Home Instruction Packet for English A (9)

Name of teacher: Ms. Dowling

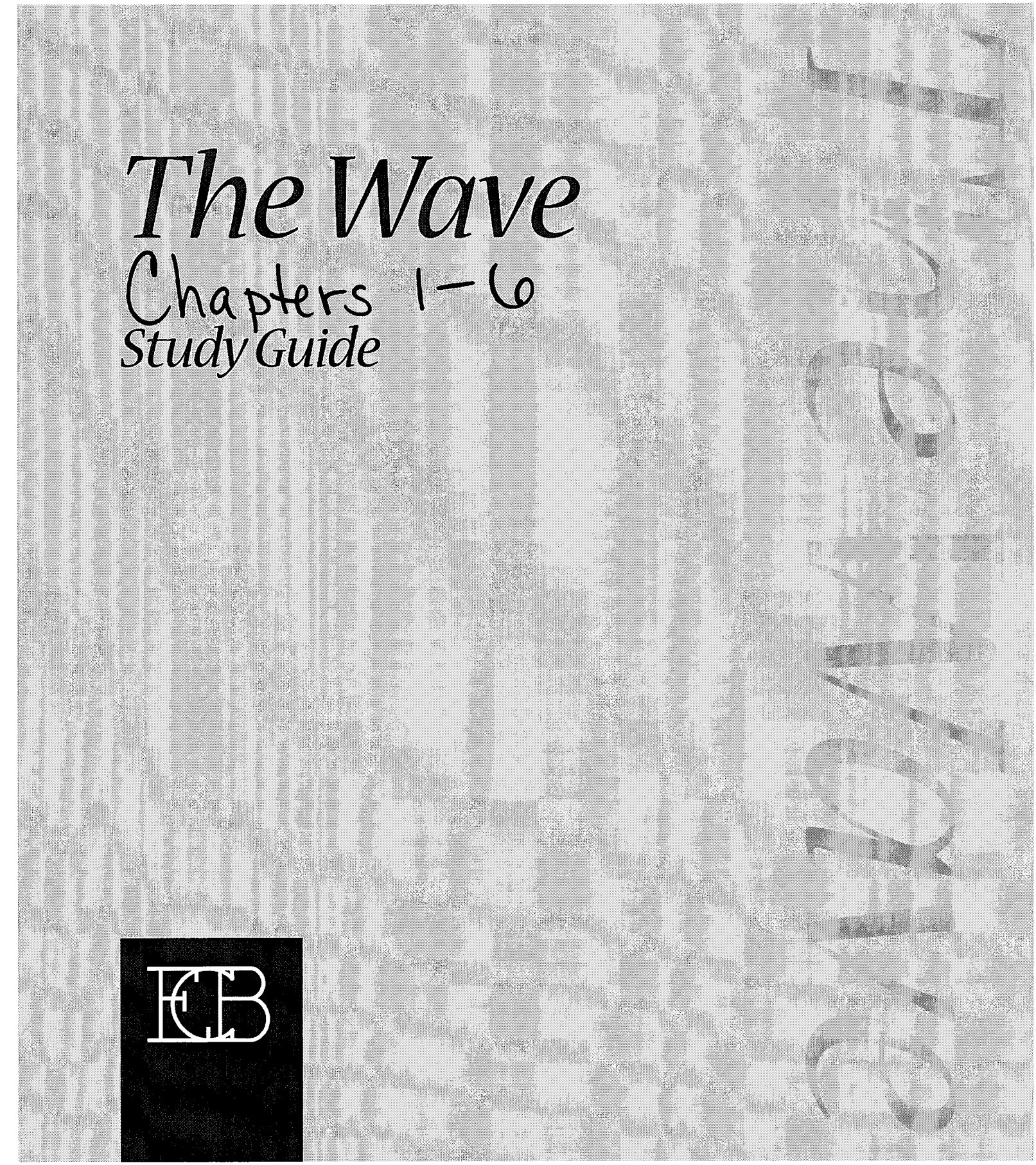
In this packet are materials and directions to complete *The Wave* Chapters 1-6 Study Guide for English A (9). The packet will be collected when we return to school. Additionally, **one** Choice Assignment will be submitted to turnitin.com for each lesson (chapter) while we are not in school. Therefore, there will be a total of 6 choice assignments completed and submitted to turnitin.com over the course of the two weeks. You may not repeat any choice more than once. The list of *The Wave* Choice Assignments are attached to this packet as well. All work will be graded and counted 10% towards your marking period grade.	
I am available to support you during the hours 7:50am-2:50 pm to answer any of your questions. I will be responding to your emails within the hour. You contact me at: kdowling@rpsd.org	
Lesson: Title, Objective	Assignment directions and how the assignments will be collected.
Week 1: Lesson 1: **SWBAT** analyze and interpret the characters, plot and vocabulary of *The Wave* Chapter 1.	1. Answer all questions for Chapter 1 in *The Wave* Chapters 1-6 Study Guide. These questions include: Vocabulary Practice, Understanding the text and Analysis and Interpretation. This packet will be collected when we return to school. 2. Complete **one** option from the list of Choice Assignments and submit it turnit.com under "*The Wave* Chapter 1 Choice Assignment".
Lesson 2: **SWBAT** analyze and interpret the characters, plot and vocabulary of *The Wave* Chapter 2.	1. Answer all questions for Chapter 2 in *The Wave* Chapters 1-6 Study Guide. These questions include: Vocabulary Practice, Understanding the text and Analysis and Interpretation. This packet will be collected when we return to school. 2. Complete **one** option from the list of Choice Assignments and submit it turnit.com under "*The Wave* Chapter 2 Choice Assignment".
Week 2: Lesson 1: **SWBAT** analyze and interpret the characters, plot and vocabulary of *The Wave* Chapter 3.	1. Answer all questions for Chapter 3 in *The Wave* Chapters 1-6 Study Guide. These questions include: Vocabulary Practice, Understanding the text and Analysis and Interpretation. This packet will be collected when we return to school. 2. Complete **one** option from the list of Choice Assignments and submit it turnit.com under "*The Wave* Chapter 3 Choice Assignment".

