

SUMMER READING: ENTERING EIGHTH GRADE

Required Book	<i>Select and purchase a biography or an autobiography</i> (should be an unabridged version, teen to adult level)
Due Date	First day of school

PART I: Read and Annotate

Annotating as you read helps you actively engage with the text. Reading nonfiction is fairly straightforward. However, we know that our lives do, in many ways, play out like stories with conflicts and complications. As you read, pay attention to the person's personality, influence, goals, and complications. Annotate the following items (if present) as you read: *You will write a paragraph about three different areas of the person's life. You choose which three areas to cover.*

A. Possible topics included in biography/autobiography:

- **Childhood:** When and where did this person grow up? What was his or her childhood like? How did his or her personality help shape his or her life? What people and/or events most influenced the person's life and future plans?
- **Adulthood:** How did this person's life change as he or she grew up? Did he or she have a family? Were there significant events that occurred in adulthood?
- **Schooling:** When and where did this person attend school? Did the person's schooling influence what he or she chose to do for a career?
- **Career/Fame:** What did this person do for a living before fame? Why is this person famous? Why do people know who he or she is? How does this person react to fame?

B. Themes you might read about and annotate: (bravery, creativity, determination, service, friendship, etc.). Biographies are usually written about people who face challenges, who overcome adversity, who create and/or stumble upon great new ideas or inventions, or who are inspirational as coaches, players, or just in life. In the margins of the book, you might consider explaining why you marked certain sections. Annotating helps you to be an active, engaged reader. When you return to school in September, you will write a character analysis, and your notes will be helpful to you.

PART II: Written Component

For the written portion of your assignment, write a total of three paragraphs, one paragraph for topics listed in Part 1 (childhood, adulthood, schooling, career, fame, etc.). Typically, paragraphs consist of 8-10 sentences. The first sentence should include the topic sentence, which explains what the paragraph will be about. Example: John Steinbeck grew up in Salinas, California in 1902. Then you will complete the paragraph telling about his childhood, using support from the biography. Do *not* write a research paper. No need to find extraneous information from other sources. *You should easily be able to write about three areas of your person's life.*

***Please bring your completed assignment to class on the first day of school in September. Late assignments will negatively affect your grade. You should also bring your annotated book on the first day of school. Because we will use the biography/autobiography in class, a paper copy of the book is recommended.

Bonus Points: When we start back to school in September, we will do an activity that requires you to have a picture of yourself and your book. Make sure you can access this photo electronically, because you will be using it for another assignment. Save the photo in your Google Drive. Both you and the book should be clearly visible. Overall creativity will determine the number of extra credit points that you will receive. No bathing suit or inappropriate photos. Points possible: 1-2

Rubric:

____ The biography is annotated as instructed. You will write three paragraphs, in total.

- Ideas to consider: Childhood, Adulthood, Schooling, Career, Fame
 - **Reminder-** *these areas are just suggestions, so if one of these is not covered in the book, write a paragraph about a different area that is covered.*

____ Each paragraph includes the following:

- The first sentence is the topic sentence.
- The paragraph includes between 8-10 sentences.
- Support from the novel is given to prove each topic sentence. Quotations are not necessary. Please do not copy any sentences from the biography. Use your own words.
- Proper grammar, spelling, and mechanics are used.
- Typed using MLA format including 12 point font, Times New Roman, double space.

TOTAL POINTS POSSIBLE = 30

If you have any questions during the summer, please contact Mrs. Thurston at tthurston@marinerscs.org

Happy Reading!

Summer Reading, 8th Grade Honors English

Read:

In addition to reading a free choice biography or autobiography, you will also be required to read *Night* by Elie Wiesel. *Night* is the tragic account of his experience at Auschwitz and Buchenwald concentrations camps during World War II.

Task:

As you read, you will create 6 dialectical journal entries. The term “dialectic” means “the art or practice of arriving at the truth by using conversation involving question and answer” (wordpress.com 1). When you create a dialectical entry, you have a series of conversations with the text as you read. The process is meant to help you develop a better understanding as you read.

