boxes

Directions: Place Melinda's name in the center box. Record evidence about her character within the other boxes.



Name _____

Attribute Web

Directions: Place IT (Andy Evans) in the center oval. Create an attribute web for him that lists clues about what he is like.

