

## Literature &amp; Composition 8

May 4 - May 8

*Time Allotment: 45 minutes per day*

Student Name: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

Packet Overview

Date	Objective(s)	Page #
Monday, May 4	<b>1. Compare and Contrast Atticus and Heck's reaction to Bob's actions.</b>  <b>2. Articulate if Scout would or would not have been a clear witness if there was to be a case about the death of Bob Ewell.</b>	1
Tuesday, May 5	<b>1. Identify why Atticus is so upset about the death of Bob Ewell.</b>  <b>2. Articulate how Boo, Tom, and Jem are all like of "Mockingbirds."</b>	2
Wednesday, May 6	MINOR ASSESSMENT FOR THE WEEK  <b>1. Recall key details of <i>To Kill A Mockingbird</i></b>  <b>2. Identify the three aspects of key quotations in the text.</b>	3
Thursday, May 7	<b>1. Identify the setting of <i>Lord of the Flies</i> (Where, When, Who)</b>  <b>2. Characterize Ralph and Piggy.</b>	6
Friday, May 8	<b>1. Compare and Contrast Ralph and Jack as leaders.</b>  <b>2. Identify why Ralph thinks that the fire is so important.</b>	8

**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 document or the GOOGLE 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.kkoworld.com/kitablar/harper\\_li\\_masqarachini\\_oldurmek-eng.pdf](http://www.kkoworld.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, May 4

Literature & Composition Unit: *To Kill A Mockingbird ~ Part II*  
Lesson 1: Chapter 29

**Lesson 1 Socratic Question:** Keep this question in mind as you read and study this lesson! Why are we returning back to Boo at the end of the story? How are Boo and Bob connected?

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

1. Compare and Contrast Atticus and Heck's reaction to Bob's actions.
2. Articulate if Scout would or would not have been a clear witness if there was to be a case about the death of Bob Ewell.

### Instructions

- I. **Read & Annotate** Chapter 29
- II. **Read** the definitions for the vocabulary word.
- III. **Write** a response to questions 1-3.
- IV. **Identify** the three aspects of the quotation.

**I. Read the vocabulary words and definitions and keep an eye out for them as you READ & ANNOTATE Ch 29.**

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

1. Why didn't Atticus hear Scout and Jem shouting?
2. Why does Heck insist that Bob "was'nt crazy?"
3. Would Scout make a good witness for the death of Bob Ewell? (Why or why not?)

**Compose ONE question of your own from Chapter 29.**

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**III. Find** these words in Chapter 29, **reread** the whole sentence, **circle** the vocabulary word and **read** the definition provided below:

1. *Perforated*: (adj) pierced and or marked with a hole or holes.  
(TKM pg 360)
2. *Garish (ly)*: (adj) obtrusively bright and showy; lurid. (showy)  
(TKM pg 362)

**IV. Closing:** Check your understanding of the Chapter – Identify the three aspects of the quotation.

“His face was as white as his hands, but for a shadow on his jutting chin. His cheeks were thin to hollowness; his mouth was wide; there were shallow, almost delicate indentions at his temples, and his grey eyes were so colorless I thought he was blind.”

- a) Who said this?
- b) What was happening in the story when they said this?
- c) What is the significance of this quote in the themes and character development of *TKMB*

**Tuesday, May 5**

Literature & Composition Unit: *To Kill A Mockingbird ~ Part II*  
Lesson 2: Chapter 30 & 31

**Lesson 1 Socratic Question:** Keep this question in mind as you read and study this lesson! What is the significance of Jem's arm breaking?

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

1. Identify why Atticus is so upset about the death of Bob Ewell.
2. Identify why standing on the Radley porch "was enough."

**Instructions:**

- I Read & Annotate** Chapter 30
- II. Write** a response to questions 1-3.
- III. Read** the definitions for the vocabulary words.

**I. Read the vocabulary words and definitions and keep an eye out for them as you READ & ANNOTATE Ch 30 & 31.**

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

1. Why does Atticus think that Jem killed Bob?
2. Why does Atticus think its important that a trial be held for the death of Bob Ewell?
3. Why does Heck INSIST that Bob “fell on his knife?”

