

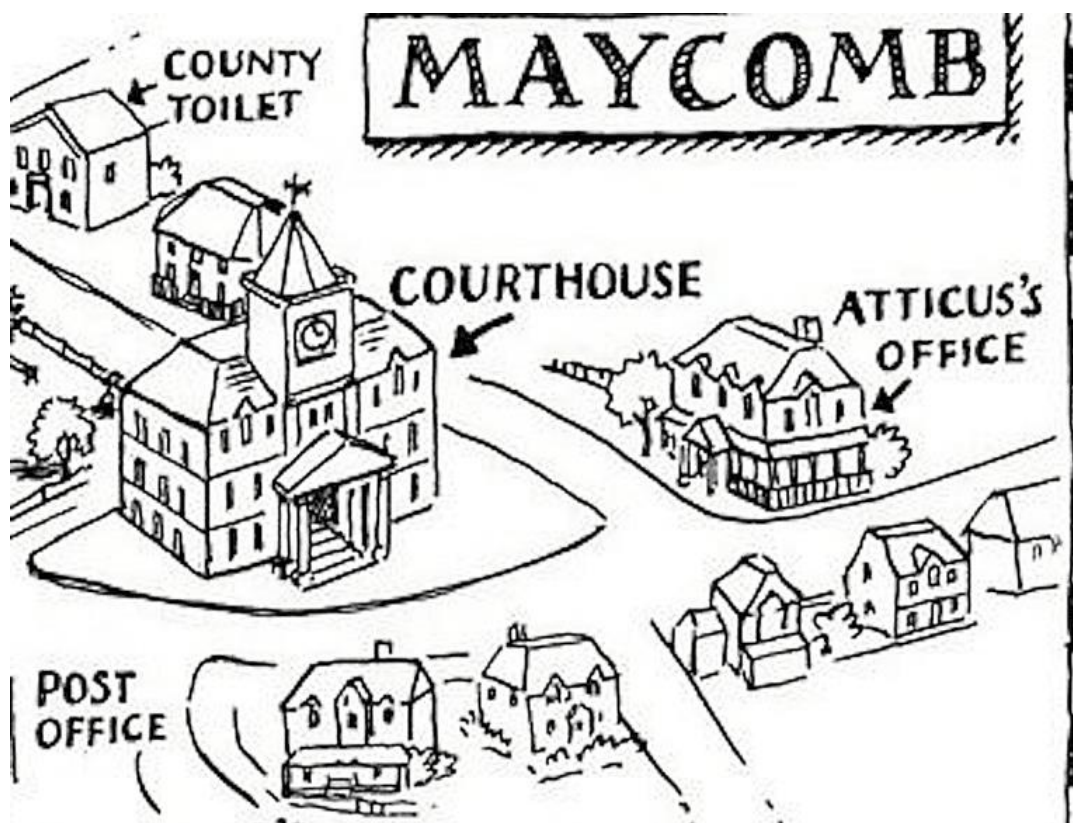
Literature & Composition 8

April 20-24

Time Allotment: 45 minutes per day

Student Name: _____

Teacher Name: _____



Packet Overview

Date	Objective(s)	Page Number
Monday, April 20	Ch 22: 1. Retell the reactions of Atticus, Scout, Jem, Miss Maudie, Bob Ewell (and anyone else that you can think of) towards the outcome of the trial. 2. Learn 2 new vocabulary words. 2. Recite lines 1-4 of “There is no Frigate.”	3
Tuesday, April 21	Ch 23: 1. Compare and contrast Scout and Jem’s view of “folks.” 2. Learn 2 new vocabulary words. 3. Memorize lines 5-6 of “There is no Frigate.”	5
Wednesday, April 22	Ch 24: 1. Summarize what happens to Tom Robinson after the trial. 2. Identify what causes Scout to want to “be a lady” at the end of the chapter? 3. Recite lines 5&6 of “There is no Frigate...”	7
Thursday, April 23	Poetry Assessment and Reflection 1. Recall lines 1-6 of “There is no Frigate...” 2. Compose a Reflection.	9

Dear Students,

Another 4 day week! How easy is this!? This week you will continue to have the opportunity to upload work in google classrooms as well as a chance to visit our office hours on Zoom. We also highly encourage you to stay in contact with classmates and chat about TKM as much as possible. Reading a good book and not talking to others about it is a bit like being given a five-course meal and then eating it on your own. BORING.

If you have not done this yet, you should also **order** *The Lord of the Flies* this week. Here is the ISBN# 978-0-399-50148-7

Fondly,

Your 8th Grade Lit Teachers

Additional Notes:

- i. Assignments should be completed preferably in (a) a notebook or loose-leaf paper, but if you do not have access to these, you may type your work into the packet or in a separate doc.
- ii. Title each assignment with the DATE (see above).
- iii. If not in a notebook, keep all your written work in a folder (physical folder if written, digital folder if typed).
- iv. If you do not have a physical copy of *To Kill A Mockingbird*, a PDF copy of the text is included at the end of this packet. Also, the text can be downloaded at http://www.kkworld.com/kitablar/harper_li_masqarachini_oldurmek-eng.pdf

Academic Honesty

I certify that I completed this assignment independently in accordance with the GHNO Academy Honor Code.

