

8th Language Arts Spring Final Study Guide

To Kill a Mockingbird Section

Directions: Answer the following questions in complete sentences.

1. Is the narrator of the book an adult or a child?

The narrator of the book is ...because...

2. What role does Calpurnia play in the Finch household?

The role Calpurnia plays in the Finch household is ...because...

3. What does Scout mean when she says, “most of the first grade had failed it last year”(19)? What does this comment suggest about education in Maycomb County? Does Miss Caroline seem to be aware of the community that she is teaching in?

Scout means that...because...

4. What does Scout tell her teacher about Walter Cunningham? How does she know about the Cunningham family?

5. What frightens Miss Caroline? Based on context clues, what do you think a “cootie” is?

6. What is the first thing that Scout finds in the oak tree on the edge of Boo Radley’s property? How does Jem react when he learns about her discovery?

7. How does Miss Maudie Atkinson display Southern charm and manners?

8. According to Miss Maudie, what makes someone a “foot-washing Baptist”(49)?

9. Does Miss Maudie believe the rumors about Boo Radley?

10. What plan related to Boo Radley do Dill and Jem devise?

11. Explain how the arrival and departure of Dill helps signify the passage of time.
12. Who does Nathan Radley blame for trespassing on his property? What does the response of his neighbors suggest about racial tension and relationships in Maycomb County?
13. What does Scout mean when she says she “tried to climb in Jem’s skin and walk around in it”(65)?
14. Who do you think mended Jem’s pants? Why do you think he/she did this?
15. What details suggest that Nathan Radley is lying about the tree being sick? Why do you think he lies?
16. At the end of chapter seven Scout notices that Jem has been crying. Why do you think Jem is upset?
17. Why is it challenging to build a snowman in southern Alabama? How does Jem manage this challenge?
18. Why does Atticus wake Scout and Jem up? Why do they need to leave their house? Where does Atticus tell them to wait?
19. Describe the way the town comes together to help Miss Maudie. What does this scene tell you about the role of the community in Maycomb County?
20. What do Atticus, Jem, and Scout realize when they notice the blanket the morning after the fire? How does each person respond to the revelation?
21. Why does Scout fight with Cecil Jacobs?

22. How does Atticus respond when Scout repeats the racist language that she heard at school?
23. Who has Atticus agreed to defend? In your own words, explain why Atticus takes the case.
24. What do you think Atticus means when he says that he won't win the case because "we were licked a hundred years before we started"(87)?
25. Describe the members of the extended Finch family. Which family members share Atticus's values? Which do not? Describe Jem and Scout's relationship with their relatives.
26. Why is Aunt Alexandra critical of the way that Atticus is raising Scout? How does Atticus respond to her criticism? In light of this criticism, what is ironic about the fact that Francis is going to learn to cook?
27. What do you think Francis means when he calls Dill a "stray dog" (94)?
28. Summarize Scout's criticisms of her father. What do her criticisms reveal about the values of her community? How do most people in Maycomb County define "manliness"?
29. According to Atticus, why is it a sin to kill a mockingbird?

30. What is it about Tim Johnson's appearance and behavior that makes Jem think that the dog has rabies?
31. According to Miss Maudie, why did Atticus give up shooting?
32. Who is Mrs. Henry Lafayette Dubose?
33. What do you think Mrs. Dubose means when she says Atticus's decision to defend Tom Robinson is "going against his raising?" What do her comments reveal about racism in Maycomb?
34. What does Mrs. Dubose say that pushes Jem over the edge? What does he do to retaliate? Why does Atticus defend Mrs. Dubose?
35. What does Jem offer to do as a way of apologizing to Mrs. Dubose? What does she ask him to do instead?
36. . What does Atticus reveal to Jem and Scout after Mrs. Dubose's death? Why do you think he waited to tell them?
37. . How can you tell that Jem was impacted by what Atticus told him and what he experienced as he dealt with Mrs. Dubose?

Directions: Define the following words.

38. Postponement:

39. Vain:
40. Noble:
41. Ingenuous:
42. Relativity:
43. Fluently:
44. Provocation:
45. Guileless:
46. Mortify:
47. Subdue:
48. Croon:
49. Ruination:
50. Evasion:
51. Jar (verb):
52. Inconspicuous:
53. Foliage:
54. Vehemently:
55. Simultaneous:
56. Confined:
57. Acquisition:
58. Tranquil:
59. Disposition:
60. Escapade:

Figurative Language/Literary Device Section

Directions: Decide which Literary Device is being used in each example or writing passage. Pick the best multiple choice answer.