Lesson 2: **SWBAT** analyze and interpret the characters, plot and vocabulary of *The Wave* Chapter 4.	1. Answer all questions for Chapter 4 in *The Wave* Chapters 1-6 Study Guide. These questions include: Vocabulary Practice, Understanding the text and Analysis and Interpretation. This packet will be collected when we return to school. 2. Complete **one** option from the list of Choice Assignments and submit it turnit.com under "*The Wave* Chapter 4 Choice Assignment".
Week 3: Lesson 1: **SWBAT** analyze and interpret the characters, plot and vocabulary of *The Wave* Chapter 5.	1. Answer all questions for Chapter 5 in *The Wave* Chapters 1-6 Study Guide. These questions include: Vocabulary Practice, Understanding the text and Analysis and Interpretation. This packet will be collected when we return to school. 2. Complete **one** option from the list of Choice Assignments and submit it turnit.com under "*The Wave* Chapter 5 Choice Assignment".
Lesson 2: **SWBAT** analyze and interpret the characters, plot and vocabulary of *The Wave* Chapter 6.	1. Answer all questions for Chapter 6 in *The Wave* Chapters 1-6 Study Guide. These questions include: Vocabulary Practice, Understanding the text and Analysis and Interpretation. Additionally, fill in the "Review of Characters" chart. This packet will be collected when we return to school. 2. Complete **one** option from the list of Choice Assignments and submit it turnit.com under "*The Wave* Chapter 6 Choice Assignment".

The Wave

Chapters 1–6

Study Guide



CHAPTER 1

BASIC UNDERSTANDING

VOCABULARY PRACTICE

Replace the words in bold with the words below.

period • reprimand • predictable • outstanding • plain • practically

1. Laurie teaches younger students in her free **time** at school.
2. There were very few students around. The hall was **almost** empty.
3. Before Mr. Gabondi could **punish** Laurie, the bell rang.
4. Most students consider Mr. Ross an **excellent** teacher.
5. Some teachers admitted that they were **just** jealous of Mr. Ross.
6. The marks on the papers were **not surprising**.

UNDERSTANDING THE TEXT

A **The *characters* are the people in a *novel*. Read the descriptions of the students at Gordon High and write who they refer to.**

Laurie Saunders • David Collins • Amy Smith
Robert Billings • Brian Ammon

1. She is a pretty girl with short light-brown hair.
2. She is a petite girl with thick, curly hair.
3. He is the class loser.
4. She is Laurie's best friend.
5. She chews pens when she is upset.
6. He is a heavy boy and his hair is always a mess.
7. He is a running back on the football team.
8. He is Laurie's boyfriend.
9. They always get very good grades.
10. They usually get low grades.

B Complete the sentences about the teachers at Gordon High.

