

Overview of Grade 8 Summer Assignments

Required

Humanities

- ☐ Read *Uprising* by Margaret Peterson Haddix.
- ☐ Complete *Uprising* Pen-in-Hand.
- ☐ Read at least **one** book from the Grade 8 summer reading list.
- ☐ Read **another book** of your choice (can come from the reading list or can be one you find on your own).
- ☐ Write a 1-page/300-word summary of the book from the Grade 8 summer reading list.
- ☐ Complete log of assigned IXL activities to 80% mastery OR 20 minutes, whichever comes first.
- ☐ Complete Capstone summer reading:
 - ☐ **1 book related to your social justice movement**
 - ☐ **2 articles related**
 - ☐ [The United Nations Universal Declaration of Human Rights](#)
- ☐ Write a brief reflection (1 page/300 words) on your Capstone work.
- ☐ Play the iCivics games “Activate” and “LawCraft” and answer reflection questions

Math

Exercises in IXL

- ☐ Complete recommended exercises in IXL (20 minute sessions).
- ☐ Keep track of your work through the summer math log.

Recommended

SSAT Prep

- ☐ Test Innovators: Complete two 30-minute sessions on at least 10 separate days focusing on areas of challenge identified in the program.

June 2020

Dear Rising Grade 8 Student,

First, I am very excited to get to know you in September. The year isn't even over, and we are already preparing you for next year. I do hope you are able to relax this summer and do a little less, but how better to relax than with a great book?

The required book is *Uprising*. It tells the story of three young women in New York City in the early 1900s. Two women are immigrants and face many of the challenges we will study in our first unit. The third woman is the daughter of a rich businessman and also must find her place in a changing society. Specific **directions** while reading *Uprising* are on the next sheet and on PSL. It is a wonderful book and includes lots of historical information.

You will read one (1) book from the St. Patrick's Grade 8 Summer Reading Book List (online) and write a 1-page summary.

You will read one (1) book, two (2) articles, and the United Nations Universal Declaration of Human Rights for your Capstone Project.

This summer, you can explore two social justice movements, but before you return to school in September, you need to know which social justice movement you want to focus on for your Capstone Project.

For your resources, especially articles, you will have to search on the St. Patrick's Library webpage and the DC Public Library online databases. If you need help using databases, check out the PSL page for helpful videos. See the attached "Capstone 2020 Summer Work" sheet for more detailed information.

For your fourth and final book, choose any book you like and enjoy! You should be prepared to talk and write about your book in the fall. I know how much you love to read, and it is important to show that you did the required assignments as well.

Finally, get in the habit of reading the newspaper this summer. All year we will make connections between 20th Century history and today. You will want to be informed.

Have a wonderful summer. I am really looking forward to getting to know you in the fall.

Sincerely,

Ms. Elmore

elmorem@stpatsdc.org

Uprising by Margaret Peterson Haddix

Look to the PSL “Summer Work 2019” page for examples and documents!

1) As you read *Uprising*, you must use a specific pen-in-hand (PIH) note-taking strategy.

Read the information below; it is also available on the PSL Summer Work Class.

UPRISING: Using Pen-In-Hand (PIH)

Codes & Definitions (write these codes in the margins of the book!)	Examples	Explanations of PIH Code
<p>C = CLASS</p> <p>Instances establishing a character’s CLASS OR identifying CLASS issues within the story, including:</p> <ul style="list-style-type: none"> - Economic Status - Social Status - Access to Services 	<p>[Bella]: “ ‘No fire escapes?’ ”</p> <p>“ ‘Not <i>here</i>,’ Pietro said. ‘Not in this part of the city. There are hoity-toity rich people just around the corner. They think fire escapes are ugly’ ” (17).</p>	<p>This is an example of a class issue. The upper class put the physical appearance of the city before the safety of the working class, despite the imposed guidelines.</p>
<p>G = GENDER</p> <p>Examples of GENDER roles, including:</p> <ul style="list-style-type: none"> - Social Forces - Cultural Expectations - Femininity/Masculinity - Discrimination &/or Opportunity 	<p>“...keeping her eyes downcast like a proper, obedient Italian girl...she had been neither proper nor obedient back home in her village, Calia. She’d been the girl whose braids were always coming undone, who ran through the men’s bocce games, who hitched up her skirts to chase after the goats” (7).</p>	<p>Bella behaves like a “proper, obedient Italian girl,” when she responds politely and avoids eye contact with a man.</p> <p>She is also characterized as “neither proper nor obedient” when her hair is unkempt and her skirt is adjusted so she can run after the goats.</p> <p>Acceptable and unladylike behavior (according to social standards placed upon women) are referenced in both parts of this excerpt, respectively.</p>
<p>T = THEME (The Immigrant Experience)</p> <p>- <i>What is it like adjusting to a new country with foreign cultures/traditions?</i></p> <p>- <i>What types of emotions do immigrants experience (hope, fear, loss, homesickness, misunderstanding, etc.?)</i></p>	<p>“...coming from Ellis Island, Bella had been terrified... She was afraid that she’d be trampled; she was even a little afraid that the American officials might change their minds and hunt her down and send her back” (8).</p>	<p>Bella is “terrified” upon her arrival. Her fear of being “trampled” is in reaction to her surroundings, which are both strange and crowded.</p> <p>As well, Bella is fearful of rejection. She worries she’ll be hunted down and sent back.</p> <p>Fear and rejection are some of the emotions that immigrants experienced throughout their transitions.</p>
<p>WP = Answers the Writing Prompt</p> <p><i>Which character is the most heroic?</i></p>	<p>“Yetta pushed a blood-soaked strand out of her eyes....</p> <p>‘We have a right to strike!’ she protested. ‘I haven’t committed a single illegal act!’ ...</p> <p>The policeman slammed his club against Yetta’s head, and everything went dark” (86).</p>	<p>Despite being bruised and beaten throughout the strike, Yetta stands her ground in the midst of being arrested.</p> <p>She acts bravely because she knows she’s in danger of being further injured and arrested, but she remains faithful to the Workers’ Rights cause.</p>