Student signature:

I certify that my student completed this assignment independently in accordance with the GHNO Academy Honor Code.

Parent signature:

Monday, April 20

Literature & Composition Unit: *To Kill A Mockingbird ~ Part II*

Lesson 1: Chapter 22

Lesson 1 Socratic Question: Keep this question in mind as you read and study this lesson! What does everyone say and do after the jury's decision?

Objective: Be able to do this by the end of this lesson.

- 1. Retell the reactions of Atticus, Scout, Jem, Miss Maudie, Bob Ewell (and anyone else that you can think of) towards the outcome of the trial.**
- 2. Learn two new vocabulary words.**
- 3. Recite lines 1-4 of "There is no Frigate."**

Instructions

- I. Read & Annotate Chapter 22
- II. Write a response to questions 1-3.
- III. Read the definitions for the vocabulary word.
- IV. Recite lines 1&4 of "There is no Frigate"

I. Read the vocabulary word and definition on page 4 and keep an eye out for it as you READ & ANNOTATE Ch 22.

II. Answer the following questions in 1-2 complete sentences.

1. How does Jem react to the Jury's decision?
2. How does Atticus react the Jury's decision?
3. How does Miss Maudie react to the Jury's decision?

Compose ONE question of your own from Chapter 19.

III. Find these words in Chapter 22, reread the whole sentence, circle the vocabulary word and read the definition provided below:

1. *Cynical*: (adj) believing that people are motivated by self-interest; distrustful of human sincerity or integrity.
(TKM pg 287)
2. *Bridgework*: (n) Unlike dentures, which replace the upper or lower sets of teeth, **bridgework** is made up of sections of replacement teeth that can be inserted and removed from one's mouth.
(TKM pg 288)

IV. READ the whole poem out loud. FIND a family member that can read. HAND them this page & your pencil/pen and RECITE the title, author, and lines 1-4 to them. Ask them to CROSS OUT any word that you missed. If you missed any words, practice lines 1-4 for FIVE minutes.

There is no Frigate like a Book

By Emily Dickenson

There is no Frigate like a Book

To take us Lands away

Nor any Coursers like a Page

Of prancing Poetry –

This Traverse may the poorest take

Without oppress of Toll –

How frugal is the Chariot

That bears the Human Soul –

Closing: Check your understanding of the Chapter
Find a family member and in 1-2 mins tell them about how THREE people reacted to Tom Robinson's sentence.

Tuesday, April 21

Literature & Composition Unit: *To Kill A Mockingbird ~ Part II*

Lesson 1: Chapter 23

Lesson 1 Socratic Question: Keep this question in mind as you read and study this lesson!
Whose view of “folks” seems more accurate, Scout or Jem’s?

Objective: Be able to do this by the end of this lesson.

- 1. Compare and contrast Scout and Jem’s view of “folks.”**
- 2. Learn two new vocabulary words.**
- 3. Memorize lines 5-6 of “There is no Frigate...”**

Instructions

- | |
|---|
| <p><u>I Read & Annotate</u> Chapter 23</p> <p><u>II. Write</u> a response to questions 1-3.</p> <p><u>III. Read</u> the definitions for the vocabulary words.</p> <p><u>IV. Memorize</u> lines 5&6 of “There is no Frigate”</p> |
|---|

I. Read the vocabulary word and definition on page 6 and keep an eye out for it as you READ & ANNOTATE Ch 23.

II. Answer the following questions in 1-2 complete sentences.

1. Why isn’t Atticus bothered by Bob Ewell’s threats?
2. What are the four kinds of folks according to Jem?
3. How many kinds of folks are there according to Scout?

Compose ONE question of your own from Chapter 23.

III. Find these words in Chapter 23, reread the whole sentence, circle the vocabulary word and read the definition provided below:

Circumstantial evidence: (n) Circumstantial evidence is "indirect" evidence, which means that there is no direct evidence, such as a witness to a crime.

(TKM pg 294)

Capital offense: (n) An offense guilty of Capital punishment, also known as the death penalty, is a government-sanctioned practice whereby a person is put to death by the state as a punishment for a crime.

(TKM pg 293)

IV. READ lines 5-6 out loud. PRACTICE for 2 minutes. FIND a family member that can read. HAND them this page & your pencil/pen and RECITE lines 5-6 to them. Ask them to CROSS OUT any word that you missed. If you missed any words, practice lines 1-4 for TWO minutes.

