

8th Grade Summer Work Packet

Social Studies

Across Five Aprils by Irene Hunt

Summer Reading Project

STUDENTS: If you need help managing your time or gathering supplies, please ask your parents. Otherwise, ALL RESPONSIBILITY for the project is YOURS. All projects must be typed or neatly handwritten. Your work should demonstrate effort so you will be proud to present/display your project at the beginning of 8th grade.

Please choose ONE of the following projects for your *Across Five Aprils* project:

1. WRITING:

- Chapter 9 ends with President Lincoln's response to Jethro's letter. Use this response as well as other information in the chapter and book to try to imagine what Jethro wrote in his letter.
- Write your own version of Jethro's letter to Abraham Lincoln.
 - Think about the main points Jethro wanted to make
 - Include a description of Eb's situation
 - don't forget to include a request for the President's advice
- Be sure to use the proper form for a business letter (Google it if you don't remember)
- You must have AT LEAST 3 paragraphs

2. DRAWING:

- Draw a character sketch of Jethro
- On the back, write 2 paragraphs explaining how Jethro changes from the beginning of the novel to the end of the novel. Remember to talk about the episodes that contributed the most to his growth.

3. ILLUSTRATED TIMELINE:

- Create an illustrated timeline of the major events of *Across Five Aprils*.
- Your timeline must include 10 events-2 events from each year in which the novel takes place.
- Your timeline must be divided into regular intervals, as I have taught you in class.
- Each event on the timeline must be labeled with the name of the event and the date, have a sentence explanation of the event's importance, and an illustration.
- Illustrations may be hand drawn or a collage of UNCOPYRIGHTED images from the internet.

The following Rubric will be used to grade the project you chose:

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Summer Reading Project Rubric

	20	15	10	5
Required Elements	The project includes all required elements as well as additional information.	All required elements are included on the project.	All but one of the required elements are included on the project.	Two or more required elements are missing.
Content Accuracy	Many accurate events/settings/elements are displayed in the project.	Sufficient and accurate events/settings/elements are displayed in the project.	Insufficient or inaccurate events/settings/elements are displayed on the project.	Insufficient and inaccurate events/settings/elements are displayed on the project.
Attractiveness	The project is exceptionally attractive in terms of design, layout, and neatness.	The project is attractive in terms of design, layout, and neatness.	The project is acceptably attractive in terms of design, layout, and neatness.	The project is messy or poorly designed. It is not attractive.
Knowledge Gained	Student's project shows that they really understand the information in their project and its significance to the story.	Student's project shows that they understand the information in their project and its significance to the story.	Student's project shows that they are beginning to understand the information in their project and its significance to the story.	Student's project does not really show that they understand the information in their project and its significance to the story.
Editing	There are almost no major grammar or spelling/ punctuation errors in the final draft.	There are only a couple major grammar or spelling/punctuation errors in the final draft.	There are a few grammar or spelling/punctuation errors in the final draft.	The final draft has several grammar or spelling/punctuation errors.

ELA

June 2019

ELA Summer Reading Assignment

Requirements: This summer you are required to read the novel *White Rose* by Kip Wilson. In addition to reading the novel, you must complete a daily journal for each day you read the book. The assignment is due Friday, August 30th.

Each journal entry must include the following:

Date

Pages read

Summary of what you read each day (3-4 sentences)

A grading rubric for the daily journal entries is enclosed.

Name:

Grade:

Total Score:

Daily Journal Entry Rubric

Grading Criteria	Excellent 4	Very Good 3	Satisfactory 2	Unsatisfactory 1
Content	Response to assigned topic thorough and well written, with varied sentence structure and vocabulary; opinions always supported with facts.	Response thoughtful and fairly well written; most opinions supported with facts	Response adequately addresses some aspects of the assigned topic; opinions sometimes based on incorrect information.	Response consists of unsupported opinions only marginally related to the topic.
Idea Development	Excellent use of examples and details to explore and develop ideas and opinions.	Good use of examples and details to illustrate and develop ideas and opinions.	Incomplete development of ideas; details and examples not always evident.	Ideas not clearly stated or developed.
Organization	Very logically organized; contains introduction; development of main idea (or ideas), and conclusion. Contains dates of entry, pages read, and a summary.	Contains introduction, some development of ideas, and conclusion. Missing 1-2 dates of entry, pages read, and a summary	Topics and ideas discussed somewhat randomly; entry may lack clearly defined introduction or conclusion. Missing 3-4 dates of entry, pages read, and a summary.	Entry is unstructured. Missing many dates of entry, pages read, and a summary.
Mechanics	Information is written in complete sentences. No grammar or spelling errors.	Information is frequently written in complete sentences. Few spelling errors; some minor punctuation mistakes.	Information is generally written in complete sentences. Several spelling and punctuation errors.	Information contains many run-on sentences and many mistakes in grammar and spelling.

Math

Summer Math Work

In addition to reading, you will also be asked to work in IXL this summer to review math skills. We ask that each student work on IXL at the appropriate grade level for between 2 and 4 hours over the course of the summer which is about a half hour a week. Doing so will earn students 5 extra points on a lowest quiz score for two hours, and 10 extra points on a lowest quiz score for four hours.