**Compose ONE question of your own from Chapter 30.**

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**III. Find** these words in Chapter 30 & 31, reread the whole sentence, circle the vocabulary word and read the definition provided below:

*Elude (ed):* (v) evade or escape from (a danger, enemy, or pursuer), typically in a skillful or cunning way.  
(TKM pg 365)

*Apprehensive:* (n) anxious or fearful that something bad or unpleasant will happen.  
(TKM pg 374)

**IV. Closing:** Check your understanding of the Chapter - **In 2-4 sentences write an answer to this question: Why does Scout say that standing on the Radley porch “was enough?”**

**Wednesday, May 6**

Literature & Composition Unit: *To Kill A Mockingbird*  
Lesson 3: Review and Minor Assessment

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

- 1. Recall key details from the narrative of *To Kill A Mockingbird***

**2. Identify the three aspects of three prominent quote from “To Kill A Mockingbird.”**

**Instructions:**

- I. **Recall** TKMB by answering questionings 1-10  
II. **Identify** the three important aspects of the quotations below.

**I. Multiple Choice Read and answer the questions below:**

- \_\_\_\_\_ 1. What is the name of Scout’s Uncle?  
a) John  
b) James  
c) Jack  
d) Jerome
- \_\_\_\_\_ 2. What is the name of the elderly woman whose flowers Jem destroys?  
a) Mrs. Dubore  
b) Mrs. Dubose  
c) Mrs. Rachel  
d) Mrs Atkinson
- \_\_\_\_\_ 3. What is Scout dressed as for the school pageant?  
a) A turkey leg  
b) A ham  
c) A sirloin  
d) A leg of lamb
- \_\_\_\_\_ 4. What is the name of Scout and Jem’s friend from Meridian, Mississippi?  
a) Dill  
b) Jeremy  
c) Chuck Little  
d) Cecil Jacobs
- \_\_\_\_\_ 5. What is the name of Scout’s Aunt  
a) Aunt Alice  
b) Aunt Adams  
c) Aunt Atkinson  
d) Aunt Alexandra

**True or False: Identify if the statement is true or False.**

- \_\_\_ 6. T/F: Scout and Jem are from Maycomb County, Alabama  
a) True  
b) False
- \_\_\_ 7. T/F: Boo Radley's Real name is Arthur  
a) True  
b) False
- \_\_\_ 8. T/F: Scout learned how to read at school  
a) True  
b) False
- \_\_\_ 9. T/F: Heck Tate's house burned down  
a) True  
b) False
- \_\_\_ 10. T/F Scout's Teacher's name is Ms. Caroline  
a) True  
b) False

**II. Identify the three aspects of the three quotations below. (These quotations will be from various parts of *To Kill A Mockingbird*.) Write the answers in your notebook (or type) and attach**

1.

“If you can learn a simple trick. \_\_\_\_\_, you’ll get along far a better with all kinds of folks. You never really understand a person until you consider things from their point of view...until you climb into his skin and walk around in it.”

- a) Who said this?  
b) What was happening in the story when they said this?  
c) What is the significance of this quote in the themes and character development of *TKMB*?

2.

“Don’t you remember me, Mr. Cunningham? ...I go to school with Walter...He’s in my grade, and he does right well. He’s a good boy, a real nice boy. We brought him home for dinner one time. Maybe he told you about me, I beat him up one time but he was real nice about it. Tell him hey for me, won’t you?”

- a) Who said this?  
b) What was happening in the story when they said this?

c) What is the significance of this quote in the themes and character development of *TKMB*?

3.

“Gentlemen, a court is no better than each man of you sitting before me on this jury. A court is only as sound as the men who make it up. I am confident that you gentlemen will review without passion the evidence you have heard, come to a decision, and restore this defendant to his family. In the name of God, do your duty.”

a) Who said this?

b) What was happening in the story when they said this?

c) What is the significance of this quote in the themes and character development of *TKMB*?

