

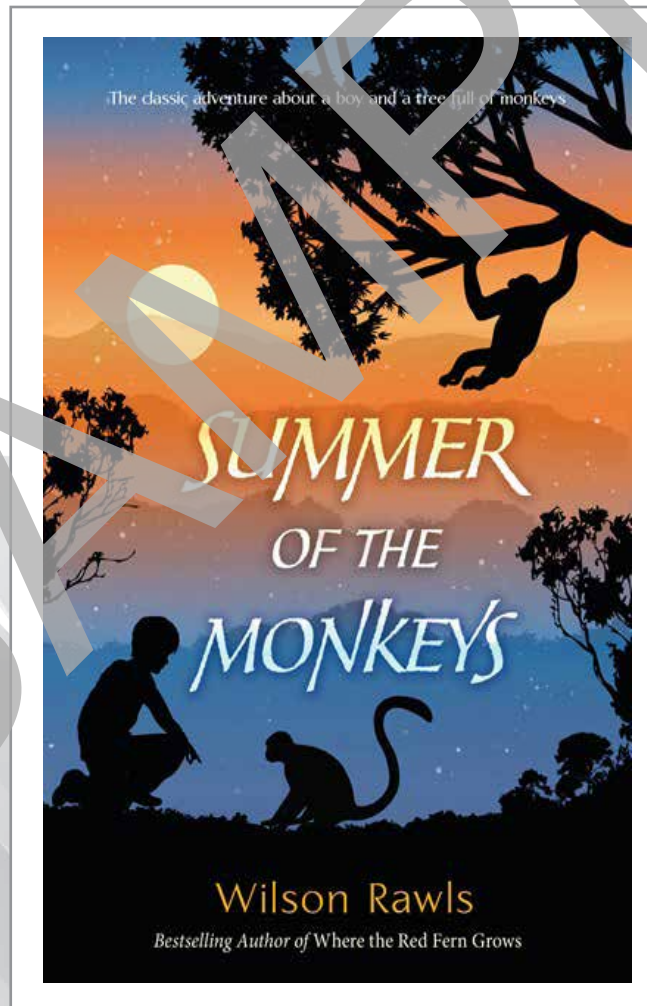


**STUDENT PACKET**

**GRADES 6-8**

# Summer of the Monkeys

Wilson Rawls



**READ, WRITE, THINK, DISCUSS AND CONNECT**

# Summer of the Monkeys

Wilson Rawls

## STUDENT PACKET

**NOTE:**

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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## Note to the Teacher

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the following reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

**Basic Understanding:** The student will demonstrate a basic understanding of written texts. The student will:

- use a text's structure or other sources to locate and recall information (Locate Information)
- determine main idea and identify relevant facts and details (Main Idea and Details)
- use prior knowledge and experience to comprehend and bring meaning to a text (Prior Knowledge)
- summarize major ideas in a text (Summarize Major Ideas)

**Literary Elements:** The student will apply knowledge of literary elements to understand written texts. The student will:

- analyze characters from a story (Character Analysis)
- analyze conflict and problem resolution (Conflict/Resolution)
- recognize and interpret literary devices (flashback, foreshadowing, symbolism, simile, metaphor, etc.) (Literary Devices)
- consider characters' points of view (Point of View)
- recognize and analyze a story's setting (Setting)
- understand and explain themes in a text (Theme)

**Analyze Written Texts:** The student will use a variety of strategies to analyze written texts. The student will:

- identify the author's purpose (Author's Purpose)
- identify cause and effect relationships in a text (Cause/Effect)
- identify characteristics representative of a given genre (Genre)
- interpret information given in a text (Interpret Text)
- make and verify predictions with information from a text (Predictions)
- sequence events in chronological order (Sequencing)
- identify and use multiple text formats (Text Format)
- follow written directions and write directions for others to follow (Follow/Write Directions)

