***Something for Joey***

**Midway Assignment**

Prologue 🡪 Spring 1973 (p. v - 87)

**IMPORTANT NOTE:**

One final project assignment would involve you making several journal entries as you read your book. Completion of this choice would mean you would be done the final project by the time you finish reading. I borrowed this off the Internet. If you’re lucky, your history teacher will assign something very similar and you can earn double credit. If interested, you will need to begin right away so here is the project:

* Keep a ***hand-written*** journal. If you have an old-style elementary school notebook, use it. Your first entry will likely be long – a page or even 2 or 3. From then the entries will get shorter, but each should be about ½ - ¾ page. Each day, detail how your day has gone, what you are seeing in the news, as well as how you, your family, your friends, community, nation, and world is responding. Aside from your writing skills, use any other talents you see fit such as drawing, photographs, poetry, music, etc…

***Be authentic. Be honest. Be reflective.***

* When you are finished, keep this somewhere safe. In 40 - 50 years when you are the grandparent, you will have some very interested children clustered around you on the couch as you read to them about this troubling time during your youth.
* Here are some possible questions you can respond to each day (but change it up; don’t always discuss the same questions – you need variety because in time you may easily forget the details)
	+ Think back 🡪 When did COVID-19 become real to you? What first happened to make you see that this is an actual THING?
	+ Think back 🡪 What has the government already announced/declared/implemented.
		- When these steps were first brought in, did they make sense, or did people think the government was over-reacting?
		- Did these impact your life & how?
		- How did your family and friends respond?
	+ What is open in your community? What was the first to close & why? What has stayed open & why? What has changed in the daily operations of the businesses that have stayed open?
	+ What does your neighbourhood look like compared to normal? Are people walking around? Driving? Playing? Parks?
	+ What has the government newly announced/declared/implemented? How will these new rules affect you differently?
	+ How is today different from yesterday for you, your family, friends, community, nation, world?
	+ Do you see any examples of racism, privilege, or income inequity in any of the events that happen in your community, province, nation, or world today?
	+ What did you see or hear about today that gave you hope, anxiety, or fear?
	+ What does your family need today that you do not have, don’t have enough of, or have no access to?
	+ What activities are you, your family, your friends doing to support each other through this? Do they help? What other ideas do you have that could add variety or help even more?

***Something for Joey***

Richard Peck

*Something for Joey* is the story of Joey Cappelletti who is a victim of leukemia. This story tells of himself and his brother John, their mutual love and support, and their struggle to overcome life’s hurdles. John was a football halfback at Pennsylvania State University. Joey was a feisty 8-year-old who idolized his older brother. When Joey was diagnosed with leukemia, his parents placed him in an experimental treatment program.

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**Prologue 🡪 Spring 1973 (p. v - 87)**

**Complete any 40 marks**

1. Identify 5 challenging vocabulary words used in the novel which you feel are important to understand. Record the word, the page number, and use the word correctly in a unique sentence. (5)
2. Create a list of five important quotes (that are not included later in this assignment) as you read the first half of the novel. For each provide the quote, the page number, and the significance. (10)
3. Explain the purpose of the prologue and its effect on the reader. (2)
4. Explain the purpose of the contrast between the two grown men and the one young boy at practice as the novel opens. (4)
5. Identify each member of the Cappelletti family by name, age, and gender as well as any other significant details or accomplishments. (6)
6. The Cappelletti family has a unique decision-making process. “Whenever a problem important enough to concern the whole family arose, a solution was arrived at by family conference. It was understood by everyone that Anne and John Sr. would make any final decision, but each opinion was valuable. Each opinion affected the outcome.” (p. 27). In a paragraph, support whether this is a process that you would choose to adopt in your own family, either in your home now or in your home once you have your own family. (5)
7. Explain the **significance** of any 10 of the following quotes (what point was the author making; how is each important to the themes being developed in the novel?). (20)
	1. “‘Days like this,’ she said, ‘I wonder if we did the right thing.’” (p. 12)
	2. “There was no anguish in her pose – only resignation, the calm acceptance that is its own kind of peace.” (p. 13)
	3. “Mere approval wasn’t all that was visible in John’s frequent sidelong glances at Joey. There was genuine admiration, that and pride in his brother’s grit and optimism.” (p.16)
	4. “‘Hey, look at you,’ he said. ‘They’ve got you on ice like a can of beer.’” (p. 28)
	5. “‘There are six of us,’ Anne said. She got a confirming nod from her husband. ‘Six of us, only one of you, and you’re busy.’” (p. 31)
	6. “‘So tonight I’m going to pray that Joey dies.” (p. 38)
	7. “I’d put him in a home.” (p. 41)
	8. “‘Talk to him,’ Michael said quietly.

‘Can he hear me?” John asked.

‘No, he can’t,” Michael said. ‘But it matters to her.’ He pointed toward the kitchen.” (p. 52)

* 1. “‘Johnny, he loves you so much, there’s nothing you could do better for him than just make him proud of you.’” (pp. 65-66)
	2. “Joey hung back, but the look on his face explained how much he really wanted to be inside the circle of John’s admirers. He looked up at O’Neill to say quietly, ‘Those guys aren’t interested in me.’” (p. 77)
	3. “Anne was embarrassed. She had never considered it remarkable before, only common sense.” (p. 80)
	4. “John, you’re important to us too. Now I don’t want to hear any more about it.” (p. 83)
	5. “What opposing teams hadn’t been able to accomplish all year, an invisible organism did: it crippled the Penn State offense.” (p. 86)