

Summer Reading & Writing Assignment

To help foster your creative talents and to reinforce the necessary skills of critical reading and writing, all 7th and 8th grade Tapestry Charter School students need to participate in a summer reading and writing assignment. You must read two books from the summer reading list and write an essay about one of them (directions below). For the book you do not choose for your essay, you must submit a 1-2 paragraph book review (see the last page of this packet).

Essay Directions:

- 1. Choose one of the two books you have read (from the summer reading list) and imagine how you would represent it using your chosen field in the arts (dance, drama, music, or visual/media arts).**

You should pick an appropriate reading level, not too easy, not too hard. If you are unable to read the easiest of the books, read it as a family.

As you read, think about these parts of the novel:

- ❖ Plot (story)
- ❖ Characters (main characters and others)
- ❖ Setting (where and when does the story take place?)
- ❖ Conflict (the problems in the book)
- ❖ Theme (What is the message in the story?)

- 2. When you finish the book, think about how you might use your chosen arts field to adapt or present one of the parts listed above.**

Would you: Create a dance that demonstrates... Write a song about... Choose and sing a song that shows... Paint a picture of... Choose an instrumental piece that shows.... Write and perform a short play about... Perform a monologue that shows.... Make a video showing.... You get the idea.

You are not being asked to *complete* this project, just to explain what you would choose to do and how you would go about doing it.

- 3. Using the ideas and graphic organizer below, organize your thoughts into an essay.** Complete the graphic organizer that is attached.
- 4. Using the organizer and the outline, write an essay by responding to the prompts.**

Essay Writing Expectations

- Write as well as you can with minimal spelling, grammar, and punctuation errors.
- Make sure your sentences flow from one to the next in a way that makes sense.
- Use details, and if possible, use some of the specialized vocabulary from your arts field.
- Use your *own* voice (your way of expressing yourself) as a reader, writer, and artist.
- Use **all** your own words. Any copying from the Internet or another source is plagiarism and earns an automatic zero on the assignment.
- If possible, type your essay:
 - ... Use 12 point Times New Roman or Arial (regular, no bold)
 - ... 1 inch margins
 - ... Double line-spacing
 - ... Indent paragraphs with one tab; do not skip lines between paragraphs
 - ... Full name and Grade in the upper left corner.
 - ... Title centered
- If you cannot type, write in your *very neatest* handwriting, cursive or printing. Indent clearly *or* skip a line between paragraphs; skip a line after the title.
- Paper length (minimum four strong paragraphs, minimum 250 words)

Suggestions

- *Do not wait until August to begin reading and writing.*
- *Brainstorm and take notes before writing.*
- *Discuss your ideas and share your essay with several people (family and friends); make any recommended changes.*

Student's Name (first and last) _____

Title and Author of Book _____

Organizer for Summer Assignment (to be submitted with essay)

Plot	List the major events of the story
Setting	Where and when does it occur?
Characters	List the major and minor characters that are important to the story; add notes about them
Conflict	What is the main problem that must be resolved? How is it resolved?
Theme	What is the author trying to say about the world or about life?

Outline for Essay:

Introduction: (1st paragraph)

- ❖ Start with an opening sentence that captures the reader's attention (a question, statement, quote, fact...).
- ❖ In one or two sentences tell the name of the book, the setting, and the story's concept or theme.
- ❖ Conclude with one or two sentences explaining how you will represent the book (or scene from the book) using your art field.

Second Paragraph:

- ❖ Write a detailed description of the part of the book you are choosing to portray (a character? a conflict? the setting? the theme?)

Third Paragraph (more if you think it's necessary):

- ❖ Describe the way you would present the part you described in the second paragraph. (This is where you tell exactly what you will do); use details, and try to use the specialized vocabulary for your field of art. If you would create your own music or a play, explain your vision; if you would sing or play already created music, which music would you choose and why? How would you perform the pieces? If you chose drama, would you turn it into a play? Would you create a monologue for the main character? If you would draw or paint, what would it be? How would it look? What feeling would it give the viewer? If you chose media arts, what kind of video would you produce?

Concluding Paragraph:

- ❖ Tell what you hope your audience would get out of your performance or adaptation.

<h2>Rubric for Evaluating Middle School Summer Reading Essay</h2>

Follows Directions; uses proper format (25):

- *If typed: paper is in 12 point, Times New Roman, double spaced.*
- *If handwritten: writing is neat and clear without cross-outs or smudges.*
- Paper includes at least four paragraphs; all paragraphs, including any extra, follow the provided outline.
- Paper is submitted to teacher on the first day of school

Completes the Graphic Organizer (15):

- Each section of the organizer is filled out, neatly.
- Entries show an understanding of the plot, characters, theme(s), and conflicts

Content: (40)

- The paper answers the prompt: *How would you use your chosen arts field to portray a part of this book?*
- Each paragraph addresses the appropriate topics.
- There are transitions between ideas.
- Writing is clear; sentences make sense; there is no confusion for the reader.

Conventions (20):

- There are *no* errors in spelling, capitalization, punctuation, and grammar.

BOOK REVIEW REQUIREMENTS

1. Type or handwrite neatly. Be sure to put your name at the top of the paper
2. Write a 3-5 sentence summary, which includes the title and author of the book.
3. Write (in 1-2 sentence) why you recommend or don't recommend the book.
4. Write (in 1-2 sentence) why I might not like the book, even though you do OR why I might like the book, even though you don't.