**Critical Thinking:** The student will apply critical-thinking skills to analyze written texts. The student will:

- write and complete analogies (Analogies)
- find similarities and differences throughout a text (Compare/Contrast)
- draw conclusions from information given (Drawing Conclusions)
- make and explain inferences (Inferences)
- respond to texts by making connections and observations (Making Connections)
- recognize and identify the mood of a text (Mood)
- recognize an author's style and how it affects a text (Style)
- support responses by referring to relevant aspects of a text (Support Responses)
- recognize and identify the author's tone (Tone)
- write to entertain, such as through humorous poetry or short stories (Write to Entertain)
- write to express ideas (Write to Express)
- write to inform (Write to Inform)
- write to persuade (Write to Persuade)
- demonstrate understanding by creating visual images based on text descriptions (Visualizing)
- practice math skills as they relate to a text (Math Skills)

Name \_\_\_\_\_

### Anticipation and Reaction

**Directions:** Consider the following statements before you read the novel. Place a checkmark in one of the boxes to show whether you agree or disagree with each statement, and provide your reasoning. After you have completed the novel, mark your responses again. Provide an explanation for why your opinion changed or remained the same.

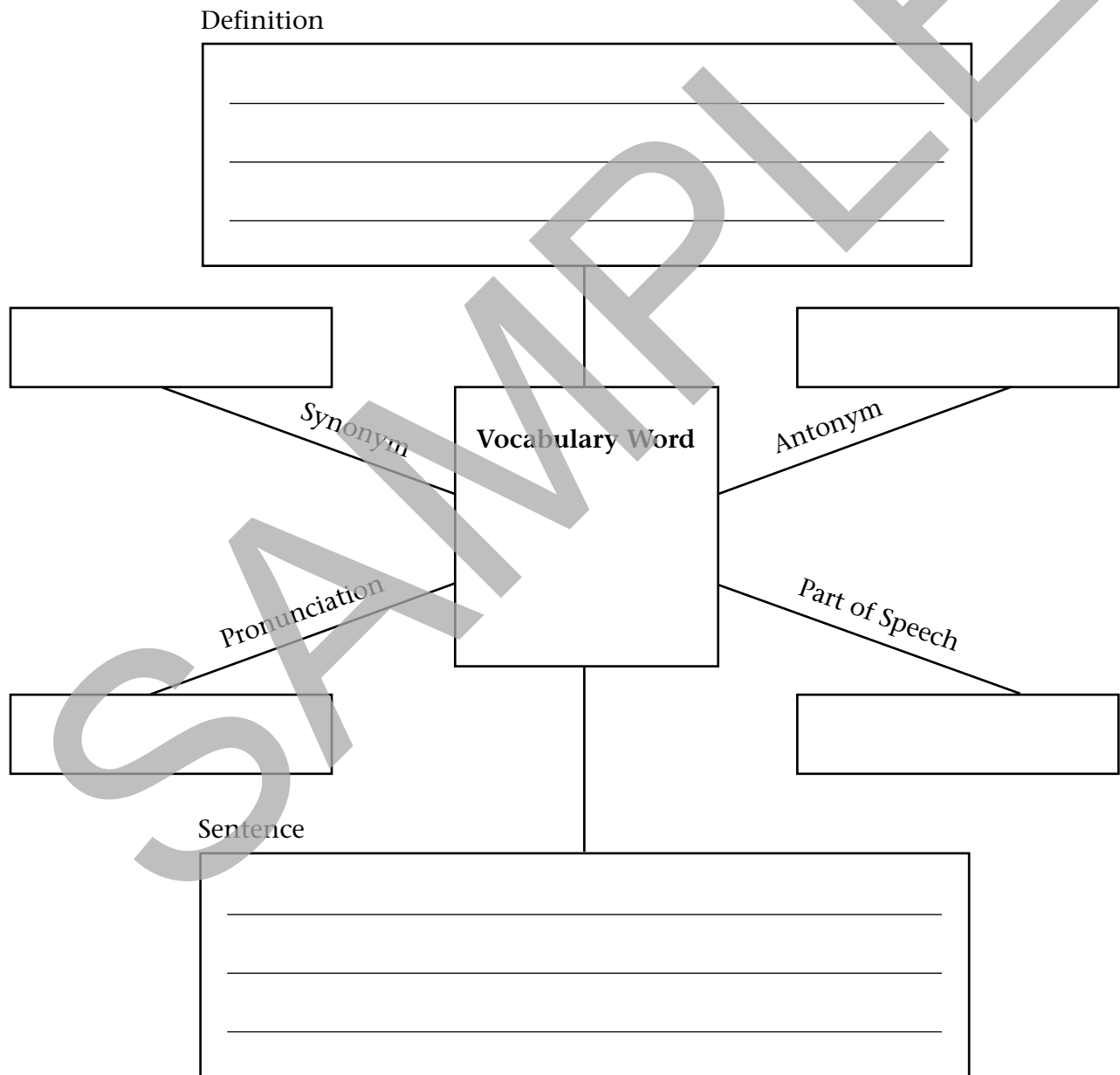
Statement	Response Before Reading	Response After Reading
1. Generosity should be rewarded.	<input type="checkbox"/> you agree with the statement <input type="checkbox"/> you disagree with the statement	<input type="checkbox"/> you agree with the statement <input type="checkbox"/> you disagree with the statement
2. Animals can sense people's emotions.	<input type="checkbox"/> you agree with the statement <input type="checkbox"/> you disagree with the statement	<input type="checkbox"/> you agree with the statement <input type="checkbox"/> you disagree with the statement
3. People must help their wishes become reality.	<input type="checkbox"/> you agree with the statement <input type="checkbox"/> you disagree with the statement	<input type="checkbox"/> you agree with the statement <input type="checkbox"/> you disagree with the statement
4. With hard work, a person can accomplish anything.	<input type="checkbox"/> you agree with the statement <input type="checkbox"/> you disagree with the statement	<input type="checkbox"/> you agree with the statement <input type="checkbox"/> you disagree with the statement

