All rising ninth grade honor students are required to read either *Unwind* by Neal Shusterman or *Matched* by Ally Condie. Amazon.com describes them as follows:

*Unwind* by Neal Shusterman

In futuristic America, between the ages of thirteen and eighteen, a parent may choose to retroactively get rid of a child through a process called "unwinding." Unwinding ensures that the child's life doesn't “technically” end by transplanting all the organs in the child's body to various recipients. Now a common and accepted practice in society, troublesome or unwanted teens are able to easily be unwound.

With breathtaking suspense, this book follows three teens who all become runaway Unwinds: Connor, a rebel whose parents have ordered his unwinding; Risa, a ward of the state who is to be unwound due to cost-cutting; and Lev, his parents' tenth child whose unwinding has been planned since birth as a religious tithing. As their paths intersect and lives hang in the balance, Shusterman examines serious moral issues in a way that will keep readers turning the pages to see if Connor, Risa, and Lev avoid meeting their untimely ends

*Matched* by Ally Condie

For Cassia, nothing is left to chance--not what she will eat, the job she will have, or the man she will marry. In *Matched*, the Society Officials have determined optimal outcomes for all aspects of daily life, thereby removing the "burden" of choice. When Cassia's best friend is identified as her ideal marriage Match it confirms her belief that Society knows best, until she plugs in her Match microchip and a different boy's face flashes on the screen. This improbable mistake sets Cassia on a dangerous path to the unthinkable--rebelling against the predetermined life Society has in store for her. As author Ally Condie's unique dystopian Society takes chilling measures to maintain the status quo, *Matched* reminds readers that freedom of choice is precious, and not without sacrifice.

**ASSIGNMENT:**

1. Each student is expected to read either *Unwind* by Neal Shusterman or *Matched* by Ally Condie, and **bring a copy of the book to school on the first day of English class.** We highly recommend that you buy your own copy so that you can highlight and write notes in the text as you read. A limited number of copies will be available for students to borrow at the front office of South Lakes High School over the summer.

2. You will need to identify one significant sentence from the book that best exemplifies each of the three main characters in the story (Connor, Risa, and Lev from *Unwind* or Cassie, Xander, and Ky from *Matched*). After you have identified a sentence for each of the three characters, you must write a 4-5 sentence analysis on why you feel that line best demonstrates who this character is or what he or she believes. Consider how the author portrays this character and why this line best exemplifies how the reader should perceive him or her. Please see the attached example.

3. **Bring your written response to the first day of English class.** The responses will be collected and graded according to the MYP rubric (attached) using Criterion A and D.

4. You will also be engaging in a formal in-class discussion and other related activities pertaining to the books during the first few weeks of school. As such, it is highly recommended that you annotate the text, i.e. record your personal responses in the margins or on post-it notes.
Example from Suzanne Collins’ *The Hunger Games*:

“‘Prim!’ The strangled cry comes out of my throat, and my muscles begin to move again. ‘Prim!’ I don’t need to shove through the crowd. The other kids make way immediately allowing me a straight path to the stage. I reach her just as she is about to mount the steps. With one sweep of my arm, I push her behind me. ‘I volunteer!’ I gasp. I volunteer as tribute!” (Collins 22).

In this scene, Katniss Everdeen volunteers to take her little sister, Primrose’s, place in the Hunger Games, a life or death battle between teenagers chosen from each district. This act of selflessness and bravery demonstrates Katniss’s loyalty to her loved ones and her willingness to sacrifice herself for a greater good. Throughout the story, Katniss consistently strives to do the right thing, even when it means putting herself in danger. She willingly sacrifices herself to protect the ones she loves as evidenced by her offering to “volunteer as tribute” (Collins 22) in place of Prim. Her selflessness and courage are two of her strongest characteristics throughout the novel.

### IB MYP Rubric- Criterion A and D

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<tr>
<th>Criterion A: Analysing</th>
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<td>Students should be able to:</td>
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<td>i. analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts</td>
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<td>ii. analyse the effects of the creator’s choices on an audience</td>
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<td>iii. justify opinions and ideas, using examples, explanations and terminology</td>
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The student does not reach a standard described by any of the descriptors below.

The student:

i. provides limited analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts

ii. provides limited analysis of the effects of the creator’s choices on an audience

iii. rarely justifies opinions and ideas with examples or explanations; uses *little or no* terminology

The student:

i. provides adequate analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts

ii. provides adequate analysis of the effects of the creator’s choices on an audience

iii. justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses *some* terminology

The student:

i. competently analyses the content, context, language, structure, technique, style of text(s) and the relationship among texts

ii. competently analyses the effects of the creator’s choices on an audience

iii. sufficiently justifies opinions and ideas with examples and explanations; uses accurate terminology

The student:

i. provides perceptive analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts

ii. perceptively analyses the effects of the creator’s choices on an audience

iii. gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology

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<tr>
<th>Criterion D: Using Language</th>
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<td>Students should be able to:</td>
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<tr>
<td>i. use appropriate and varied vocabulary, sentence structures and forms of expression</td>
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<td>ii. write and speak in a register and style that serve the context and intention</td>
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<td>iii. use correct grammar, syntax and punctuation</td>
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<td>iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy</td>
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<td>v. use appropriate non-verbal communication techniques</td>
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The student does not reach a standard described by any of the descriptors below.

The student:

i. uses a limited range of appropriate vocabulary and forms of expression

ii. writes and speaks in an inappropriate register and style that do not serve the context and intention

iii. uses grammar, syntax and punctuation with limited accuracy; errors often hinder communication

iv. spells/writes and pronounces with limited accuracy; errors often hinder communication

v. makes limited and/or inappropriate use of non-verbal communication techniques

The student:

i. uses an adequate range of appropriate vocabulary, sentence structures and forms of expression

ii. sometimes writes and speaks in a register and style that serve the context and intention

iii. uses grammar, syntax and punctuation with some degree of accuracy; errors sometimes hinder communication

iv. spells/writes and pronounces with some degree of accuracy; errors sometimes hinder communication

v. makes some use of appropriate non-verbal communication techniques

The student:

i. uses a varied range of appropriate vocabulary, sentence structures and forms of expression competently

ii. writes and speaks competently in a register and style that serve the context and intention

iii. uses grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communication

iv. spells/writes and pronounces with a considerable degree of accuracy; errors do not hinder effective communication

v. makes sufficient use of appropriate non-verbal communication techniques

The student:

i. effectively uses a range of appropriate vocabulary, sentence structures and forms of expression

ii. writes and speaks in a consistently appropriate register and style that serve the context and intention

iii. uses grammar, syntax and punctuation with a high degree of accuracy; errors are minor and communication is effective

iv. spells/writes and pronounces with a high degree of accuracy; errors are minimal and communication is effective

v. makes effective use of appropriate non-verbal communication techniques.