

Julia Landon College Preparatory & Leadership Development School 8th Grade Summer Reading Assignment Packet

In the following pages you will find a discussion guide and graphic organizers to be used with both books you will read for the summer. You will read *Lord of the Flies* by William Golding and *To Kill A Mockingbird* by Nelle Harper Lee.

The discussion guide contains questions about the books and requires you to answer the questions using 5-7 sentences each. The discussion guide also provides 2 short response questions (rubric attached). Remember to use F.R.I.E.S.S.(attached) when answering your questions.

Graphic Organizer directions:

Traits Chart: This organizer is designed to help you learn about and to help you understand the characters in the book more intimately. Write the main personality traits of two characters in the story. In the boxes, list how the traits are revealed in the text. (Traits can be revealed by events, actions, words, thoughts, attitudes, and feelings.)

Characters: This organizer is designed to help you compare and contrast two characters. You may use the same characters from the Traits Chart or you may use two different characters. You are to fill in the circles with information about each character. Then complete the middle, which will explain what the two characters have in common.

Story Organizer: This organizer is designed to help you understand the plot structure of the book. You will fill in each part of the plot as you read. Remember that the rising action and the falling action both are considered sequences of events; you will need to include 3 or more events for these parts of the plot.

Short Response Rubric

2 points The response indicates that the student has a complete understanding of the reading concept embodied in the task. The student has provided a response that is accurate, complete, and fulfills all the requirements of the task. Necessary support and/or examples are included, and the information given is clearly text-based.

1 point The response indicates that the student has a partial understanding of the reading concept embodied in the task. The student has provided a response that includes information that is essentially correct and text-based, but the information is too general or too simplistic. Some of the support and/or examples may be incomplete or omitted.

0 points The response indicates that the student does not demonstrate an understanding of the reading concept embodied in the task. The student has provided a response that is inaccurate; the response has an insufficient amount of information to determine the student's understanding of the task; or the student has failed to respond to the task.

Final Task: Think of **one** character that demonstrated leadership abilities and leadership characteristics. In 3-5 paragraphs, explain how this character showed these abilities and characteristics and whether or not this lead to a positive or negative outcome.

F.R.I.E.S.S.

Fact: A statement that can be proven.

Example: Soldiers in the Civil War played baseball

Reason: A statement offered as an explanation or justification of an act.

Example: I didn't do my homework *because I had to go visit my grandmother.*

Incident: Describes an event, a happening, or occurrence. It is an anecdote or brief story.

Example: When you tell about the time you missed the bus or a time you got lost at the fair.

Example: An instance of something.

Example: Britney Spears, Beyonce and Madonna are all examples of singers.

Statistic: A fact that involves numbers to make a point.

Example: Ninety percent of the students support the new lunchroom menu; the ten percent who don't, plan to bring their lunch.

Sensory Details: Details that describe events using the five senses: sight, touch, smell, hearing and taste.

Example: Thoreau never felt lonely when he was at Walden. All around him he *heard* the rustling and bustling of nature. Squirrels *chattered*; blue jays *scolded*. How could he feel lonely when he had for company the friendly stars which *spangle* the midnight sky, the *warm* moon *rising* through the Walden pines to pave a path across the pond?

Lord of the Flies Discussion Guide

Author Information

William Golding was born in Cornwall in 1911 and was educated at Marlborough Grammar School and at Brasenose College, Oxford. Apart from writing, his past and present occupations include being a schoolmaster, a lecturer, an actor, a sailor, and a musician. His father was a schoolmaster and his mother was a suffragette. He was brought up to be a scientist, but revolted. After two years at Oxford he read English literature instead, and became devoted to Anglo-Saxon. He spent five years at Oxford. Published a volume of poems in 1935. Taught at Bishop Wordsworth's School, Salisbury. Joined the Royal Navy in 1940 and spent six years afloat, except for seven months in New York and six months helping Lord Cherwell at the Naval Research Establishment. He saw action against battleships (at the sinking of the Bismarck), submarines and aircraft. Finished as Lieutenant in command of a rocket ship. He was present off the French coast for the D-Day invasion, and later at the island of Walcheren. After the war he returned to teaching, and began to write again. *Lord of the Flies*, his first novel, was published in 1954. It was filmed by Peter Brook in 1963.