1. Mr. and Mrs. Ross have been teaching at Gordon High for ... .
2. Mr. Ross teaches ... .
3. Mr. Ross is considered to be an ... teacher.
4. Mrs. Ross teaches ... .
5. Mr. Gabondi teaches ... , and he is very ... .

ANALYSIS AND INTERPRETATION

A Go back to page 5 and review the thinking skill of Predicting. Use this skill to answer the questions below.

1. In the next chapter, Mr. Ross shows his class a documentary about the Holocaust. How do you think the students will react to this documentary?
2. What questions do you think the students will ask Mr. Ross after watching this documentary?

B The ***setting*** is the time and the place in which a story takes place. Consider the setting of the ***novel***. Give two examples that show that this novel is set in the late 1960s.

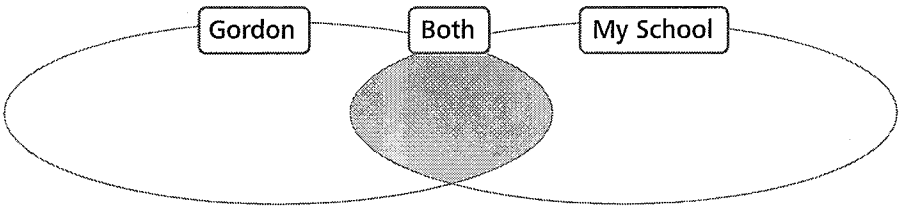
C The writer gives us information that helps us form a clearer picture of the ***characters***. This is called ***characterization***. This may include the character's appearance, actions, words, thoughts and the way other characters relate to him or her.

Complete the chart below.

Character	Information given	What it shows about the character
Laurie	1. She is the editor-in-chief of *The Grapevine*. 2. She makes funny faces to entertain Amy.	
Mr. Ross	3. He can't thread a film through the projector. 4. He tries to teach the students the practical, relevant aspects of history.	

D Answer the questions.

1. What do some of Mr. Ross's fellow faculty members have against him? Why do you think they feel this way?
2. "I heard it through the grapevine" means information that is passed from one person to another. Do you thing *The Grapevine* is a suitable name for the school newspaper? Explain.
3. The first chapter describes a typical American classroom. Compare this classroom to your own. How is it similar? How is it different? Complete the Venn diagram below.



CHAPTER 2

BASIC UNDERSTANDING

VOCABULARY PRACTICE

Complete the sentences with the words below.

superior • ranks • armed • restore • population • period
seized • atrocities

1. After World War I, there was a ... when inflation was high in Germany.
2. Some Germans hoped that the Nazis would be able to ... the economy.
3. Hitler rose quickly through the political ... of the Nazi Party.
4. Hitler supported the idea that the Germans were a ... race.
5. By 1934, Hitler had ... control of the German government.
6. Less that 10 percent of the German ... belonged to the Nazi Party.
7. The Nazi Party was highly organized, ... and dangerous.
8. Most Germans said that they didn't know about the ... committed by the Nazis in the concentration camps.

UNDERSTANDING THE TEXT

Answer the questions.

1. What era is the class studying in history?
2. What do the students find hard to understand about the Germans in World War II?
3. According to Mr. Ross, how did the Germans attempt to excuse their behavior after the war?
4. Why doesn't Laurie accept this excuse?
5. Why does Mr. Ross want to speak to Robert after the lesson?
6. Who is Jeff Billings? Why is he so special?

ANALYSIS AND INTERPRETATION

A **Go back to exercise A (Analysis and Interpretation) on page 7. In this section you were asked to predict the answers to the following questions:**

1. How do you think Mr. Ross's students will react to a documentary about the Holocaust?
2. What questions do you think the students ask Mr. Ross after watching this documentary?

Answer the questions again and compare your predictions to your answers.

B **The *setting* may also refer to the *characters'* socio-economic background (social environment). Describe the social environment in which this story takes place.**

C **Answer the questions.**

1. What is Robert's problem? What could he do to solve his problem?
2. Why do you think Mr. Ross told Robert that no one expected him to be another Jeff Billings?
3. Do you think Mr. Ross handled the conversation with Robert well? Why or why not?

CHAPTER 3

BASIC UNDERSTANDING

VOCABULARY PRACTICE

Choose the sentence that explains the meaning of the words in bold.