Type:

Create a grid and fill in with text evidence and your response to it. For the quotation, you may copy as many sentences from the text as you’d like, but just be sure to copy directly, word for word. Also, use quotation marks and proper MLA citation. Type this assignment in Times font, 12 pt., 1-inch margins.

Choose at least 3 different types of responses for this assignment. See the example below for what to do.

Procedure:

1. As you read, choose passages that stand out to you and record them in the left-hand column of the t-chart (*ALWAYS include the page number using MLA style*).
2. In the right column, write your response to the text (*ideas, insights, questions, reflections, and comments on each passage*).
3. Label your response with one of the following codes:
 - (Q) Question- ask about something that is unclear in the passage
 - (P) Predict- anticipate what will occur based on what’s in the passage
 - (CL) Clarify- answer earlier questions or confirm/disaffirm a prediction
 - (C) Connect- make a connection to your life, the world, or another text
 - (R) Reflect- think deeply about what the passage means in a broad sense- not just to the characters in the story. What conclusions can you draw about the world, human nature, or just the way things work?
 - (E) Evaluate- make a judgment about the characters, their actions, or what the author is trying to say. What is the impact, influence, or motive?

Sample Dialectical Journal Entry: *The Diary of Anne Frank* by Anne Frank

Passages from the Text	Response
“No, on the surface I seem to have everything, except my one true friend. All I think about when I'm with friends is having a good time. I can't bring myself to talk about anything but ordinary everyday things. We don't seem to be able to get any closer, and that's the problem. Maybe it's my fault that we don't confide in each other. In any case, that's just how things are, and unfortunately they're not liable to change. This is why I've started the diary” (27).	(R) Anne is like most kids, in that she wants to have people in her life she can confide in. Sadly, her friends are either unable or unwilling to have deep conversations. When people are real with one another, they risk being judged, so that’s why Anne can’t get close to them. Her experience has pushed her to write in a journal in order to get out her true feelings.

Summer Reading, 8th Grade Honors English

Grading: 20 points

- 6 Dialectical Entries
- 3 of the 6 entries are different response types (question, predict, clarify, connect, reflect, analyze)
- Typed MLA format: Times, 12 pt.
- Text passages are typed correctly in MLA format

➤ EX:

Passage from the Text	Response
<p>“I wanted you to see something about her- I wanted you to see what real courage is, instead of getting the idea that courage is a man with a gun in his hand. It’s when you know you’re licked before you begin, but you begin anyway and see it through no matter what” (149).</p> <p>[This example is taken from <i>To Kill a Mockingbird</i>]</p>	<p>(C)</p> <p>When Atticus says this statement about Mrs. Dubose, it reminds me of Catniss in <i>The Hunger Games</i> when she volunteers as tribute. She knew that ultimately, she could die. The chances of survival were slim, but she knew that although she may not survive, she was willing to sacrifice her life for her sister’s life.</p>
<p>“I asked, less to know the answer than to hear that he could speak, that he was alive” (89).</p> <p>[This example is taken from <i>Night</i>.]</p>	<p>(Q)</p> <p>Why was it important for Elie to know that Julieck was alive? How would that help him?</p>
<p>“Those absent no longer touched even the surface of our memories. We still spoke of them- ‘Who knows what may have become of them?’ – but we had little concern for their fate. We were incapable of thinking of anything at all. Our senses were blunted” (33).</p> <p>[This example is taken from <i>Night</i>.]</p>	<p>(E)</p> <p>Clearly, the brutality the family endured put stress and strain on them to the extent that they could barely take time to mourn the loss of their own family. They had seen and experienced such brutality, that even the tragic deaths of those closest to them did not phase them. At this point, survival was not guaranteed, and they struggled to focus on anything but their current situation.</p>

A couple items to note:

Honors scholars are expected to put forth their best work on this assignment. You will notice that some of the response examples are only a couple sentences in length, while others are lengthier. Quality is always preferred over quantity, but make sure you are thorough and thoughtful. Secondly, the response types of questioning, predicting, and clarifying are all low-level responses. These response types should not be used more than once. If you predict as one entry, you should follow it up with a clarify entry, at some point.

If you have any questions over the summer, please don’t hesitate to ask. My email is tthurston@marinerscs.org.