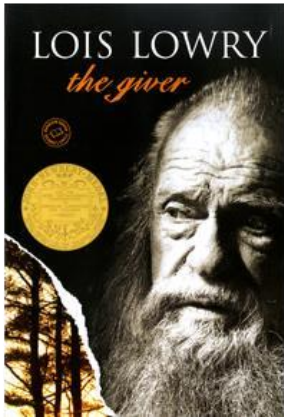


# Middle School 2018 Summer Reading Packet

## Grade 8

Throughout your summer vacation, you will need to read *The Giver* and complete the attached assignments. This summer work will be due in your English Language Arts class on the first day of class. **Please read the following for your summer reading assignment:**



Summary from [www.goodread.com](http://www.goodread.com)

### The Giver

By Lois Lowery

Jonas' world is perfect. Everything is under control. There is no war or fear or pain. There are no choices. Every person is assigned a role in the Community. When Jonas turns twelve, he is singled out to receive special training from The Giver. The Giver alone holds the memories of the true pain and pleasure of life. Now, it is time for Jonas to receive the truth. There is no turning back.

#### Summary of Reading Assignments:

- Activity 1: The Concept of Heroism *Defining Heroism*
- Activity 2: Challenges and Character Traits *Maintaining a Dialectical Journal*
- Activity 3: Is the Protagonist a Hero? *Paragraph Reflecting on the Definition of a Hero*
  
- Activities 4 and 5 not included as they will be done in class the first week of school.

***\*All work is expected to be neat, legible, and complete.***

***\*All work is expected to be submitted the first day of school to your Accelerated English teacher.***

## Grade 8 Accelerated 2018 Summer Assignment

### Activity 1 The Concept of Heroism

#### *Defining Heroism*

**Student Target:** To reflect on statements about heroes and create a definition of heroism

**Instructions:** At the beginning of the school year, you will explore the concept of heroism. Read the following statements. Mark down whether you agree or not with the statement. Go with your first thought.

Agree/Disagree

- |    |                                                                 |       |
|----|-----------------------------------------------------------------|-------|
| 1. | All heroes are brave.                                           | _____ |
| 2. | Heroes are created by the events around them.                   | _____ |
| 3. | You cannot fail and still be considered a hero.                 | _____ |
| 4. | You must decide to be a hero.                                   | _____ |
| 5. | If you perform a heroic deed, then you are a hero.              | _____ |
| 6. | A hero overcomes physical challenges.                           | _____ |
| 7. | To be a true hero, a person would have to risk his or her life. | _____ |
| 8. | Heroes deserve fame and fortune.                                | _____ |

1. How do you define a hero? When you hear the word “heroes,” what images and thoughts come to your mind?

2. Name at least three of your heroes. They can be fictional or nonfictional. They can be someone from real life such as a well-known historical figure, or a character from a book, movie or TV show. Write down at least three reasons why you consider these people heroes.

Hero #1 -

Hero #2 –

Hero #3 -

## Grade 8 2018 Summer Assignment

### Activity 2 Challenges and Character Traits

#### *Maintaining a Dialectical Journal*

**Student Target:** To critically read a text for the specific purpose and to respond to a specific passage with comments, questions, or insights to foster active involvement with a text.

**Instructions:** Review the following working definitions of challenges and character traits. Maintain a Dialectical Journal while you read *The Giver*. **Have a minimum of twenty journal entries.**

#### Sample Character Traits:

able	courageous	gentle	mean	sharp
active	cowardly	giving	messy	short
adventurous	cross	glamorous	miserable	shy
affectionate	cruel	gloomy	mysterious	silly
afraid	curious	good	naughty	skillful
alert	dangerous	graceful	nervous	sly
ambitious	daring	grateful	nice	smart
angry	dark	greedy	noisy	sneaky
annoyed	decisive	grouchy	obedient	sorry
anxious	demanding	grumpy	obnoxious	spoiled
apologetic	dependable	guilty	old	stingy
arrogant	depressed	happy	peaceful	strange
attentive	determined	harsh	picky	strict
average	discouraged	hateful	pleasant	stubborn
bad	dishonest	healthy	polite	sweet
blue	disrespectful	helpful	poor	talented
bold	doubtful	honest	popular	tall
bored	dull	hopeful	positive	thankful
bossy	dutiful	hopeless	precise	thoughtful
brainy	eager	humorous	proper	thoughtless
brave	easygoing	ignorant	proud	tired
bright	efficient	imaginative	quick	tolerant
brilliant	embarrassed	impatient	quiet	touchy
busy	encouraging	impolite	rational	trusting
calm	energetic	inconsiderate	reliable	trustworthy
careful	evil	independent	religious	unfriendly
careless	excited	industrious	responsible	unhappy
cautious	expert	innocent	restless	upset useful
charming	fair	intelligent	rich	warm weak
cheerful	faithful	jealous	rough	wicked wise
childish	fearless	kindly	rowdy	worried
clever	fierce	lazy	rude	wrong
clumsy	foolish	leader	sad	
coarse	fortunate	lively	safe	
concerned	foul	lonely	satisfied	
confident	fresh	loving	scared	
confused	friendly	loyal	secretive	
considerate	frustrated	lucky	selfish	
cooperative	funny	mature	serious	

