Legend

By: Marie Lu

Publisher: Gale

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Genre: science fiction/dystopian
Setting: California, future

SUMMARY:
Day is a criminal of the Republic. Although many crimes have been pinned on him, no one is sure exactly who he is or what he looks like, and tracking him down has been harder than expected. June is fifteen year old, brilliant, daring, privileged, and training to be a soldier for the Republic. When her older brother, Metias, is killed outside a hospital while on duty, the murder is believed to be the work of Day, and June vows to track him down. When the two unexpectedly meet, June begins to question the Republic and everything she believes in.

AUTHOR’S BIOGRAPHICAL SKETCH:
Marie Lu was born in Shanghai and moved to Texas. She was born in 1984 and believes this may partially account for her love of dystopian literature. While attending college in southern California, she decided to stay there. She currently lives in Pasadena. Legend in being made into a movie.

http://marielu.org/marie.html

Other books written by the author:
Prodigy

SIMILAR BOOKS/BOOKS WITH A SIMILAR THEME:
The Last Book in the Universe
Hunger Games
Divergent by Veronica Roth
Enclave by Ann Aguirre.

DISCUSSION QUESTIONS: (If question is related to a specific chapter, chapter is in parenthesis following question)
1. We learn that Day also earned a perfect score on his trial. Why do you think he was told he failed and his scores were hidden?

2. What do you think will happen to Eden? Tess?

3. Metias knows that the Republic had his parents killed. If he had lived, what do you think he would have done? Do you think he would have spoken to June about this?

4. In reading Marie Lu’s biography from her website, www.marielu.com, she describes her birth year as “ironic.” Discuss what early book about a dystopian future she is referring to.

5. Discuss how this book might have been different if the June character would have been a male. Do you believe having the two main characters male and female was the best decision? Discuss why.

6. If you could spend a day with either June or Day, which character would it be? Discuss the reasons for your choice.

LITERARY LINKS or ACTIVITIES:
http://www.telegraph.co.uk/culture/books/9143409/The-Hunger-Games-and-the-teenage-craze-for-dystopian-fiction.html

Language Arts (List activity and Common Core Standards Grades 6-8 addressed by each):
Compose a two page, typed, double-spaced paper that details your opinion on why dystopian novels are so popular for young adult readers; on page two provide an annotated bibliography of other favorite dystopian novels.

EL.6.4.3 2006 Write informational pieces of several paragraphs that: engage the interest of the reader; state a clear purpose; develop the topic with supporting details and precise language; conclude with a detailed summary linked to the purpose of the composition.

EL.7.4.3 2006 Support all statements and claims with anecdotes (first-person accounts), descriptions, facts and statistics, and specific examples.

EL.8.4.3 2006 Support theses or conclusions with analogies (comparisons), paraphrases, quotations, opinions from experts, and similar devices.

Dystopian literature, that takes place in a future society is popular. Explain how Legend is
similar to/ different from other books of this genre. Write a comparison contrast paper comparing Legend to another book, discuss this with a group, or give a speech on this topic.

8.RL.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

8.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

8.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

8.W.1 Write arguments to support claims with clear reasons and relevant evidence.

8.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

8.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

8.W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

8.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Mathematics (List activity and Common Core Standards Grades 6-8 addressed by each):

Science (List activity and Common Core Standards Grades 6-8 addressed by each):

In Legend the government tests the plague strain and vaccines on people. Read some articles on current medical research. How are vaccines and medicines developed today?

6-8.RS.1 Cite specific textual evidence to support analysis of science texts.
6-8.RS.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

6-8.RS.6 Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

6-8.RS.10 By the end of grade 8, read and comprehend science texts in the grades 6-8 text complexity band independently and proficiently.

6-8.WS.1 Write arguments focused on discipline-specific content.
   a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
   b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
   c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
   d. Establish and maintain a formal style.
   e. Provide a concluding statement or section that follows from and supports the argument presented.

6-8.WS.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

6-8.WS.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

6-8.WS.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

6-8.WS.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

6-8.WS.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

6-8.WS.9 Draw evidence from informational texts to support analysis, reflection, and research.

6-8.WS.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Social Studies (List activity and Common Core Standards Grades 6-8 addressed by each):

At different times during history, medical research has been conducted on human subjects
without their consent. Do some research to learn more about this. Report back to your class on your findings.

6-8.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources.  
6-8.RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.  
6-8.RH.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

**Challenging Words (pronunciation, spelling, defining)** (include chapter and/or page #):

**Battle of the Book Questions available through the link on the Young Hoosier Book Award webpage.**