Humanities IXL Summer Work

Complete the assigned IXL activities to 90% mastery or 20 minutes, whichever comes first. You must keep a log of the work you do. For each session list the date, time spent, and SmartScore. The log is due on the first day of school.

All Grade 8 Language Arts

Reading Strategies

B.1 Match quotations with theme

E. 6 Classify Figures of Speech

F. 1 Analyzing Short Stories

Writing Strategies

K.3 Choose evidence to support a claim

O.6 Correct errors in everyday use

P. 4 Identity plagiarism

Vocabulary

V. 1 Analogies

V. 2 Analogies: Challenge

W. 4 Use context to identify the meaning of a word

Grammar and Mechanics

NN. 5 Commas review

QQ. 1 Correct capitalization errors

RR. 4 Formatting quotations and dialogue

Capstone 2020 Summer Work

The goal of Capstone Summer Work is for you to gain background knowledge in your major area of interest. Your Capstone Summer work falls into 2 categories:

A. Capstone Reading:

1. You will **select ONE book to read over the summer for your social justice movement.** The book should be at an appropriate reading level and be substantive. You DO NOT have to take notes on this reading. You can find suggested book titles and articles by going to the PSL “Summer 2020 Rising Grade 8” page. Books can be found at your local library and by searching online. Make sure you have your library card ready!
2. You will do a similar online search for **TWO topic-related articles from magazines or journals for your topic.**
3. You will read the **United Nations Universal Declaration of Human Rights.**
4. You are free to read other related books and articles if you wish.

B. Capstone Writing:

1. In preparation for writing your Personal Narrative and the entire Capstone year ahead, you will **write a brief reflection (1-2) pages on your area of interest and what you have learned about it so far from your summer reading.** Guiding questions: Based on your research...
 - 1) What is a current problem that upstanders in your social justice movement are currently fighting to solve?
 - 2) Which human right from the UN Declaration of Human Rights is being violated?
 - 3) What social inequalities existed in the past and continue to exist today?
 - 4) How are the efforts of the upstanders in your social justice movement effective or ineffective?
 - 5) What work remains to be done in the effort to create an equitable society?
 - 6) What needs to change and how can change happen?

C. Capstone Policy Writing Preparation Games:

1. Go to [iCivis.org](https://www.icivis.org) and play two games (Activate and LawCraft) that will help you gain a better understanding of creating change in a community and writing a law.
2. Answer the following reflection questions for **Activate**:
 - a. What did you do first in the game to solve the problem? How did this help solve the problem?

- b. What were the advantages of doing personal tasks before you got volunteers to help you?
- 3. Answer the following reflection questions for **LawCraft**:
 - a. What was your goal in your own house of Congress, before the compromise process?
 - b. Why do you think the compromise process involves adding so many amendments?
 - c. Was it difficult to stick with your chosen value? Did you have to add an amendment that did not support your value (i.e., Did YOU have to compromise?)
 - d. Why might the president veto a bill?
 - e. What do you think would happen if there was no compromise process? No veto process?

Rising Grade 8 Math Summer Work

Directions: Complete each of the following assignments to 80% mastery. (If your smartscore is already over 80 from work during the year, complete 15 problems correctly and then move on. Be sure to use Grade 7 IXL as this work is review.)

You should not use a calculator for any of the summer math work!!

You should keep a log of the work you do. For each session list the date, time spent, and topic on the top of the page and then any scratch work should be organized below this heading. This log is due on the first day of school.

Everyone should spend time working on the following in IXL Grade 7:

Section H - Rational Numbers

Focus on H.1 through H.9

Section R - Expressions and Properties

Focus on R.1 through R.4 and R.14 through R.16

Section T - One Variable Inequalities

Focus on T.6 and T.7

If you are still working on solidifying your work with Decimals, Fractions and Percents you should complete these additional sections in IXL Grade 7:

Section E - Operations with Decimals

Work on E.8 through E.11

Section G - Operations with Fractions

Work on G.16 through G.18

Section L - Percents

Work on L.3 through L.10

If you are solid on Fractions, Decimals and Percents complete these additional sections in IXL Grade 8:

Section BB - Monomials and Polynomials

Work on BB.1 through BB.6

Section W - One Variable Equations

Work on W.1 through W.11