

East Lake Middle School Academy of Engineering

7th Grade Summer Reading

The Novel: *The Giver* by Lois Lowry

The Task: Complete Part A, **two** activities from Part B, and complete Part C. May be handwritten or typed and printed.

Part A – Setting: On 10 index cards, select 10 different examples of how the setting is developed throughout the novel. 4 of the examples should describe the physical setting (weather, landscape, urban vs. rural, city vs. village, organization, etc.), and 6 of the examples should describe the societal setting (government, rules, culture, way people view things, community beliefs, traditions, etc.).

Write down the cited line(s) that show the example of setting on the front, including the page number. On the back, write a few sentences explaining how the setting compares to your world, and then explaining how the setting is important to the plot, a character, or a conflict within the novel. You may want to mark pages in the book as you go, and then go back and reread to select the 10 most important examples of setting.

Part B – Characterization: Choose **two** of the following attached activities. Please use your neatest handwriting and cite evidence. If you need another copy, you can print a new packet from www.pcsb.org/eastlake-ms

Option 1: Conflict

Option 2: Character Development

Option 3: Character Impact

Part C – Theme: Pick **one** of the following themes. Using that theme, write a thorough paragraph (6-8+ sentences) in which you explain the importance of the theme to the story, as well as how the author develops (reveals) the theme throughout the novel. Use specific examples and elaborate with your own thoughts. Cite at least 2 pieces of textual evidence to support your answer.

Theme 1: Individuality is more important than being safe.

Theme 2: Memory is what makes us human.

Theme 3: We cannot understand the good in life without experiencing the bad.

Tips: Be sure to use and cite textual evidence. Write neatly. Use proper spelling, grammar, punctuation, and capitalization. Double-check that each part is completed to satisfaction. Use the grading rubric as a guide.

Grading: Please see back of page for rubric.

Questions? Please contact Mrs. Heeren at heerent@pcsb.org . Allow for 2-3 days for a response during June and July. Thank you!

Grading: Five 10-Point Assessment Grades

A note about grading: All tasks in Mrs. Heeren's class are graded on a 10-point scale. Daily journals, notes, worksheets, online practice, homework, etc. are Assignment grades and are worth 20% of the overall grade. Projects, tests, essays, One Pager reports, and other written assignments are Assessment grades and are worth 80% of the overall grade. This means that Assessments have a larger impact on the overall grade. The Summer Reading Project will be graded as an Assessment.

	10	9	8	7	6	5
Part A: Index Cards Completed (Text cited with thorough explanation. Choice of examples and explanation show careful reading of <u>entire</u> novel)	All completed to expectations	9 completed to expectations	8 completed to expectations	7 completed to expectations	6 completed to expectations	5 or fewer completed
Part B: 2 Activities Completed (Strong evidence from text with complete sentences. Answers show depth of thought and thorough reading of <u>entire</u> novel)	Both activities exceed expectations	1 activity exceeds expectations; 1 meets expectations	Both activities meet expectations	1 activity meets expectations; 1 activity below expectations	Both activities below expectations	1 or more activities incomplete
Part C: Theme Paragraph (Answer clear, meaningful, and well-thought out. Evidence included and cited. Elaboration/own analysis present. 6-8+ sentences)	Exceeds expectations	Meets expectations, only 1-2 things needed to add to exceed	Meets expectations	Emerging toward expectations	Below expectations	Incomplete
Overall: Mechanics, Usage, Grammar, and Spelling (Conventions)	No noticeable errors	A few errors, but not consistent	A few consistent errors, but not a severe distraction	Numerous errors; same errors repeated multiple times; errors are a distraction	Numerous errors that distract the reader and occasionally impede understanding	So many errors that work is difficult to read or understand
Overall: Quality/Neatness is evidence	Evident that time and care was taken on work; neat and easy to read	Evident that time was taken on work; neat and easy to read	Evident that time was taken on work; mostly neat	Work is rushed in some places, but evident some time was taken	Work is rushed/low-quality	Work is difficult to read/understand; work clearly rushed

Score: For Teacher Use Only!