### Thursday, May 7

Literature & Composition Unit: *Lord of the Flies*  
Lesson 4: Chapter 1 – The Sound of the Shell

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

1. Identify the setting of *Lord of the Flies* (Where, When, Who)

2. Characterize Ralph and Piggy.

#### **Introduction to *Lord of the Flies* Unit:**

Dear 8<sup>th</sup> Graders,

Emily Dickenson told us that books are much cheaper than frigates when it comes to traveling to far off lands. Maybe she was right. Today we are beginning our journey along with a group of boys that have been stranded on an island. As you read, pay close attention to the characters and what they think is important. There are a lot of characters, so they can be confusing. Please keep a list of all the boys (just like Piggy does) on the inside of your front cover. Imagine what you would do if you were these boys! Because the readings will be rather longer than our *To Kill A Mockingbird* readings, we will not require you to write out your questions this week. Just think about them as you read. Please come to guided instruction if possible! We would love to hear your thoughts and we will discuss Chapters 1 & 2 with as many students as possible!

Fondly,

The 8<sup>th</sup> Grade Literature Teachers

**Instructions:**

- I. **Read & Annotate** Chapter 1 of *The Lord of the Flies*
- II. **THINK** about a response to questions 1-5.
- III. **Create** a LIST of all the boys whose name are mentioned (put the page number next to where you meet them.)
- IV. **TURN IN** your annotations or **WRITE** the answer to two questions.

**I. READ & ANNOTATE Chapter 1.**

- **Here are some definitions that might be helpful**

*Lagoon:* (n) a stretch of salt water separated from the sea by a low sandbank or coral reef. (LotF pg 7 )

*Scar:* (n) a steep high cliff or rock outcrop, especially of limestone.  
(LotF pg 7)

*Efflorescence:* (n) the changing of certain crystalline compounds to a whitish powder or powdery crust through loss of their water of crystallization. (French for “flowering”)  
(LotF pg 12 )

*Effulgence:* (n) the quality of being bright and sending out rays of light.  
(LotF pg 14 )

**II. Think about an answer to questions 1-5**

- 1) **What is the setting of the story?**
- 2) **Describe Ralph (What does he look like? What does he say/do)**
- 3) **Describe Piggy (What does he look like? What does he say/do?)**
- 4) **Describe Jack Meridew (What does he look like? What does he do/say?)**
- 5) **Why do Ralph, Simon, and Piggy go on their expedition? Are they successful?**

**III. Create a list of all the boys names that you meet and put the page number where you meet them. (this should be IN your book on the back of the front cover.)**

**IV. For your graded work please choose ONE of the following options.**

- 1) **Upload or turn in a picture of your annotations.**
- 2) **Write a 1-2 sentence answer to TWO of the questions from Part II.  
(be sure to reference the text)**

**Friday, May 8**

Literature & Composition Unit: *Lord of the Flies*  
Lesson 5: Chapter 2- Fire on the Mountain



