

# Overview of Grade 8 Summer Assignments 2018

## Required

### Humanities

- Read *Uprising* by Margaret Peterson Haddix.
- Completed *Uprising* assignments.
- 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 about the book from the Grade 8 summer reading list.
- Complete Capstone summer reading:
  - 2 books and**
  - 4 articles**
- In total, before the beginning of school, read **5 books and 4 articles**.
- Complete an annotated bibliography for Capstone readings.
- Write a brief reflection (1 page/300 words) on your Capstone work.

### Math

#### Exercises in IXL (20 minute sessions)

- 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 20 separate days focusing on areas of challenge identified in the program.

June 2018

Dear Rising Grade 8 Students,

First, I am very excited to get to know you next 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 Haiku. 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 two (2) books and four (4) articles for your Capstone Project.**

This summer, you can explore two social justice movements, but before you return to school in September, you need to already know what 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 Haiku page for helpful videos. You will need to read the books and articles and then complete the annotated bibliography. See the attached "Capstone 2018 Summer Work" sheet for more detailed information.

**For your fifth and final book choose any book you like and enjoy!** You should be prepared to talk and write about your book in the fall. As much as I know how much you love to read, 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 20<sup>th</sup> Century history and today. You will want to be informed.

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

Sincerely,

*Ms. Elmore*

## Uprising by Margaret Peterson Haddix

### Look to the Haiku “Summer Work 2018” 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 Haiku 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 style="text-align: center;"><b>C</b> = <b>CLASS</b></p> <p>Instances establishing a character’s <b>CLASS</b> OR identifying <b>CLASS</b> issues within the story, including:</p> <ul style="list-style-type: none"> <li>- Economic Status</li> <li>- Social Status</li> <li>- Access to Services</li> </ul>	<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 style="text-align: center;"><b>G</b> = <b>GENDER</b></p> <p>Examples of <b>GENDER</b> roles, including:</p> <ul style="list-style-type: none"> <li>- Social Forces</li> <li>- Cultural Expectations</li> <li>- Femininity/Masculinity</li> <li>- Discrimination &amp;/or Opportunity</li> </ul>	<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 style="text-align: center;"><b>T</b> = <b>THEME</b> (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 <b>fear</b> of being “trampled” is in reaction to her surroundings, which are both strange and crowded.</p> <p>As well, Bella is fearful of <b>rejection</b>. She worries she’ll be hunted down and sent back.</p> <p><b>Fear</b> and <b>rejection</b> are some of the emotions that immigrants experienced throughout their transitions.</p>

- 2) As you read, you must also write important takeaway notes for each character. See the example and complete the charts below.

*UPRISING: Writing Character Takeaways*

Definitions	Examples	Directions and Explanations
<p><b>Takeaways</b></p> <p><b>Takeaways</b> in literature include significant actions/events, impressions, or conclusions that the reader believes are important to the story.</p>	<p><b>Chapter:</b> Bella <b>PAGES:</b> 7 - 31</p> <p>1. Because Bella’s experience with her new surroundings is so fearful and overwhelming, she reacts unlike herself. In New York, she is quiet and timid; however, in her village, she describes herself as curious and free-spirited. Her experience immigrating to America isn’t simply changing her lifestyle and location; it is potentially changing who she is, and maybe not for the better (8).</p>	<p>After reading each character chapter, write 3-4 <b>Takeaways</b> from that character chapter.</p> <p><b>Takeaways</b> should be <b>numbered</b> and <b>recorded in the Character Takeaways Chart</b>.</p> <p>After recording each <b>Takeaway</b>, <b>go back into the chapter and number where each takeaway can be found</b>.</p>

*UPRISING: Bella’s Chapters Takeaways*

PAGE #s	Takeaways
7 - 31	<p>1. . Because Bella's experience with her new surroundings is so fearful and overwhelming, she reacts unlike herself. In New York, she is quiet and timid; however, in her village, she describes herself as curious and free-spirited. Her experience immigrating to America isn't simply changing her lifestyle and location; it is potentially changing who she is, and maybe not for the better (8).</p> <p>2.</p> <p>3.</p>
44 - 57	
70 - 79	
95 - 102	
122 - 131	
145 - 148	
168 - 176	
204 - 206	
229 - 234	

<b>263 - 268</b>	
<b>287 - 291</b>	
<b>305 - 315</b>	

*UPRISING: Yetta's* Chapters Takeaways

<b>PAGE #s</b>	<b>Takeaways</b>
<b>32 - 37</b>	
<b>58 - 62</b>	
<b>80 - 90</b>	
<b>103 - 110</b>	
<b>132 - 137</b>	
<b>149 - 165</b>	
<b>177 - 188</b>	
<b>207 - 211</b>	
<b>235 - 251</b>	
<b>269 - 276</b>	
<b>292 - 298</b>	

*UPRISING: Jane's* Chapters Takeaways

<b>PAGE #s</b>	<b>Takeaways</b>
<b>38 - 43</b>	
<b>63 - 69</b>	
<b>91 - 94</b>	
<b>111 - 121</b>	
<b>138 - 144</b>	
<b>166 - 167</b>	
<b>189 - 203</b>	
<b>212 - 228</b>	
<b>252 - 262</b>	

<b>277 - 286</b>	
<b>299 - 304</b>	

**UPRISING: Mrs. Livingston's Chapter Takeaways**

<b>PAGE #s</b>	<b>Takeaways</b>
<b>316 - END</b>	

3) Finally, I want you to notice the vocabulary. Underline the following words in the novel. If you do not know the word, look it up in a dictionary and familiarize yourself with definition(s). We will review these words when we return to school.

