

Summer Reading Honors

Going into

8th Grade



The mission of St. Patrick Catholic School is to nurture in its students an abiding Catholic faith while pursuing academic excellence and modeling honesty, respect, and service as dynamic members of our world community.

1112 N. G Street, Tacoma WA 98403

Summer Reading for Incoming 8th Grade English Honors Students

Dear 8th graders and parents,

Hello, and welcome to 8th grade! I'm looking forward to another great year with each of you. Reading is a necessary skill for academics, but it is also a way to learn about other people, time periods, places, and cultures. While I hope you read several books this summer on your own, I have picked out one book I would like all incoming 8th graders to read: ***The Adventures of Tom Sawyer***, by Mark Twain. You will surely read Mark Twain in high school, so exposure to this text will be a great way to kick off our academic year together. **You will complete a character analysis packet to showcase your knowledge of the text.** You must print it out and handwrite it or handwrite up your answers on a separate sheet of paper. This is a significant project, so don't save it for the last week of summer. I recommend you read the text in June or July and work on the project throughout the summer.

In addition, as honors students, you will also read ***Farewell to Manzanar***. This is a memoir that describes the experience of Jeanne Wakatsuki in a Japanese American internment camp during World War II. **You will complete a literary term chart and a plot diagram to accompany this memoir.**

Your projects are due in handwritten form on our first day of school. Please feel free to email me at ahunthausen@saintpats.org with any questions or concerns. I am here to help!

In Christ,

Mrs. Hunthausen

CHARACTER ANALYSIS PACKET FOR 7th grade going into 8th grade English

As you read *Adventures of Tom Sawyer*, please do the following prior to the first week of school:

1. **Read the book.**
2. **Complete TWO character analysis organizers**, one for the protagonist (main character) and one for the antagonist (character in opposition to the main character). Use the attached model based on *The Grinch* to see how to fill out these organizers. NOTE: Pay close attention to the topic headings in the boxes as they are not all the same. Also, be sure to answer questions #4 and 5 briefly. You will elaborate on Question #5 in the paragraphs you write.
3. **For each character, write a well-developed paragraph (8-10 sentences) in response to this question: “How does the writer use this character to convey a message or lesson?” Give EVIDENCE to support your argument.**
4. **Take notes on the following specific questions about your book** as you read so that you can be prepared for the TIMED WRITING when we return to school. You will be able to use your notes but not your book during the timed writing, so TAKE GOOD NOTES and don't lose them! (You may attach handwritten notes on looseleaf if you need more space.)

Tom Sawyer Reading Questions (Answer on lined paper)

1. Describe Tom in five adjectives.
2. Where does Tom live? Describe his town.
3. What is Tom's relationship with Huck Finn like?
4. How would you describe Tom's relationship with Becky?
5. What happens to Injun Joe at the end of the novel?

GRADING NOTES: This is a 100-point project!

____/50: TWO character analysis organizers (possible 25 pts. each)

____/20: TWO well-developed paragraphs (possible 10 pts. each)

____/30: TIMED WRITING when we return to school (possible 30 pts.)

NAME _____ DATE _____
 CHARACTER ANALYSIS ORGANIZER FOR: The Grinch (MODEL)

For each box below, respond to character analysis questions 1-3 in phrases. Then UNDERLINE any items that are related. Finally, answer questions 4 and 5.

1. **What do we know? OR, What can we safely infer?**
2. **How does it affect the character? (NOTE: No matter what we know, it affects the character.)**
3. **Why is it important? What does it reveal about his/her character?**