EXTRA CREDIT BOOK REVIEW

If you read a book this summer that you **absolutely** loved, share it with your fellow 7th and 8th graders! For extra credit, write a book review, following the format above. We'll be sure to post it so that other students can enjoy the book.

7/8 SUMMER READING

You must read two of the books listed below before the start of school in September.

The Evolution Of Calpurnia Tate (Fiction; Reading Level 5.4)

by Jacqueline Kelly

The summer of 1899 is hot in Calpurnia Virginia Tate's sleepy Texas town, and there aren't a lot of good ways to stay cool. As Callie explores the natural world around her, she develops a close relationship with her grandfather, navigates the dangers of living with six brothers, and comes up against just what it means to be a girl at the turn of the century.

Letters From Rifka (Fiction; RL 5.1)

by Karen Hesse

In letters to her cousin, a young Jewish girl chronicles her family's flight from Russia in 1919 and her own experiences when she must be left in Belgium for a while when the others immigrate to America.

Black Duck (Fiction; RL 4.5)

by Janet Taylor Lisle

An elderly Ruben Hart tells the story of his 1929 adventures as a fourteen-year-old, during the rum-running trade along the Prohibition-era New England coast. This colorful work of historical fiction is inspired by the legendary boat "Black Duck."

The Green Glass Sea (Fiction; RL 4.5)

by Ellen Klages

It is 1943, and almost-eleven-year-old Dewey is taken to live with her father in New Mexico, where he and others are working on the atomic bomb. Dewey, an aspiring inventor, and Suze, a young artist, become friends after a rocky beginning and are unaware that the project their parents have been working on will forever change their world.

Under The Blood-Red Sun (Fiction; RL 5.8)

by Graham Salisbury

Tomikazu, a Hawaiian-born boy of Japanese descent, must help his family survive when his father and grandfather are arrested after the attack on Pearl Harbor.

Code Talker: A Novel About The Navajo Marines Of World War II (Fiction; RL 6.5)

by Joseph Bruchac

Six-year-old Ned Begay leaves his Navajo home for boarding school, where he learns the English language and American ways. At 16, he enlists in the U.S. Marines during World War II and is trained as a code talker, using his native language to radio battlefield information and commands in a code that was kept secret until 1969.

The Circuit: Stories From The Life Of A Migrant Child (Memoir; RL 5.5)

by Francisco Jimenez

Based on the author's life, this collection of stories follows a boy who moves from job to job with his migrant family. These stories describe their struggles as they try to exist with no home, little food, and the threat of deportation.

The Things They Carried (Fiction; Reading Level 9.0)

by Tim O'Brien

The Things They Carried depicts the men of Alpha Company: Jimmy Cross, Henry Dobbins, Rat Kiley, Mitchell Sanders, Norman Bowker, Kiowa, and the character Tim O'Brien, who has survived his tour in Vietnam to become a father and writer at the age of forty-three. The book challenges readers in their perceptions of fact and fiction, war and peace, courage and fear and longing.

Mississippi Trial, 1955 (Fiction; RL 5.7)

by Chris Crowe

Sixteen-year-old Hiram Hillburn is exposed to the horrors of racism in the 1950's when a fourteen-year-old black youth is kidnapped and murdered by white men who accuse him of whistling at a white woman.

One More River (Fiction; RL 5.1)

by Lynne Reid Banks

Fourteen-year-old Lesley is upset when her parents abandon their comfortable life in Canada for a kibbutz in Israel prior to the 1967 war.

Snowbound: The Tragic Story Of The Donner Party (Informational Non-fiction; RL 5.9)

by David Lavender

Following the American dream to move west, a group of friends take their families to California in the mid-1840s. This book describes their journey and the dangers they faced.

Headin' For Better Times (Informational Non-fiction; RL 7.4)

by Duane Damon

This book gives an insightful and clear account of the paradoxical and extraordinary flourishing of the arts during the difficult years of the Great Depression and beyond.

Six Days In October: The Stock Market Crash Of 1929 (Informational Non-fiction; RL 8.1)

by Karen Blumenthal

In the 1920s, the value of stocks escalated as if they would never stop. Ordinary American workers borrowed thousands of dollars to invest in hopes of becoming rich. This book explores the reasons for both the inflation of the stock market and its crash in October of 1929.

Freedom Riders (Biography; RL 8.3)

by Ann Bausum

This riveting true story of the Civil Rights Movement in the United States will shock readers with its senseless violence and inspire them with its portrayal of the bravery and determination of African-American Freedom Rider John Lewis and white activist Jim Zwerg.

The President is a Sick Man (Biography; RL 10)

by Matthew Algeo

This book details an extraordinary but almost unknown chapter in American history: Grover Cleveland's secret cancer surgery and the brazen political cover-up by a politician whose most memorable quote was "Tell the truth." The facts concerning the disappearance of Grover Cleveland that summer were so well concealed that even more than a century later a full and fair account has never been published; until now.

Angela's Ashes (Memoir; RL 10.5)

by Frank McCourt

Frank McCourt writes about his life growing up as the oldest child in a poor Catholic family in Limerick, Ireland, in the 1930s and 1940s, with his mother, his alcoholic and absent father, and his brothers.