- |  |  |  |
|--|--|--|
| <ol style="list-style-type: none"> <li>1. repute (p.1 )</li> <li>2. suffrage (p. 3)</li> <li>3. shirtwaist (p.3)</li> <li>4. strike (p. 4)</li> <li>5. lament (p. 4)</li> <li>6. obedient (p. 7)</li> <li>7. stout (p. 9)</li> <li>8. ignorant (p. 10)</li> <li>9. tenement (p. 15)</li> <li>10. laggards (p. 24)</li> <li>11. contempt (p. 26)</li> <li>12. incomprehensible (p. 27)</li> <li>13. padrone (p. 31)</li> <li>14. Czar (p. 33)</li> <li>15. tepid (p. 41)</li> <li>16. conviction (p. 43)</li> <li>17. socialist (p. 58)</li> <li>18. nonchalant (p. 65)</li> <li>19. chattel (p. 66)</li> <li>20. preposterous (p. 68)</li> <li>21. listlessly (p. 70)</li> <li>22. benevolent (p.73)</li> <li>23. scabs (p. 83)</li> <li>24. cowered (p. 84)</li> <li>25. apparitions (p. 84)</li> </ol> | <ol style="list-style-type: none"> <li>26. gaunt (p. 87)</li> <li>27. torpor (p. 92)</li> <li>28. tonic (p. 92)</li> <li>29. torrent (p. 97)</li> <li>30. abominations (p. 115)</li> <li>31. emaciated (p. 144)</li> <li>32. convalescing (p. 144)</li> <li>33. superficial (p. 149)</li> <li>34. pogroms (p. 150)</li> <li>35. avenge (p. 159)</li> <li>36. vagrant (p. 160)</li> <li>37. impertinence (p. 166)</li> <li>38. fervent (p. 169)</li> <li>39. feeble (p. 179)</li> <li>40. deluding (p. 180)</li> <li>41. tactfully (p. 187)</li> <li>42. momentous (p. 194)</li> <li>43. apoplectic (p. 202)</li> <li>44. squalor (p. 212)</li> <li>45. degradation (p. 212)</li> <li>46. subversive (p. 218)</li> <li>47. espionage (p. 219)</li> <li>48. repent (p. 221)</li> <li>49. chagrined (p. 224)</li> <li>50. gaudy (p. 224)</li> </ol> | <ol style="list-style-type: none"> <li>51. ostentation (p. 225)</li> <li>52. revelations (p. 228)</li> <li>53. haranguing (p. 238)</li> <li>54. malleable (p. 238)</li> <li>55. indignation (p. 239)</li> <li>56. teeming (p. 241)</li> <li>57. affliction (p. 244)</li> <li>58. callow (p. 254)</li> <li>59. spiteful (p. 259)</li> <li>60. surly (p. 268)</li> <li>61. solidarity (p. 269)</li> <li>62. voracious (p. 271)</li> <li>63. exuberant (p. 277)</li> <li>64. aversion (p. 277)</li> <li>65. reproving (p. 278)</li> <li>66. conscientious (p. 283)</li> <li>67. immodest (p. 290)</li> <li>68. uncouth (p. 300)</li> <li>69. crone (p. 302)</li> <li>70. overwrought (p. 317)</li> <li>71. reminiscent (p. 320)</li> <li>72. forlorn (p. 326)</li> <li>73. flapper (p. 328)</li> <li>74. incentives (p. 341)</li> <li>75. unprecedented (p. 342)</li> </ol> |
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## **Capstone 2018 Summer Work**

The goal of Capstone Summer Work this year 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 TWO books to read over the summer for your social justice movement.** The books 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 Haiku “Summer 2018 Rising Grade 8” page. Books can be found at your local library and searching online. Make sure you have your library card ready!
2. You will do a similar online search for **FOUR topic-related articles from magazines or journals for your topic.**
3. You are free to read other related books and articles if you wish; these can be added to your bibliography (see below).

### **B. Capstone Writing:**

1. **Create an ANNOTATED bibliography list:** This means that you will keep a list of the books and articles you read over the summer, then for each one you will write a 3-5 sentence description. This description should highlight briefly what you learned from the book and article and what part of the book and article is particularly interesting and useful. Remember, you will have at least six entries on this list (two books and four articles).
2. 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) What social inequalities existed in the past and continue to exist today?
  - 3) How are the efforts of the upstanders in your social justice movement effective or ineffective?
  - 4) What work remains to be done in the effort to create an equitable society?
  - 5) What needs to change and how can change happen?

## **Rising Grade 8 Math Summer Work**

**Directions:** Complete each of the following assignments to 90% mastery. (If your smartscore is already over 90 from work during the year, complete 15 problems correctly and then move on.)

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 F - Exponents and Roots

Work on F.1 through F.5

Section BB - Monomials and Polynomials

Work on BB.1 through BB.6

Section W - One Variable Equations

Work on W.1 through W.11