Part A: ___/10

Conventions: ___/10

Part B: ___/10

Quality/Neatness: ___/10

Part C: ___/10

ACADEMIC HONESTY

Cheating is claiming the work of others as your own.

All student work must be original and not copied in any way from any other source, including print and computer/Internet sources. Proper citation must accompany the use of language and/or ideas from outside sources. *Under no circumstances* should a student copy from another student or the Internet, either by directly using the person's language or indirectly through the borrowing of unique ideas. Students are not allowed to use or copy someone else's answers, explain what was on an assessment to a student in another class period, nor are they allowed to share answers with anyone else. This is considered "cheating."

Plagiarism is a form of cheating. Plagiarism is seen as a serious form of cheating that gives teachers a false view of a student's strengths and weaknesses. It prevents further instruction in areas of weakness and delays the student in reaching his or her potential.

Cheating includes:

- exchanging assignments with other students, whether it is believed the work will be copied or not
- giving or receiving answers **BEFORE OR DURING** tests or quizzes.
- taking credit for group work when the student has not contributed an equal or appropriate share toward the final result
- accessing a test or quiz for the purpose of determining the questions in advance of its administration
- using summaries and commentaries (from the Internet or elsewhere) instead of reading the assigned materials or for copying essays and responses
- texting a friend hints/clues about an upcoming assignment or assessment

Plagiarism includes:

- taking someone else's assignment (another student or from the Internet) or portion of an assignment and submitting it as one's own
- submitting material written by someone else or rephrasing the ideas of another without giving the author's name or source
- presenting the work of tutors, parents, siblings, or friends as one's own
- failing to properly cite sources used in writing a paper or preparing a project
- submitting purchased papers or papers from the Internet written by someone else as one's own
- supporting plagiarism by providing work to others, whether it is believed it will be copied or not

Consequences May Include:

- Re-instruction or review of proper research strategies and citations to avoid plagiarism.
- Students involved may receive a grade of "0" on the assignment, test, quiz, or project. This includes both the student who copied and the student who "shared."

Academic honesty is a big deal and cheating will not be tolerated!

Plagiarism= automatic zero.

Part B Option 1: Conflict

Find one example for each of the following types of struggles. Explain the situation, character(s) involved, and its resolution. Please use complete sentences. Use textual evidence.

<p><u>Character vs. Character</u>: A character has a conflict with one or more other characters.</p>	<p><u>Character vs. Self</u>: A character must deal with a problem (physical or emotional) within him/herself.</p>
<p><u>Character vs. Society</u>: A character must deal with a part of society that is a problem (government, rules, laws, etc.).</p>	<p><u>Character vs. Nature</u>: A character must deal with a problem created by a natural force.</p>

Part B Option 2: Character Development

Throughout the story, the protagonist Jonas's feelings about himself and other characters change. Explain how he accomplishes this. Cite textual evidence and examples from the book. Please use complete sentences.

Character	Beginning of the Novel	End of the Novel
How does Jonas feel about <i>his parents</i> ?		
How does Jonas feel about <i>Asher</i> ?		
How does Jonas feel about <i>The Giver</i> ?		
How does Jonas feel about <i>himself</i> ?		

Part B Option 3: Character Impact

Throughout the story, Jonas is impacted and changed by the interactions he has with other characters. Explain the interactions he has with each character, and then how interacting with that character ultimately influences Jonas' beliefs, behavior, or personality. Cite textual evidence and examples from the book. Please use complete sentences. His Father, His Mother, Fiona, The Giver, Gabriel

Character	How does Jonas <i>interact</i> with this character?	How do these interactions <i>influence</i> Jonas?
His Father		
His Mother		
The Giver		
Gabriel		