1. Robert **pretended** that he hadn't noticed the girls' behavior.
   a. He noticed their behavior.
   b. He acted like he didn't notice their behavior.
2. Laurie didn't have an **appetite**.
   a. Laurie was hungry.
   b. Laurie wasn't hungry.
3. Laurie was completely **preoccupied** with the film she had seen.
   a. Laurie was too busy to think about the film she had seen.
   b. Laurie could only think about the film she had seen.
4. The football team is pretty **disorganized**.
   a. The players don't function as a team.
   b. The players are overzealous.
5. Robert was **engrossed** in a Spider-Man comic.
   a. He wasn't interested in the Spider-Man comic.
   b. He was reading the Spider-Man comic with great interest.
6. David's thoughts drifted to other **pressing matters**.
   a. David started thinking about other urgent things.
   b. David tried to think positively.

UNDERSTANDING THE TEXT

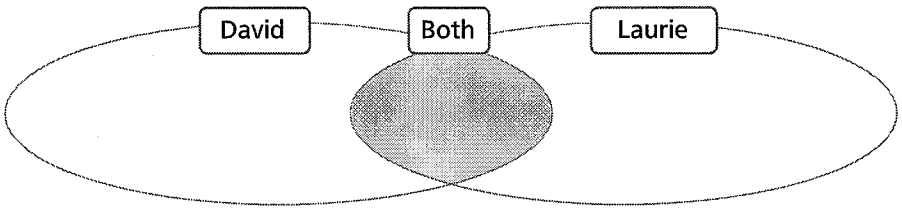
A Two new ***characters*** are introduced in this chapter: Carl and Alex. Write one fact about each student.

B Answer the questions.

1. Why can't Laurie eat?
2. In what way would Laurie like David to change?
3. What bothers Laurie about her friendship with Amy?
4. What practical joke do Carl and Alex play on Laurie and Amy?
5. Why do Carl and Alex want to leave all of a sudden?

ANALYSIS AND INTERPRETATION

A 1 Compare and contrast David's and Laurie's reaction to the documentary they saw in class. Use the Venn diagram below.



2 Who do you agree with? Why?

B Answer the questions.

1. Why does everyone think that Robert is weird? Give examples to support your answer.
2. Do you think Amy is a good friend? Why or why not?

CHAPTER 4

BASIC UNDERSTANDING

VOCABULARY PRACTICE

Complete the sentences with the expressions below.

blank look • drives her crazy • put his finger on it
wrapped up • pursue his thoughts • worth a try

1. Something bothered Mr. Ross, but he couldn't quite ... .
2. Mr. Ross needed a long period of time to .... .
3. Mr. Ross thought it was ... to run an experiment in class.
4. Mr. Ross didn't listen to his wife's story. He had a ... on his face.
5. Mr. Ross can get so ... in a subject that he forgets about the rest of his life.
6. Sometimes Ben's involvement in a new subject becomes too much for Christy. In fact, he sometimes ... .

UNDERSTANDING THE TEXT

Answer the questions.

1. What upsets Mr. Ross at the beginning of the chapter?
2. What does Mr. Ross realize after reading a number of books?
3. What would Mr. Ross like his class to experience?

ANALYSIS AND INTERPRETATION

A In a ***flashback*** the author breaks the storyline to describe events that happened before the story began. The information is usually provided through the memory of one of the ***characters***.

In this chapter Christy has a flashback. What do we learn about Ben in this flashback?

B Answer the questions.

1. The writer describes the way Mr. Ross studied a new subject as "almost frightening". What do you learn about Mr. Ross from this ***characterization***?
2. Do you think Ben and Christie have a good relationship? Why?

CHAPTER 5

BASIC UNDERSTANDING

VOCABULARY PRACTICE

Choose ALL the words or phrases that can follow the verbs in bold.

1. **obey** rules • a drill sergeant • discipline • a command
2. **feel** exhilarated • curious • punctual • precise
3. **imitate** time • a position • a posture • a confused look
4. **dismiss** a class • a proposal • a far cry • strength
5. **lose** your concentration • a mess • the momentum • your appetite
6. **snap** your fingers • to attention • atrocities • a blank look
7. **issue** an order • an assignment • a sharp bang • a mistake
8. **stand** in line • stiffly • like a rush • still

UNDERSTANDING THE TEXT

Answer the questions.

1. What motto does Mr. Ross write on the board?
2. How do the students react to the motto at first?
3. Mr. Ross's first rule is that the students must sit up straight in class. What other three rules does he introduce during the lesson?
4. According to David, how was this lesson different?
5. Does Mr. Ross plan to continue the "game" at the next lesson? Why or why not?
6. What does Ben tells Christy about his day at the end of the chapter. What doesn't he tell her? Why?