List from NCTE.org

**Dialectical Journal**

Book Title:  
Character:

# Student Sample

Text (page #)	Character Trait	Insight/Reaction/Question/Interpretation
<p><b>Cite specific examples of challenges faced by a variety of characters. Include page numbers.</b></p>		<p><b>Explain how the quote demonstrates the character traits. What does it establish about the character?</b></p>
<p>“I wanted to follow her down into the darkness. I wanted to see the court of Poseidon. But I looked up at the sunset darkening on the surface. My friends were waiting. We had so little time...I kicked upward toward the shore.” (273).</p>	<p align="center">Dependable</p>	<p>Percy is clearly being tempted by the possibly once in a lifetime chance to see Poseidon’s kingdom. Most kids would go a take a quick peek. Unlike most kids, Percy’s friend can count on him to remember that they had things to do and they needed him to return.</p>

**Grade 8 2018 Summer Assignment**

**Activity 3 Is the Protagonist a Hero?**

*Reflecting on the definition of a hero*

**Student Target:** On a separate piece of paper, in a paragraph, reflect on your definition of a hero and decide if the protagonist of *The Giver* is a hero. **Use the rubric to ensure you are meeting exemplary writing.**

**Instructions:** Review your Dialectical Journal and character traits activity. Based on your work and the reading, do you think that your protagonist is a hero? Did he/she exhibit the qualities of a hero? What challenge(s) defined his/her character? Begin your response with a strong topic sentence that states your answer to the prompt. Then, support your topic sentence with evidence from the text and thoughtful commentary.

	Exemplary	Proficient	Emerging	Incomplete
<b>Content, Organization and Style</b>	<p>The writing skillfully addresses the prompt/topic and contains all components of a paragraph.</p> <ul style="list-style-type: none"> <li>• Clear and focused topic sentence that clearly guides the reader.</li> <li>• Supporting details are directly related to topic and each other.</li> <li>• Develop the topic with relevant, well-chosen:                             <ul style="list-style-type: none"> <li>• Facts</li> <li>• Definitions</li> <li>• Commentary</li> <li>• Concrete details</li> <li>• Elaboration</li> <li>• Quotations</li> <li>• Transitions</li> </ul> </li> <li>• Concluding sentence that includes a universal idea, or the “So What?”</li> </ul>	<p>The writing addresses the prompt/topic and contains components of a paragraph.</p> <ul style="list-style-type: none"> <li>• Topic sentence is focused and guides the reader</li> <li>• Supporting details are related to the topic.</li> <li>• Develop the topic with relevant, well-chosen:                             <ul style="list-style-type: none"> <li>• Facts</li> <li>• Definitions</li> <li>• Commentary</li> <li>• Concrete details</li> <li>• Elaboration</li> <li>• Quotations</li> <li>• Transitions</li> </ul> </li> <li>• Concluding sentence that attempts to include a universal idea, or the “So What?”</li> </ul>	<p>The writing does not adequately address the prompt/topic and does not contain all parts of a paragraph.</p> <ul style="list-style-type: none"> <li>• Topic sentence states the main idea</li> <li>• Details are evident but do not relate to the topic sentence.</li> <li>• Topic is developed with weak facts, incomplete definitions, commentary, transitions, lacks details, elaboration, information, and examples.</li> <li>• Concluding sentence may be missing or just restates the topic sentence.</li> </ul>	<p>The paragraph is incomplete and/or does not address the prompt/topic. It is missing one or more of the following:</p> <ul style="list-style-type: none"> <li>• Topic Sentence</li> <li>• Details</li> <li>• Commentary</li> <li>• Transitions</li> <li>• Elaboration</li> <li>• Concluding sentence</li> </ul>
	<b>2</b>		<b>1</b>	<b>0</b>
<b>Conventions</b>	<p>Demonstrate command of the conventions of standard English grammar, capitalization, punctuation, and spelling when writing:</p> <p>Consistently follows the rules</p>	<p>Demonstrate command of the conventions of standard English grammar, capitalization, punctuation, and spelling when writing:</p> <p>Generally follows the rules</p>	<p>Demonstrate command of the conventions of standard English grammar, capitalization, punctuation, and spelling when writing:</p> <p>Mostly does not follow the rules</p>	