

**8th Grade
SUMMER READING 2020**

Dear Rising 8th Graders: Can you hear the call of the waves or anticipate the silence of the alarm clock? Sounds inviting doesn't it? Yes, summer is quickly approaching and we all are looking forward to this needed downtime to help us all recharge our batteries. And there is no greater way to recharge your energy than to escape with a great book!



We will continue with our tradition of a grade-level community book. The goal behind the “Community Book” is to offer students the opportunity to have a common thread on which to start the year’s discussions. It will also expose students to titles and authors they might not have ordinarily chosen for themselves. The 8th Grade community book this year will be *Chains* by Laurie Halse Anderson.

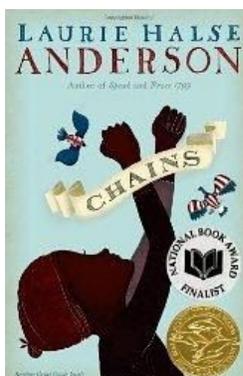
A reading quiz for the “Community Book” will be given during the week of **Monday, August 18**. There will also be other activities that week which will require the students to have read the book. As always, our goal is to promote reading for all students and continue our mutual commitment with you for high literacy standards.

If you have any questions, please feel free to contact me. We wish you and your family a safe and wonderful summer vacation.

Happy Reading!
LJPS Language Arts
Ms. McEwan

8th Grade Community Book: *Chains* by Laurie Halse Anderson
Book Summary from BarnesandNoble.com

“As the Revolutionary War begins, thirteen-year-old Isabel wages her own fight...for Promised freedom upon the death of their owner, she and her sister, Ruth, in a cruel twist of fate become the property of a malicious New York City couple, the Locktons, who have no sympathy for the American Revolution and even less for Ruth and Isabel. When Isabel meets



Curzon, a slave with ties to the Patriots, he encourages her to spy on her owners, who know details of British plans for invasion. She is reluctant at first, but when the unthinkable happens to Ruth, Isabel realizes her loyalty is available to the bidder who can provide her with freedom.”

As an additional part of their summer reading requirements, and to begin preparing for the GBD, incoming 8th graders will begin to contemplate what some of their personal interests and passions are. The GBD (also known as Personal Inquiry Project) will be based on the students' interests and passions. You will brainstorm three different areas to begin thinking about this very important culminating project.

1. What career you may be interested in in the future and what interests you about it
2. A good cause or humanitarian effort you would be passionate about
3. A personal hobby that could somehow have an impact on the community or world

On a separate sheet of paper, you will type (or write neatly in blue or black ink only) a 3 paragraph (5-7 sentences minimum) "essay" discussing these areas of interest that are personal to YOU. You must use proper heading and quality work standards. The most important guideline, however, is that you truly think about these questions and put effort into this assignment. This will help you greatly as you begin the GBD/PIP process. On the last page of this document is a rubric for you to follow for this assignment.

Summer Reading Directions:

- Read your upcoming grade level's "Community Book"
- Complete an in-class review of the "Community Book" during the week of August 12
- Complete the additional assignment for GBD
- Read! Students are always encouraged to read other books of their choice to keep their minds sharp throughout the summer.
- Relax, read, and enjoy your summer!

Please feel free to email me if you have any questions about the summer reading requirements. I look forward to teaching the new 8th Grade class in August!

Ms. McEwan

hmcewan@lizajackson.org

Criteria	4	3	2	1
Format	Paper is formatted correctly in three minimum paragraphs with little to no mistakes (grammatical, etc.	Paper is formatted mostly correctly with some mistakes (grammatical, etc.	Paper is somewhat formatted correctly and contains various mistakes (grammatical, etc.	Paper is not formatted correctly and is riddled with mistakes (grammatical, etc.
Effort	It is evident that student put forth 100% effort and essay does not appear to be done last minute	It is mostly evident that student put forth effort and essay does not appear to be done last minute	It is somewhat evident that student put forth effort but may not appear that much time was spent on essay	It is not evident that student put forth effort and essay appears to have been done last minute
Content	The essay covers all aspects required and gives detailed information about each area	The essay covers most aspects required and gives mostly detailed information about each area	The essay covers some aspects required and may not give enough detailed information about each area	The essay does not cover all aspects required and does not detailed information about each area
Quality	The essay exhibits quality work standards, proper heading, and is neatly done	The essay mostly exhibits quality work standards, proper heading, and is neatly done	The essay somewhat exhibits quality work standards, proper heading, and is somewhat neatly done	The essay does not exhibit quality work standards, proper heading, and is not neatly done