Word Bank: Hyperbole, Characterization, Imagery, Allusion, Flashback, Conflict, Alliteration, Denotation, Foreshadowing, Connotation, Analogy, Euphemism

61. She sells sea shells by the seashore.

- a. Alliteration c. Characterization
- b. Imagery d. Conflict

62. Sarah was having a bad hair day today. It looked crazier than the Weeknd's!!

- a. Euphemism c. Characterization
- b. Foreshadowing d. Allusion

63. Red is to apple as yellow is to lion.

- a. Alliteration c. Characterization
- b. Analogy d. Imagery

64. "He was almost twice as tall as a normal man and at least five times as wide. He looked simply too big to be allowed, and so *wild* – long tangles of bushy black hair and beard hid most of his face, he had hands the size of dustbin lids and his feet in their leather boots were like baby dolphins."

- a. Hyperbole c. Characterization
- b. Imagery d. Flashback

65. Sally wants to go to the mall with her friend Lauren, but Lauren wants to go to the park and play Frisbee golf.

- a. Alliteration c. Conflict
- b. Hyperbole d. Foreshadowing

66. The teacher told us that we were acting childish. I was annoyed with what she said because even though I was a child, it also implied that I was immature.

- a. Connotation c. Analogy
- b. Allusion d. Imagery

67. Childish, childlike, and youthful all have the same definition or direct meaning.
- a. Euphemism c. Imagery
 - b. Characterization d. Denotation
68. Instead of telling my daughter that her grandma died, I told her that she had passed away, but we would see her again someday.
- a. Denotation c. Euphemism
 - b. Connotation d. Conflict
69. Whenever somebody asks to take a drink from my coke it makes me remember having to share a water bottle on hikes with my slobbery brothers. I cringe at the thought of choosing to share it.
- a. Connotation c. Alliteration
 - b. Flashback d. Analogy
70. Whenever Ryan hears the creepy music make its way on the TV he knows that somebody is about to be murdered in the scary movie!
- a. Allusion c. Flashback
 - b. Foreshadowing d. Conflict
71. Oh my gosh! Thank you so much for helping me study for that test, you're a life saver!!
- a. Denotation c. Connotation
 - b. Hyperbole d. Euphemism
72. *The night was black as ever, but bright stars lit up the sky in beautiful and varied constellations which were sprinkled across the astronomical landscape.*
- a. Imagery c. Characterization
 - b. Analogy d. Foreshadowing

Argumentative Essay Section

Example Item 1

DOK Level: 4

English Language Arts (ELA) Grade 8 Content Domain: Writing and Language

Standard: ELACC8W2.

Directions: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. In this section, you will read about the ongoing debate over the use of genetically modified (GM) food. What are the benefits and dangers of producing and consuming foods that have been genetically modified? You will write an argumentative essay in your own words supporting either side of the debate in which you argue for or against the use of GM food. Before you begin planning and writing, read the two texts: 1. “GM Food Saves Lives” 2. “What We Don’t Know About GM Food Can Kill Us” As you read the texts, think about what details from the texts you might use in your argumentative essay.

GM Food Saves Lives by Rebecca Wilson

Genetically modified (GM) food was introduced to the citizens of the United States in 1994. Since then, the use of genetics on produce and animals has become so widespread that each person in the United States is most likely eating GM food daily. A primary reason for its popularity is how beneficial it is to people and businesses.

What is genetic modification?

Plants and animals naturally go through a process of selection for survival. Features that make the plant or animal more likely to live are passed along, and features that are not advantageous are weeded out. These genetic mutations occur over generations, though, making improvement a slowmoving process. Scientists discovered that they could improve specific characteristics quickly by introducing foreign genes into an organism, such as those from plants, animals, and even viruses. For example, exposing a plant to a certain virus can make it more resistant to disease. Transferring genes from cows to pigs can help the pigs create more milk for larger litters of piglets. The targeting of genes allows scientists to bring out the specific traits of a product that will make it more successful.

Uses of GM foods

There are three main reasons for genetically modifying food: to produce more food at lower cost, to increase the health value of the food, and to make the food more desirable. When crops are modified to withstand disease and drought, it takes fewer resources to produce them, and fewer crops are lost. But altering food goes much further than this. Scientists are also able to make food more nutritious. For example, Golden Rice is infused with vitamin A in the hopes of saving the lives of children suffering from vitamin A deficiencies. However, the earliest uses of GM food are still the most popular. Genetic modification makes food look and taste better. Tomatoes stay ripe longer. Apples have fewer bruises. Strawberries grow larger.