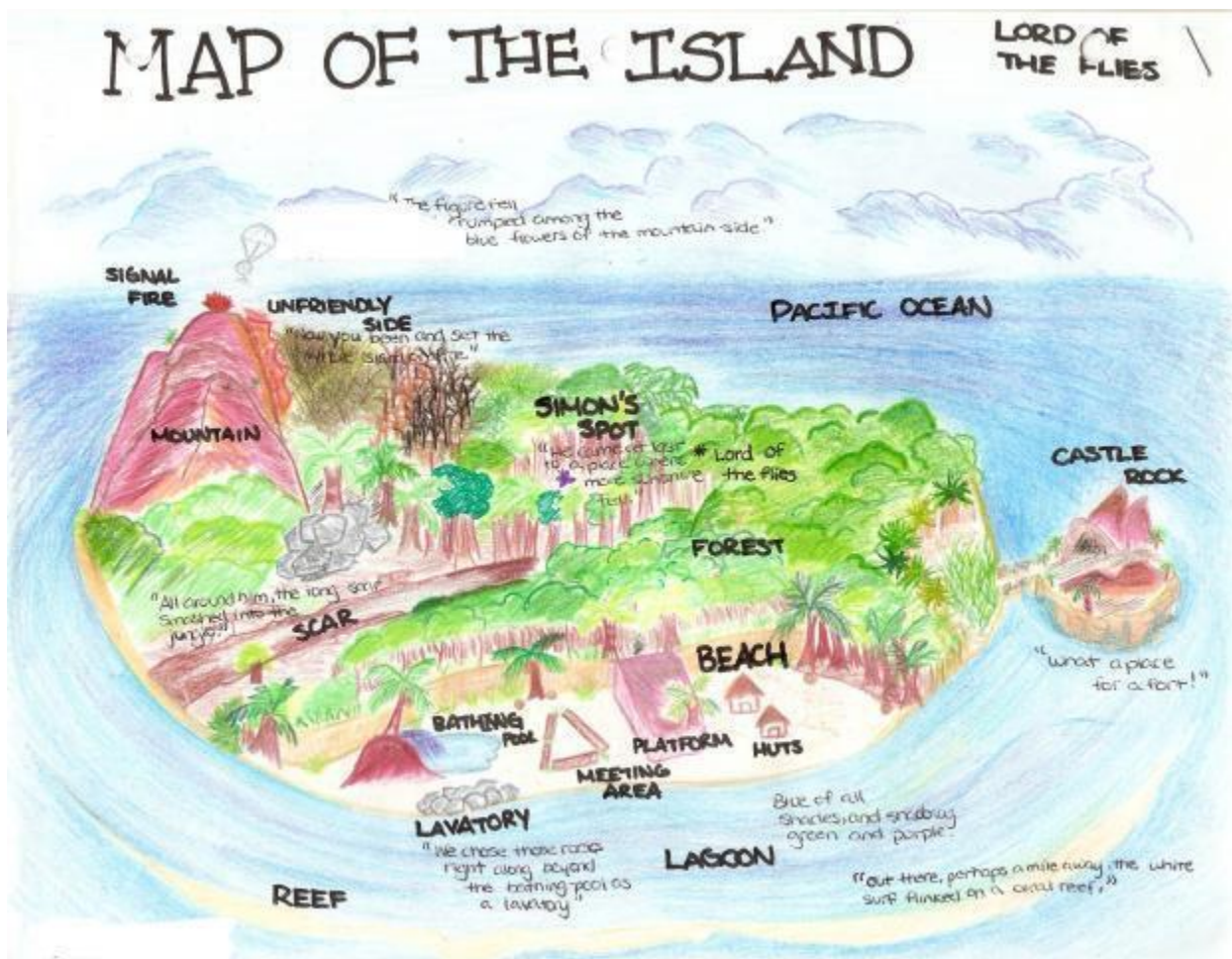
**Lesson 5 Socratic Question:** Keep this question in mind as you read and study this lesson! What do the boys actions tell us about the natural tendencies of humankind?

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

1. Compare and Contrast Ralph and Jack as leaders.
2. Identify why Ralph thinks that the fire is so important.

**Instructions:**

- I. **Read & Annotate** Chapter 2 of *The Lord of the Flies*
- II. **THINK** about a response to questions 1-5.
- III. **Add** to your LIST of all the boys whose name are mentioned (put the page number next to where you meet them.)
- IV. **TURN IN** your annotations or **WRITE** the answer to two questions.



**I. READ & ANNOTATE Chapter 2.**

- **Here are some definitions that might be helpful**

*Gesticulate(ed)*: (v) use gestures, especially dramatic ones, instead of speaking or to emphasize one's words.

(LotF pg 34)

*conspiratorial*: (adj) relating to or suggestive of a secret plan made by a group of people to do something unlawful or harmful.

(LotF pg 37 )

*ebullience*: (n) the quality of being cheerful and full of energy; exuberance.

(LotF pg 38 )

## **II. Think about an answer to questions 1-5**

- 1) **What rules do the boys follow?**
- 2) **What does the conch symbolize?**
- 3) **Why is the fire so important to Ralph?**
- 4) **What is important to Jack?**
- 5) **What happens when they make the fire?**

**III. Add to your list of all the boys names that you meet and put the page number where you meet them. (this should be IN your book on the back of the front cover.)**

## **IV. IV. For your graded work please choose ONE of the following options.**

- 1) **Upload or turn in a picture of your annotations.**
- 2) **Write a 1-2 sentenc answer to TWO of the questions from Part II.  
(be sure to reference the text)**

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**Congratulations! You finished your WEEK 7 PACKET!**