Name \_\_\_\_\_

### Word Map

blot	unruly	portion	trough
flares	buckboard	quiver	twine
deliberately			

**Directions:** Complete a word map like the one below for five of the vocabulary words above.



Name \_\_\_\_\_

**Directions:** Respond to the following items on a separate sheet of paper. Use your answers in class discussions, for writing assignments, and to review for tests.

### Chapters 1–3

1. Where is the Lee family's farm located?
2. How did Jay Berry's and Daisy's births differ?
3. How did Jay Berry's parents get 60 acres of land?
4. Why did Mama insist on spending the family's first night in the Oklahoma Territory on the farm land?
5. Describe how Daisy decorated her playhouse.
6. Why does Jay Berry take Rowdy with him to the river bottoms?
7. What is Papa's explanation for a monkey's presence in the river bottoms?
8. How does Jay Berry's grandfather explain the monkey's presence in the river bottoms?
9. How does Jay Berry's grandfather make monkey traps?
10. What does Jay Berry remind his mother that he's always wanted?
11. Why does Daisy initially object to Jay Berry's monkey hunting?
12. Who does Daisy believe can curse a person with bad luck?

### Chapters 4–6

1. Why does Papa worry about Jay Berry's first monkey-catching attempt?
2. Why doesn't Jay Berry allow Rowdy to chase any animals in the river bottoms?
3. What does Jay Berry mistake the hundred dollar monkey for when he first sees him?
4. How does the hundred dollar monkey avoid the traps (but take the bait) the first and second times Jay Berry sets them?
5. What happens to Jay Berry's belongings when he and Rowdy leave to drink from the spring?
6. How does Jay Berry anger the hundred dollar monkey?
7. Why can't Jay Berry try to catch only the small monkeys, as Papa advises?
8. Why does Mama worry immediately when she sees Jay Berry?
9. What device does Jay Berry's grandfather give him to help him catch the monkeys?
10. Describe Jay Berry's grandmother.
11. Why are Jay Berry's parents and grandparents steadily saving money?
12. With whom does Jay Berry "get even" using the net his grandfather lent him?
13. Who helps Jay Berry dig a hole for a new monkey trap?

Name \_\_\_\_\_

### Conflict

The **conflict** of a story is the struggle between two people or two forces. There are three main types of conflict: person vs. person, person vs. nature or society, and person vs. self.

**Directions:** The characters experience some conflicts in the story. In the chart below, list the names of three major characters. In the space provided, list a conflict each character experiences. Then, explain how each conflict is resolved in the story.

Character: \_\_\_\_\_

Conflict	Resolution

Character: \_\_\_\_\_

Conflict	Resolution

Character: \_\_\_\_\_

Conflict	Resolution