There is no Frigate like a Book

By Emily Dickenson

There is no Frigate like a Book
To take us Lands away
Nor any Coursers like a Page
Of prancing Poetry –

This Traverse may the poorest take
Without oppress of Toll –
How frugal is the Chariot
That bears the Human Soul –

Closing: Check your understanding of the Chapter

In 2-4 sentences write an answer to this question: Whose view of “folks” seems more accurate, Scout or Jem’s? Why?

Wednesday, April 22

Literature & Composition Unit: *To Kill A Mockingbird ~ Part II*
Lesson 2: Chapter 24

Lesson 2 Socratic Guiding Question: Keep this in mind as you read and study this lesson!
What makes Aunt Alexandra and Miss Maudie similar to each other and different from the other women in the story in this chapter?

Objective: Be able to do this by the end of this lesson.

1. Summarize what happens to Tom Robinson after the trial.
2. Identify what causes Scout to want to “be a lady” at the end of the chapter?
3. Recite lines 1-6 of “There is no Frigate...” [You have a quiz tomorrow!!!!]

Instructions:

- I. Read & Annotate Chapter 24
- II. Write a response to questions 1-3.
- III. Recite lines 1-6 of the poem of the week.

I. READ & ANNOTATE Ch 24.

II. Answer the following questions in 1-2 complete sentences.

1. Describe the event that is occurring at the Finches house during this chapter
3. What news does Atticus want Calpurnia to help him tell Helen Robinson?
2. How does Aunt Alexandra feel about Atticus’ involvement in the trial of Tom Robinson (pages 315-316)

Compose ONE question of your own from Chapter 24.

III. Read lines 1-6 aloud x2. Practice this for THREE minutes. FIND a family member that can read. HAND them this page & your pencil/pen and RECITE lines 5-6 to them. Ask them to CROSS OUT any word that you missed. If you missed any words, practice lines 1-4 for TWO minutes.

There is no Frigate like a Book
By Emily Dickenson

There is no Frigate like a Book
To take us Lands away
Nor any Coursers like a Page
Of prancing Poetry –
This Traverse may the poorest take
Without oppress of Toll –
How frugal is the Chariot
That bears the Human Soul –

Closing: Check your understanding of the Chapter.

1. **Write** a 2-3 sentence answer to this question: Why does Scout want to “act like a lady” at the end of the chapter?

Thursday, April 23

Literature & Composition Unit: *To Kill A Mockingbird ~ Part II*
Lesson 2: Poetry Assessment & Written Reflection

Objective: Be able to do this by the end of this lesson.

1. Write out lines 1-6 of “There is no Frigate like a book”
2. Compose a paragraph which reflects on the “success” of Atticus’ defense.

Instructions:

- I. Take the poetry quiz.
- II. Compose a reflection answering the prompt.

I. With black/blue pen or pencil take the following poetry quiz. Make sure to fill in EVERY blank to the best of your ability!

Name _____
Score _____ \ 20

_____ is no _____ like a _____
By _____ Dickenson

_____ is no _____ like a _____
To _____ us _____ away
_____ any _____ like a _____
Of _____ —

This _____ the _____ take
_____ of _____ —

How frugal is the Chariot
That bears the Human Soul —

II. Compose a personal reflection.

Step 1. Watch the video uploaded in the google classroom Wk 5 (optional)

Step 2. Read this: *It would seem that in the conflict of Atticus vs society (represented by the jury) Society has triumphed. However, Atticus' attitude on some occasions seems to indicate otherwise. Remember Atticus thoughts about courage (when you know you're licked before you begin but you begin anyway and see it through no matter what)? Sometimes success is identified more by perseverance than the level of achievement. Take a moment and reflect on an experience of your own in which you have succeeded through effort rather than by level of achievement.*

An example could be running at a Cross Country Meet and making a PR even though you didn't place in the top ten. Or when your team plays the best it ever has in a playoff game but is up against a team that is simply better.

Step 3. CHOOSE an event that meets the description & WRITE it down.

Step 4. In your notebook, COMPOSE in PENCIL a reflection of 6-8 sentences about this event and make sure to include the following items.

- 1) 3-5 Parts within the event (minimum = setting – climax – conclusion)
(2-4 May be in different parts that occur within the event. For instance, the conclusion might look different than the scene of the setting)
- 2) 3 adjectives that describe what the scenes LOOKED like.
- 3) 3 adjectives that describe what the scene SOUNDED like
- 4) 3 adjectives that describe what the scene SMELLED like.
- 5) In at least 2 sentences describe how the event made you feel, and what it made you think.
- 6) Use at least 2 COMPOUND sentences and 1 COMPLEX sentence.
- 7) Use at least one simile or metaphor.

Step 4. Read your paragraph OUT LOUD and make sure that you have all the above requirements. Check the box when you are SURE that you have the item in your paragraph. You may need to label your sentences to double check #6. Make any correction or changes to make your work EXCELLENT!

☺ WOOOHOO! You are finished with Week 5 Packet work! Great work! ☺