Rising 8th Graders

Students, these questions have been designed to help you fully comprehend this book. You should respond in complete sentences, incorporating the question in your answer. Your answer should be approximately 5-7 sentences long.

Guided Questions:

1. Compare and contrast Ralph and Simon. Both seem to be “good” characters. Is there a difference in their goodness?
2. How does Jack use the beast to control the other boys?
3. What role do adults fill in the boys' lives? What do the boys do when there are no longer any adults available to be present?
4. Are people basically sheep or goats in your view? What makes you support this opinion?

Question #10

How does Roger get away with elbowing Jack out of the way right at the end of chapter 11, when Jack is trying to intimidate Sam 'n' Eric? Talk about the differences between Jack's power and Roger's power.

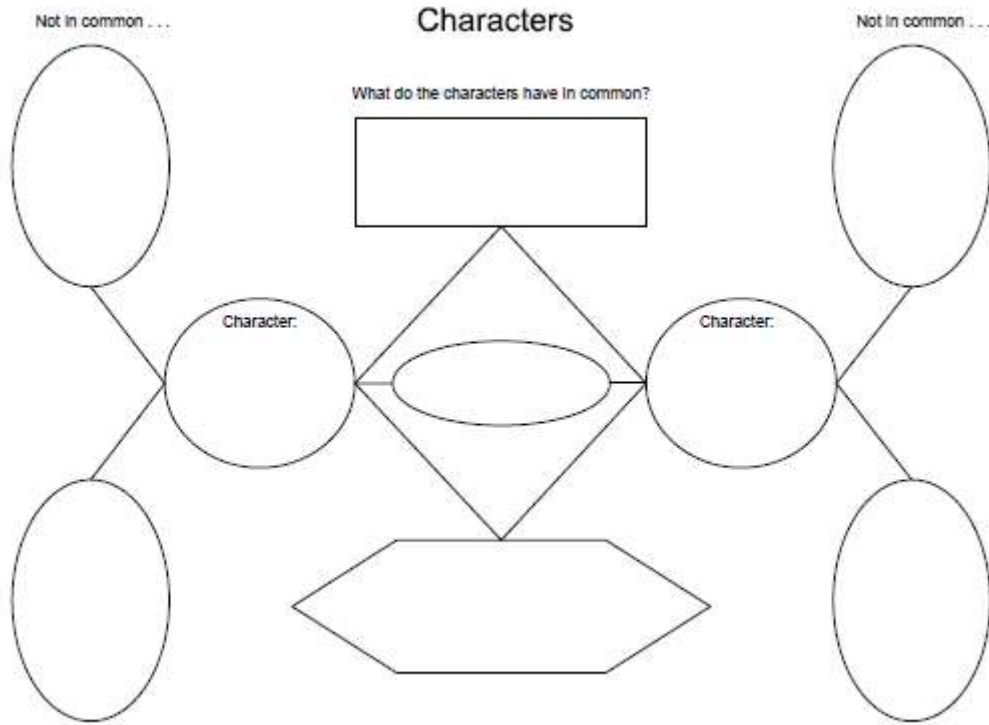
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Character Trait Chart

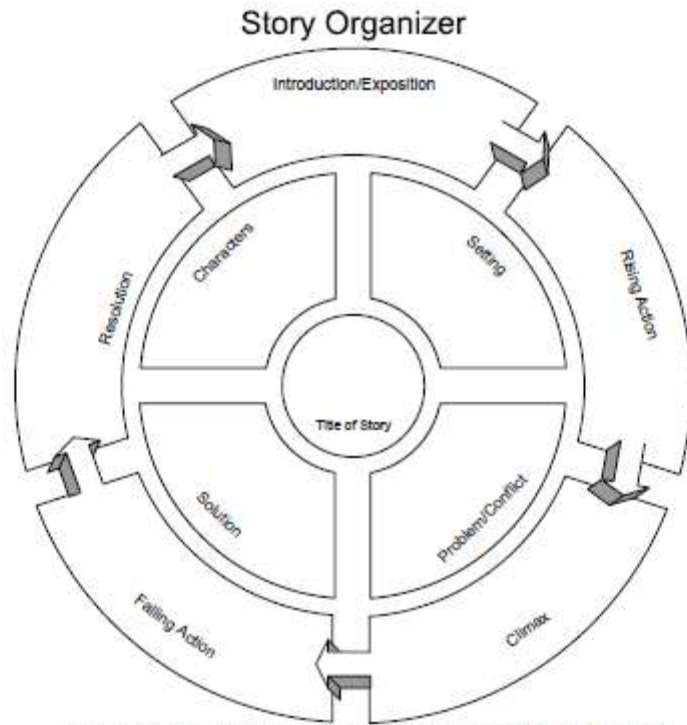
Directions: In the left-hand column, write the character traits of the one of the characters in the story. In the right-hand column, list how the trait is revealed in the text. (Traits can be revealed by events, actions, words, thoughts, attitudes, and feelings.)

