

# *Summer Reading Packet*

7<sup>th</sup> Grade Advanced ILA

Mrs. Harris

Dear Parents,

I would like to extend to you a warm welcome for the 2009-10 school year! I have many exciting plans this year and look forward to meeting my new students. I want to communicate some important information that is required of the students in the Advanced ILA program. First of all, students are required to read three independent novels over the summer. The books selected for this summer are *Trouble Don't Last* by Shelley Pearsall, *So B. It* by Sarah Weeks and *Dunk* by David Lubar.

I recommend that the students read the novels in the month of August and take notes on the books main ideas and theme as well as important vocabulary words that are used throughout the book. Students will also need to complete the assignments on the novels *Trouble Don't Last* and *So B. It*. Upon return to school in September, students will complete various performance tasks that incorporate the themes from these books and the culminating activity for the *Dunk* book. Thank you and have a wonderful summer break and I will see you in September.

Mrs. Harris

# So B. It

*Due: Monday, September 14, 2009*

***Directions: Please answer all fifteen questions below in complete sentences. Make sure all questions are completely answered and have detailed explanations. All answers should be typed in Times New Roman, font size 14. Your name and period 2 should be centered at the top of each page. The amount of credit you receive will depend on the effort you put forth in your responses. This includes details, grammar, punctuation and sentence structure.***

1. The Title, *So B. It*, could have several meanings. What do you think the title means?
2. Bernadette selflessly and patiently takes care of Heidi and her mother, who both need a caretaker. Why do you think she is willing to spend her time and money on people she does not know? What benefits, if any, does Bernie receive?
3. As a young child, Heidi has tremendous responsibilities; shopping with her mother, running errands for Bernie, and baby-sitting for a neighbor to earn money. How do these experiences influence Heidi as she grows up?
4. When Heidi develops the mysterious roll of film and brings the pictures home to view, Bernie asks her, "What's the worst it could be?" Heidi responds: "nothing. The worst would be if there was nothing" (p50). Why would nothing have been the worst thing for Heidi to find?
5. Heidi is afraid she will end up like her mother, full of missing pieces, if she does not go to Liberty to discover her past (p85). Do you think that taking this journey is worth the pain it causes Bernie?
6. Heidi is afraid to take the trip to Liberty alone, and several times en route she is ready to turn around and return home to Bernie. What is

the driving force that keeps her on the road to Liberty? Does she have any regrets. If so, what are they?

7. When Heidi lies to Alice, she realizes her lies are unnecessary but that she doesn't feel remorseful until she gets caught (p117). What do you think this indicates about Heidi's character and her search for identity?
8. Heidi realizes she doesn't miss her dad because she has never known him, therefore life without him seems normal. She tells Georgia, "You can't miss what you don't remember having" (p126). Do you think this is true? Why or why not? What are some experiences you have longed for even though you have never had them.
9. Ruby tells Heidi that it probably doesn't mean anything that Elliot says "soof" regularly, but Heidi says, "I think everything means something, even when you don't know what it is" (p181-182). Based on Heidi's life experiences, how would you support her belief?
10. Roy and Ruby cannot understand why Mr. Hill is not telling the truth about Heidi's mother. But even though Heidi does not know why, she knows that "sometimes people lie because the truth is too hard to admit" (p201). What truth is Mr. Hill afraid to admit? How do the choices he made affect Heidi's life?
11. Mr. Hill tells Heidi that someday he would like to know her (p240). Do you think Heidi will ever allow him to know her? How do you think she will get to know her father, Elliot?
12. One of the lessons Heidi learns is that life is not fair. Discuss the people and events in Heidi's life, and list the ones that are unfair. How do these life experiences help Heidi become a stronger person?
13. Until Heidi's trip to Liberty, she lives a sheltered life with only one friend and very little communication with anyone other than Bernie. Even though Bernie teaches her a multitude of lessons, do you think Heidi's social development suffers? How do you think Heidi will adjust to attending school for the first time in junior high? What hurdles will she have to overcome?
14. In chapter one, Heidi says, "I'd be lying if I said that given a choice I wouldn't rather know than not know." What does Heidi learn about knowing and not knowing on her journey to find her identity?
15. After Heidi's journey to learn about her personal history ends, her lucky streak seems to disappear. What is the significance of Heidi losing her luck?

Due: Thursday, September 10, 2009

# Trouble Don't Last

Directions: Define the following words below based on the context they were used in the novel. Then write down the quote that was associated with each word. (The page number is given in parentheses.) Your response should be typed in Times New Roman, font size 14, and your name and period 2 should be placed at the top of the page.

1. *spindles* (8)
2. *commotion* (16)
3. *pinprick* (68)
4. *delirium* (70)
5. *harrow* (77)
6. *cravat* (122)
7. *humanity* (123)
8. *benevolence* (123)
9. *constable* (223)
10. (Choose your own Vocabulary word) - ( )

# Book Themes

Directions: Pick two of the themes below that you feel were the most important in reading this novel. Answer the questions and add important details and quotes from the book to back up your response. Your response should be typed in Times New Roman, font size 14, and your name and period 2 should be placed at the top of page.

**Family**—Slaves were often separated from their real families, but they worked to create a traditional family structure. Who is Samuel's family? How is Samuel's relationship with Lilly different from his relationship with Harrison? Why is Samuel so worried about Lilly when he and Harrison are on the run? Describe Samuel's feelings when Harrison gives him the gray yarn that belonged to his mother. How do you know that Harrison planned to someday tell Samuel the truth about his mother?

**Freedom**—How does the River Jordan metaphor relate to freedom (pg 55—56). Harrison had run away once before, but was caught, beaten, and returned to Master Hackler. Why is Harrison so willing to run away again, especially knowing the consequences of being caught? At what point does Samuel know that Harrison is planning to take him and escape? What is Samuel's idea of freedom? Discuss whether Harrison is looking for freedom for himself, or primarily for Samuel.

**Fear**—Samuel says, "Truth is, even the thought of going straight to hell didn't scare me as much as the thought of running away." (pg 21) Discuss why Samuel goes with Harrison when he is so frightened by the thoughts of running away. Trace Samuel's fears throughout the novel. How does Harrison help Samuel with his fears? At what point does Samuel begin to handle his fears? Name the characters in the novel who appear fearless.

**Courage**—How is courage related to fear in the novel? What is Samuel's most courageous moment in the book? There are people all along the way that help Samuel and Harrison. How does it take courage for these people to serve as guides on the Underground Railroad? Who are all the people that help Samuel and Harrison along the way and what does each person do to help them?

**Survival**— How does the river man help Samuel develop survival skills? Explain the following warning from the river man: "Haste will always be your undoing. You wait and look for their weakness. Then you plan a way out." (pg 92) How do they use these words to benefit themselves throughout the novel?