

Name: _____

Date: _____

PRE-READING QUESTIONS – *SPEAK*

Book Groups

JOURNAL

On your own, you will select one of the journal prompts below. On a separate sheet of paper, write your response to your selected prompt.

- (1) Write about a time when either you or someone that you know has been outcast or alone. How did you/the person you know feel?
- (2) Write about some of your teachers or other adult figures in your life, and how they impacted your life either positively or negatively.
- (3) Write about a time when you had something happen to you or you witnessed something that you felt that you could not talk about.
- (4) Write about a time you experienced gossiping at your school. Have you ever been the subject of a rumor? Have you ever been the instigator? How can gossiping hurt people?

COVER ANALYSIS

As a group, you will analyze the cover of your novel. Then, you will make predictions about the text using your analysis. Write your responses on your journal piece of paper. These responses do NOT need to be in complete sentences; they can be in bullet-point or shorthand form.

- **COLORS**
 - Why do you think that these colors were used?
 - What might they represent?
- **IMAGES**
 - What images are used? What might they symbolize?
 - How are the images positioned? What might this positioning symbolize?
- **CHARACTER**
 - What can you already tell about the girl on the cover by looking at her eyes?
 - What type of character do you think she is?
 - What can you infer about her based off this cover?
- **TITLE**
 - What role do you think “speak” plays in the book?
 - Why is “speaking” so important?
 - How do you think “speaking” will be important in the novel?

PASSAGE ANALYSIS

As a group, you will read the passage below. After, your group will discuss the passage questions. Write your responses on your journal piece of paper. These responses do NOT need to be in complete sentences; they can be in bullet-point or shorthand form.

Older students are allowed to roam until the bell, but ninth graders are herded into the auditorium. We all fall into clans: Jocks, Country Clubbers, Idiot Savants, Cheerleaders, Human Waste, Eurotrash, Future Fascists of America, Big Hair Chix, the Marthas, Suffering Artists, Thespians, Goths, Shredders. I am clanless. I wasted the last weeks of August watching bad cartoons. I didn't go to the mall, the lake, or the pool, or answer the phone. I have entered high school with the wrong hair, the wrong clothes, the wrong attitude. And I don't have anyone to sit with.

1. How does the speaker feel about the situation being described? How do you know? (Meaning, what words make you think this?)
2. Are the cliques in the passage similar to the ones at Meigs? If yes, how so? If no, why not?
3. Why do you think the ninth graders treated differently than the "older kids"?
4. High school is a time when things like hair and clothes can make an immediate difference in the way you are treated. Why do you think these things are so important in high school? Do you think this changes in life after high school?
5. Why is it important to have a "clan"?

RESEARCH

As a group, you will research the questions below. You are not just guessing" answers. Instead, you are using online resources to find information about each question. Write your responses on your journal piece of paper. These responses do NOT need to be in complete sentences; they can be in bullet-point or shorthand form.

1. What is the legal definition of "sexual assault"?
2. What is the legal definition of "consent"?
3. How many people have been victims of sexual assault?
4. What are common psychological effects of being a victim of sexual assault?
5. What are common reasons that a victim of sexual assault would chose not to report the crime?