Character: _____

Trait	Revealed by...



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To Kill A Mockingbird Discussion Guide

Author Information

Nelle Harper Lee was born on April 28, 1926 in Monroeville Alabama, a city of about 7,000 people in Monroe County. Monroeville is in southwest Alabama, about halfway between Montgomery and Mobile. She is the youngest of four children of Amasa Coleman Lee and Frances Finch Lee. Harper Lee attended Huntingdon College 1944-45, studied law at the University of Alabama 1945-49, and studied one year at Oxford University. In the 1950s she worked as a reservation clerk with Eastern Air Lines and BOAC in New York City. In order to concentrate on writing, Harper Lee gave up her position with the airline and moved into a cold-water apartment with makeshift furniture. Her father's sudden illness forced her to divide her time between New York and Monroeville, a practice she has continued.

Rising 8th Graders

Students, these questions have been designed to help you fully comprehend this book. You should respond in complete sentences, incorporating the question in your answer. Your answer should be approximately 5-7 sentences long.

Guided Questions:

1. Why does Jem cry when the hole in the tree is filled with cement?
2. Atticus tells the children several times that they need to walk in someone else's shoes before judging the person. Describe times when Atticus, Scout or Jem walk in someone else's shoes. How does this change how they view the situations? What role does this advice play in sympathy and compassion?
3. Do you think the missionary society was walking in the Mrunas' shoes? What do these ladies show you about life in the town? Can you walk in their shoes and understand where they are coming from?
4. What do you think of Aunt Alexandra? Did your opinion of her change during the book? Can you understand why she was concerned with Atticus' parenting?
5. How do you think Atticus managed his role as a single parent?

6. Discuss race issues in this book. Why does Calpurnia speak differently around other black people? Why does Mr. Raymond pretend he is drunk to help people cope with his mixed marriage?

7. At one point Jem describes four kinds of "folks" in Maycomb County: "our kind of folks don't like the Cunninghams, the Cunninghams don't like the Ewells, and the Ewells hate and despise the colored folks." What does *To Kill a Mockingbird* teach us about how people cope with issues of race and class? Do you classify people in your world as different "folks?" Do you see those sort of distinctions today?

8. Who is your favorite character and why?

9. At the end of the book, Scout says that telling people Boo Radley committed the murder would have been "sort of like shootin' a mockingbird." What does that mean? Do you agree that Boo is like a mockingbird?

10. In the last few lines of *To Kill a Mockingbird* Scout says, "he was real nice..." and Atticus replies, "most people are, Scout, when you finally see them." Do you agree that most people in the novel are nice once you see them? How is Atticus able to see the good side of people despite all he has experienced? Can you?

Students, for questions 11 and 12 write a short interpretive response. In your response, please explain how specific text evidence and/or clues support your thinking.

To Kill A Mockingbird by Harper Lee

Question #11

How does Jem and Scout's views of Boo Radley change during the book?

Question #12

How does the trial and everything surrounding it change the town? Change Jem and Scout? Did it change you?

Character Trait Chart

Directions: In the left-hand column, write the character traits of the one of the characters in the story. In the right-hand column, list how the trait is revealed in the text. (Traits can be revealed by events, actions, words, thoughts, attitudes, and feelings.)

Character: _____

Trait	Revealed by...

