

AP Summer Assignment Cover Sheet

Class Title: 7TH ELA Honors

Teacher Name: Kelley Hilderman

Materials needed: _novel, computer or paper & pencil

Website: _NC homepage, IST summer assignment link, ELA link

Summer Support Times: kellEyh@spokaneschools.org

(Email Mrs. H this summer; she'll check often.)

Additional Information: Enjoy the novel YOU choose! 😊

Middle School Summer Reading Packet

Grade 7

OVERALL ASSIGNMENT: The summer assignment requires you to read a text and complete three tasks connected to your reading. Please bring your book and completed assignments to class the first day of class. Refer to the table below to make sure that you know the specific text(s) assigned at your middle school.

Hiroshima *By John Hersey*

On August 6, 1945, Hiroshima was destroyed by the first atom bomb ever dropped on a city. This book, John Hersey's journalistic masterpiece, tells what happened on that day. Told through the memories of survivors, this timeless, powerful and compassionate document has become a classic "that stirs the conscience of humanity" (*The New York Times*).

eText: http://archive.org/stream/hiroshima035082mbp/hiroshima035082mbp_djvu.txt

Please note that *Hiroshima* describes real life events with some graphic detail.

Red Scarf Girl: A Memoir of the Cultural Revolution *By Ji-li Jiang*

Ji-li Jiang was twelve years old in 1966, the year that Chairman Mao launched the Cultural Revolution in China. An outstanding student and much-admired leader of her class, Ji-li seemed poised for a shining future. But all that changed with the advent of the Cultural Revolution, when intelligence became a crime and a wealthy family background invited persecution or worse.

Summary from www.scholastic.com

When the Legends Die *By Hal Borland*

Thomas Black Bull's parents forsook the life of a modern reservation and took to ancient paths in the woods, teaching their young son the stories and customs of his ancestors. But Tom's life changes forever when he loses his father in a tragic accident and his mother dies shortly afterward. When Tom is discovered alone in the forest with only a bear cub as a companion, life becomes difficult. Soon, well-meaning teachers endeavor to reform him, a rodeo attempts to turn him into an act, and nearly everyone he meets tries to take control of his life.

Summary from www.amazon.com

The Witch of Blackbird Pond *By Elizabeth Spar*

Sixteen-year-old Kit Tyler is marked by suspicion and disapproval from the moment she arrives on the unfamiliar shores of colonial Connecticut in 1687... Torn between her quest for belonging and her desire to be true to herself, Kit struggles to survive in a hostile place. Just when it seems she must give up, she finds a kindred spirit. But Kit's friendship with Hannah Tupper, believed by the colonists to be a witch, proves more taboo than she could have imagined and ultimately forces Kit to choose between her heart and her duty.

Summary from www.amazon.com

Incident at Hawk's Hill *By Allan Eckert*

Six-year-old Ben is very small for his age, and gets along better with animals than people. One June day in 1870, Ben wanders away from his home on Hawk's Hill and disappears into the waving prairie grass. This is the story of how a shy, lonely boy survives for months in the wilds and forges a bond with a female badger. Summary from

www.barnesandnoble.com

Your choice of reading

You choose the book and author. Really.

Activity 1: Predicting Things to Come

Using Text Clues to Generate a Research Question

Student Targets:

- To evaluate their understanding of the research process
- To use textual evidence to support a prediction and generate a research question
- To demonstrate an understanding of a valid and reliable resource

Learning Focus:

What Is Research?

Experienced writers realize that there are times when their ideas alone are not enough to support an opinion and convince an audience of the validity of that opinion. At such times, writers turn to sources outside themselves. Experienced writers use **research** regularly to learn about a topic and to use what they learn to support their ideas. You have used various forms of research this year, when you produced a news story and when you wrote a character analysis. Research can take on many forms, depending on a writer's purpose and audience. Usually research is used in expository and persuasive writing, in which the author's purpose is to either explain or persuade the audience on a topic. In these situations, the authors use research to support their ideas or to convince their audiences that their argument is valid.

The word *research* derives from the Old French *rechercher*, with *re* meaning "expressing intensive force" and *chercher* meaning "to search." Therefore, research is just as much about the search for information as it is about the use of that information within writing. Writers use both *primary* and *secondary* sources in their search for information.

Primary source: "A document or record containing first-hand information or original data on a topic." (*The Online Dictionary for Library and Information Science*)

Examples include interviews, autobiographies, letters, articles containing original data, newspaper or magazine clippings, artifacts, photography, film, art, and government documents.

Secondary source: "Any work that is one step removed from the original source, usually describing, summarizing, analyzing, evaluating, derived from, or based on primary source materials." (*The Online Dictionary for Library and Information Science*)

Examples include encyclopedias, Internet sites, textbooks, biographies, review articles, and critical analysis essays.

Depending on the validity and accuracy of information found, the use of research can significantly strengthen a writer's ideas and arguments. It can give a writer credibility with the audience, and allow the writer to successfully achieve his or her purpose for writing.