<p>Family background/Upbringing</p> <ol style="list-style-type: none"> 1. We aren't told much about The Grinch's family; he seems not to have any family left. He is alone except for his little sidekick. <u>We can infer he didn't receive much love growing up because he seems very bitter and unhappy.</u> 2. At least in the beginning in the story, The Grinch is bitter and unhappy. 3. The Grinch's bitterness infects his behavior: <u>he seems not to be able to care about anyone else, so he plots to steal from the townspeople, to ruin their Christmas (possibly because he believes his Christmas will be lonely and unhappy, and he is lashing out).</u> 	<p>How s/he is treated vs. how s/he wants to be treated</p> <ol style="list-style-type: none"> 1. <u>The Grinch is alone</u> except for his little sidekick, who simply obeys him (not having any other choice). It's not clear at the beginning of the story how he wants to be treated since <u>he's not used to dealing with people</u>, but later, <u>the townspeople welcome him and treat him with the love he was missing.</u> 2. <u>Though at first alone, selfish, greedy, and bitter, The Grinch grows a bigger heart (literally and figuratively) as a result of how the townspeople treat one another and him. He becomes a happier person as a result of the way they treat him.</u> 3. <u>We learn that people—even those who seem mean and unhappy—can grow and change and become happier as a result of their interactions with other people.</u>
<p>Work</p> <ol style="list-style-type: none"> 1. There is no mention of The Grinch's work. If he does anything, we can infer that it is not too meaningful or helpful to others because he does not seem to care about other people—at least, at the beginning of the story. 2. Not having work he loves may be a factor in why The Grinch seems so unhappy at the beginning. 3. <u>Not having work he loves seems to poison The Grinch's character. Also, he does not know how to deal with other people constructively. He lacks people skills.</u> 	<p>Philosophies/Values</p> <ol style="list-style-type: none"> 1. At the beginning of the story, <u>The Grinch values material goods more than relationships with other people.</u> 2. The Grinch plans to steal the Christmas presents of the townspeople. 3. At least initially, The Grinch is selfish and greedy. Later, he learns a lesson and changes.

4. What ideas might this character represent?

First, The Grinch represents greed, selfishness, and unhappiness. Then he represents growth and potential.

5. How does the writer use this character to convey a message or lesson?

Dr. Seuss uses The Grinch to show us that even people who seem mean or unhappy can grow and change and become happier as a result of their interactions with other people; we can all help one another become better, happier people.

NAME _____ DATE _____

CHARACTER ANALYSIS ORGANIZER FOR PROTAGONIST: _____

For each box below, respond to character analysis questions 1-3 in phrases. Then UNDERLINE any items that are related. Finally, answer questions 4 and 5 with a few sentences each.

1. What do we know? OR, What can we safely infer?
2. How does it affect the character? (NOTE: No matter what we know, it affects the character.)
3. Why is it important? What does it reveal about his/her character?

Family background/Upbringing	How s/he is treated vs. how s/he wants to be treated
1.	1.
2.	2.
3.	3.
Work/Activities	Philosophies/Values
1.	1.
2.	2.
3.	3.

4. What ideas might this character represent?

5. How does the writer use this character to convey a message or lesson?

NAME _____ DATE _____

CHARACTER ANALYSIS ORGANIZER FOR ANTAGONIST: _____

For each box below, respond to character analysis questions 1-3 in phrases. Then UNDERLINE any items that are related. Finally, answer questions 4 and 5 with a few sentences each.

1. What do we know? OR, What can we safely infer?
2. How does it affect the character? (NOTE: No matter what we know, it affects the character.)
3. Why is it important? What does it reveal about his/her character?

Family background/Upbringing	How s/he is treated vs. how s/he wants to be treated
1. 2. 3.	1. 2. 3.
Work/Activities	Philosophies/Values
1. 2. 3.	1. 2. 3.

4. What ideas might this character represent?

5. How does the writer use this character to convey a message or lesson?

YOUR NAME _____

CHARACTER #1 _____

“How does the writer use this character to convey a message or lesson?” Give EVIDENCE to support your argument. Write a well-developed paragraph (8-10 sentences).

CHARACTER #2 _____

“How does the writer use this character to convey a message or lesson?” Give EVIDENCE to support your argument. Write a well-developed paragraph (8-10 sentences).

NAME _____ DATE _____

LIT TERM PACKET for 7th Grade going into 8th Grade Honors English

As you read *Farewell to Manzanar*, fill out the chart below.

Lit term	Definition	Example from your book	Explanation of how this is an example
Figurative Language			
Theme			
Direct Characterization			
Indirect Characterization			
Foreshadowing			
Symbol			

PLOT DIAGRAM: Create a plot diagram for *Farewell to Manzanar*.

1. Name each component (there are five. Hint: the first one is "Exposition")
2. Provide an example for each part.