ANALYSIS AND INTERPRETATION

A **Answer the questions.**

1. Why does Mr. Ross ask Andrea about her ballet lessons?
2. Why do you think Robert accepts the new rules of The Wave so quickly?
3. Why do you think the students felt energized after Mr. Ross's lesson?
4. What do you think went through David's mind as he was watching Robert in the mirror?

B **Mr. Ross's "discipline game" was well received in class. Complete the chart to show what Mr. Ross is learning about his students and what he is learning about himself.**

Students	Mr. Ross

CHAPTER 6

BASIC UNDERSTANDING

VOCABULARY PRACTICE

Match the words and expressions in A to their meanings in B.

A	B
1. accidentally	a. almost
2. on the verge of	b. raise your right hand to your head
3. motto	c. dutifully
4. great impact	d. by mistake
5. overwhelm	e. get together
6. conceited	f. saying; slogan
7. obediently	g. intense discussion
8. heated debate	h. military unit
9. gather around	i. selfish; egotistic
10. regiment	j. arrogant
11. salute	k. strong effect
12. self-serving	l. overpower

UNDERSTANDING THE TEXT

Answer the questions.

1. Why does Mr. Ross decide to continue the experiment?
2. What is different about Robert's appearance?
3. According to Mr. Ross, how does a sense of community give you strength?
4. What two mottos do the students recite?
5. What is the new class symbol?
6. What is the new class salute?
7. According to David, how can The Wave help his football team be successful?

ANALYSIS AND INTERPRETATION

A The ***plot*** is the sequence of events in a story. What have you learned about the plot so far? Complete the graphic organizer.

The class watches a documentary about the Holocaust.

1.

Mr. Ross doesn't know how to answer this question.

2.

Eventually, Mr. Ross realizes that he won't find the answer in any book.

3.

Mr. Ross introduces The Wave.

B A ***symbol*** is used to represent an idea.

1. Why do you think Mr. Ross introduces a symbol and a salute?
2. Why does Mr. Ross choose a wave as a symbol for the movement?
3. Do you think a wave is a positive or negative symbol? Explain.

C Answer the questions.

1. Why do you think Mr. Ross picks Robert to demonstrate the new rules to the class?
2. Do you think David has leadership qualities? Explain.

REVIEW OF CHARACTERS

A *novel* has ***major*** and ***minor characters***. The major characters are the most important characters in the novel. The minor characters are less developed; they help advance the story and support the major characters. Complete the chart below about the major characters in *The Wave*.

Character	What we know
Laurie Saunders	1. She is an excellent student at ... and she always gets ... . 2. She is the ... of *The Grapevine.* 3. Amy is her ... .
Ben Ross	1. He teaches ... . 2. He shows the class a documentary about ... . 3. He can't explain why the Germans ... . 4. He wants his class to experience ... .
David Collins	1. Laurie is his ... . 2. He is the ... of the football team. 3. He wants to study ... in college.
Robert Billings	1. He is the class ... . 2. He lives in the shadow of ... . 3. He ... through the whole documentary.

Amy Smith and Christy Ross are ***minor characters*** in *The Wave*. Complete the chart below about these characters.

Character	What we know
Amy Smith	1. Laurie is her ... . 2. She hangs out with Laurie in the publications office, though she isn't ... .
Christy Ross	1. Ben Ross is her ... . 2. She teaches ... at Gordon High.

The Wave Choice Assignments

Directions: Complete ONE choice assignment for each lesson while we are not in school and submit your answer to turnitin.com. Therefore, you will do 6 total. You may not repeat any option. Make sure you follow all the directions for each prompt and double space, use Times New Roman and 12 font. You will see 6 places to submit on turnitin.com with different start and due dates, to be sure you are working the entire time.

Option 1: Based on recent reading, in one page, compose a journal entry AS LAURIE, BEN OR ROBERT. Be sure to embody their voice in your writing.

Option 2: Based on recent reading, in one page, compose a letter TO LAURIE, BEN OR ROBERT as another character.

Option 3. In play format, compose a brief TEXT MESSAGE conversation LAURIE would have with someone based on your most recent reading assignment.

Option 4: Discuss which character you can relate to the most and explain why in one page.

Option 5: Compose a reaction to the most recent chapter. You should discuss how YOU FEEL, as the reader, about what is happening in the novel.

Option 6: Identify and discuss at least two sign posts and two conflicts in the novel. Be sure to explain and give an example for each one.

Option 7: SELF-ASSESSMENT. What plot, themes, and symbols do you confidently understand so far? What plot, themes and symbols do you need clarity on? What specifically are you unclear about?