Safety

Opponents of GM food say that changing an organism’s genetic code is dangerous. They say that changes to a plant’s durability can create superweeds that kill crops and that altering nutrition values could cause health problems for the people who eat the food. Yet thousands of research

studies have shown no evidence that GM food causes harm, either to the environment or to people. It's safe, effective, and needed in a time when food shortages are skyrocketing.

What We Don't Know About GM Food Can Kill Us by Daniel McLeod

Humans have a history of moving forward with great ideas—until they realize that those ideas weren't so great. Back in the 1940s, people around the world started using a miracle insecticide called DDT ("dichlorodiphenyltrichloroethane"). It killed every annoying insect out there! It was helping to eliminate malaria-carrying mosquitoes and life-threatening spiders. DDT was the best insecticide ever—until people realized the severe damage it was doing to the environment. It took over thirty years of using the chemical agent for scientists to verify the problems and for countries to ban DDT's use. Only now, seventy years since it became popular, are some of the species negatively affected by it finally regaining a foothold on life.

Genetically modified (GM) food is our generation's DDT. Just as before, people have jumped headlong into the process of making food better, stronger, and different through changes to an organism's genetic code. Scientists are altering plants and animals at their most fundamental levels with no regard to the effects we might see in twenty, thirty, or even seventy years from now. True, this process is producing food at a lower cost and higher rate, something this world desperately needs, but at what cost?

There have been documented cases of genetically altered crops affecting the durability of weeds that compete for the crops' resources. It's believed the genetic mutation of the crops spread to the weeds. These weeds, called superweeds, are aggressive and resistant to the chemicals used to kill them and now threaten the crops' growth. Another current problem is the reduction in insects such as butterflies and bees, which pollinate flowers. Crops designed to produce natural insecticides are killing off these important creatures. The ecosystem is thrown off balance without them.

Those problems are nothing compared to the ones we don't know about yet. How will these modifications affect the humans who consume this food over a lifetime? How will unforeseen mutations affect the food? These questions can't be answered right now since we won't see the effects for decades.

The biogenetics companies that produce GM food say the food has been tested by thousands of studies. What they don't say, however, is that they are the ones who funded the studies. Their financial interest in studies showing that GM food is safe compromises the believability of the studies. How might their corporate dollars have affected the results the scientists are reporting? The plain truth is that we don't know how GM food will affect humans, plants, and animals in the future. We shouldn't be risking our lives by eating altered food without knowing whether or not genetic modification is another DDT.

Directions: Now that you have read “GM Food Saves Lives” and “What We Don’t Know About GM Food Can Kill Us,” create a plan for your argumentative essay.

Think about ideas, facts, definitions, details, and other information and examples you want to use. Think about how you will introduce your topic and what the main topic will be for each paragraph. Be sure to identify the sources by title or number when using details or facts directly from the sources.

Write an argumentative essay in your own words supporting either side of the debate in which you argue for or against the use of GM food. Be sure to use information from both texts.

Now write your argumentative essay. Be sure to:

- **Introduce your claim.**
- **Support your claim with logical reasoning and relevant evidence from the texts.**
- **Acknowledge and address alternate or opposing claims.**
- **Organize the reasons and evidence logically.**
- **Use words, phrases, and clauses to connect your ideas and to clarify the relationships among claims, counterclaims, reasons, and evidence.**
- **Establish and maintain a formal style.**
- **Provide a concluding statement or section that follows from and supports the argument presented.**
- **Check your work for correct usage, grammar, spelling, and capitalization.**

Fill out an Argumentative Essay Graphic Organizer first.

Argumentative Essay Graphic Organizer

- I. Introduction Paragraph:
 - A. Hook:
 - B. Transition:
 - C. Thesis Statement:
- II. First Body Paragraph

. Topic Sentence:

A. Quote #1:

B. Explanation of Quote #1:

C. Transition:

III. Second Body Paragraph

A. Topic Sentence:

B. Quote #1:

C. Explanation of Quote #1:

D. Transition:

IV. Third Body Paragraph

. Topic Sentence:

A. Quote #1:

B. Explanation of Quote #1:

C. Counter-Argument:

D. Disprove Counter-Argument:

V. Conclusion Paragraph

. Restate thesis statement in your own words:

A. Call to Action:

Directions: Once the organizer is completely filled in, write all your information in paragraph format in the space provided.