How familiar are you with the research process?

For each step in the table below, circle the word that best describes what you know about that step.

| THE RESEARCH PROCESS | | | |
|---|----------|-------------------|--------------|
| I can identify the topic, issue or problem to be researched. | Familiar | Somewhat Familiar | Not Familiar |
| I can write questions that can be answered through research. | Familiar | Somewhat Familiar | Not Familiar |
| I can evaluate sources for reliability and relevance to the topic, issue or problem | Familiar | Somewhat Familiar | Not Familiar |
| I can communicate my findings. | Familiar | Somewhat Familiar | Not Familiar |
| I can cite my resources | Familiar | Somewhat Familiar | Not Familiar |

After reading the first chapter:

Based on what you have read so far, what questions do you have about the setting of the book? All of the books deal with real life events or situations, what kinds of information do you need to know? Generate a quick list of topics or ideas that you think might have to do with the subject or events in your text.

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-
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-
-
-

Generate one research question about the setting of or the events in your book.

| | |
|-------------------|--|
| Research Question | |
|-------------------|--|

Find one valid and reliable resource that provides the best information to answer your research question:

1. Is the source you found a primary or secondary source? How do you know?

2. Please cite your source (*attach, if possible*).

3. On a separate piece of paper, summarize the information that answers your research question.

Activity 2: Double-Entry Journal

Reading a Text for a Specific Purpose

Student Target:

- To critically read a text for the specific purpose and to respond to a specific passage with comments, questions, or insights to foster active involvement with a text.

As you read your selected book, you will take notes in a double-entry journal. Copy or summarize passages from the book on the left side (textual evidence) and write your response to that passage on the right side (commentary). Use the example below as a model for the table you should create in your notebook or on paper. Please have a minimum of twenty (20) entries.

Responses could include:

- Questions about things you do not understand.
- Opinions about characters or the events in the text.
- Predictions about how characters will react to events
- Connections to the historical events surrounding the text

Double Entry Journal

Book Title: *Red Scarf Girl: A Memoir of the Cultural Revolution* by Ji-li Jiang

| Textual Evidence Text (page #). | Commentary Questions/Opinions/Predications/Connections |
|--|---|
| "I did not hear the rest of her words. I saw myself in a new Liberation Army uniform, slim and standing straight as a reed, long braids swinging at my waist. A Liberation Army soldier! One of the heroes admired by all, who helped Chairman Mao liberate China from oppression and defeated the Americans in Korea (page 6)." | <ul style="list-style-type: none">I thought that she was in primary school. What is the Liberation Army doing recruiting kids in school? Ji-Li seems pretty excited about this. Did stuff like this really happen? Why would they recruit kids?She says the Mao freed China from oppression. I wonder what kind of oppression? |
| | |

Activity 3: Narrative Writing

Compose Narrative Text in the Context of Your Book

Write a narrative that places you in the setting of your book. Write your own original account as if you were there. What is happening around you? What choices would you make if you were in the same situation?

Be sure to:

- create a specific, believable setting through the use of sensory details
- provide a clear beginning, middle, and end
- proofread your text to make sure it is ready for publication

Please make sure to follow the **WRITING PROCESS**:

- ✓ **PRE-WRITING** – Brainstorm and plan out some of your story before you start writing your first draft.
- ✓ **DRAFTING** – Take some time to write a first draft to get your story on paper.
- ✓ **REVISING** – Read what you have written and make sure that your story makes sense and make changes to improve your story.
- ✓ **EDITING** – Re-read your story and check for spelling, capitalization, and punctuation.
- ✓ **PUBLISHING** – Write a final draft to turn into your teacher on the first day of class.

RUBRIC

| Scoring Criteria | Exemplary | Proficient | Emerging |
|--------------------------|---|--|--|
| Development of Ideas | The narrative <ul style="list-style-type: none">• creates a detailed, vivid setting through the effective use of sensory details• presents well-paced action and an intriguing story line to heighten reader interest | The narrative <ul style="list-style-type: none">• creates a specific, believable setting through the use of sensory details• includes well-paced action and an engaging story line to sustain reader interest | The narrative <ul style="list-style-type: none">• presents a vague or unbelievable setting with limited use of sensory details• contains little or no action and a story line that is incomplete or confusing to the reader |
| Organizational Structure | The narrative <ul style="list-style-type: none">• leads with an appealing opening that entices the reader• effectively sequences events to steadily build toward a suspenseful climax• provides an insightful ending that contains a clear and reasonable resolution. | The narrative <ul style="list-style-type: none">• presents an opening that grabs reader's attention• includes a sequence of events that steadily build toward a climax• provides an ending that contains a clear resolution. | The narrative <ul style="list-style-type: none">• contains an underdeveloped opening that does not interest the reader• presents disconnected events or an incomplete or unfocused climax• contains an underdeveloped ending with little or no resolution. |