Eighth Grade Summer Reading 2014-2015

Students will be required to read two books. One book must be chosen from the nonfiction list and the remaining book must be chosen from the fiction list.

The book list consists of various types of books for middle grades students and a compilation of books dealing with diverse cultures which the students will learn about in the 8th grade.

Students will be required to complete a different book celebration project for the fiction book selected only. For the remaining non-fiction text, students will complete a service project which completes a portion of the 8th grade social studies standards. Taking civil action in their community is highly encouraged to become a well-rounded citizen.

All reading and projects need to be finished before the first day of the 2014 – 2015 school year. The due date for these projects will be within the first few weeks of school. Please do not bring the summer reading projects to school until the students are told to do so!

Fiction Books (Choose one)

Little Women by Louisa M. Alcott

“Alcott's semi-autobiographical classic, set in Boston during and just after the Civil War, follows the four March sisters as they struggle to overcome poverty and grow into proper young ladies. Meg, the oldest, is pretty but swayed by material temptations; Jo is a good-hearted tomboy and writer; Beth is a shy, sweet music lover; and Amy, the youngest, is a little selfish but very social and elegant. Even as the girls bicker like all siblings, they keep their loving home together as they wait for their father to return from the war.” – Amazon

The Adventures of Tom Sawyer by Mark Twain – (Warning: Contains time period related dialect that may be offensive. See Common Sense Media for more information.)

“This childhood classic relates a small-town boy's pranks and escapades with timeless humor and wisdom. In addition to his everyday stunts (searching for buried treasure, trying to impress the adored Becky Thatcher), Tom experiences a dramatic turn of events when he witnesses a murder, runs away, and returns to attend his own funeral and testify in court. A selection of the Common Core State Standards Initiative.” – Amazon
A Wrinkle in Time by Madame L’Engle

“It was a dark and stormy night; Meg Murry, her small brother Charles Wallace, and her mother had come down to the kitchen for a midnight snack when they were upset by the arrival of a most disturbing stranger.

"Wild nights are my glory," the unearthly stranger told them. "I just got caught in a downdraft and blown off course. Let me sit down for a moment, and then I'll be on my way. Speaking of ways, by the way, there is such a thing as a tesseract."

A tesseract (in case the reader doesn't know) is a wrinkle in time. To tell more would rob the reader of the enjoyment of Miss L'Engle's unusual book. A Wrinkle in Time, winner of the Newbery Medal in 1963, is the story of the adventures in space and time of Meg, Charles Wallace, and Calvin O'Keefe (athlete, student, and one of the most popular boys in high school). They are in search of Meg’s father, a scientist who disappeared while engaged in secret work for the government on the tesseract problem. A Wrinkle in Time is the winner of the 1963 Newbery Medal.” - Amazon

Black Ships Before Troy: The Story of the Iliad by Rosemary Sutcliff

“Homer's epic poem, The Iliad, is one of the greatest adventure stories of all time. In it, the abduction of the legendary beauty, Helen of Troy, leads to a conflict in which even the gods and goddesses take sides and intervene. It is in the Trojan War that the most valiant heroes of the ancient world are pitted against one another. Here Hector, Ajax, Achilles, and Odysseus meet their most formidable challenges and in some casas their tragic ends. Rosemary Sutcliff makes such extraordinary stories as those of those Trojan horse, of Aphrodite and the golden apple, and of the fearsome warrior women Amazons, accessible to contemporary young people. This book has been selected as a Common Core State Standards Text Exemplar (Grades 6-8, Stories) in Appendix B.”

– Amazon

Chains by Laurie Halse Anderson

“As the Revolutionary War begins, thirteen-year-old Isabel wages her own fight for freedom. Promised freedom upon the death of their owner, she and her sister, Ruth, in a cruel twist of fate become the property of 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.” – Hastings

**Fever 1793** by Laurie Halse Anderson

“During the summer of 1793, Mattie Cook lives above the family coffee shop with her widowed mother and grandfather. Mattie spends her days avoiding chores and making plans to turn the family business into the finest Philadelphia has ever seen. But then the fever breaks out. Disease sweeps the streets, destroying everything in its path and turning Mattie’s world upside down. At her feverish mother’s insistence, Mattie flees the city with her grandfather. But she soon discovers that the sickness is everywhere, and Mattie must learn quickly how to survive in a city turned frantic with disease.” – Amazon

**Non-Fiction Books** (Choose one)

*Lincoln’s Last Days: The Shocking Assassination that Changed America Forever* by Bill O’Reilly

“In the spring of 1865, President Abraham Lincoln travels through Washington, D.C., after finally winning America’s bloody Civil War. In the midst of celebrations, Lincoln is assassinated at Ford’s Theatre by a famous actor named John Wilkes Booth. What follows is a thrilling chase, ending with a fiery shoot-out and swift justice for the perpetrators. With an unforgettable cast of characters, page-turning action, vivid detail, and art on every spread, Lincoln’s Last Days is history that reads like a thriller.” – Amazon

*An American Plague* by Jim Murphy

“In a powerful, dramatic narrative, critically acclaimed author Jim Murphy describes the illness known as yellow fever and the toll it took on the city's residents, relating the epidemic to the major social and political events of the day
“In the little colonial town of Salem Village, Massachusetts, two girls began to twitch, mumble, and contort their bodies into strange shapes. The doctor tried every remedy, but nothing cured the young Puritans. He grimly announced the dire diagnosis: the girls were bewitched! And then the accusations began. The riveting, true story of the victims, accused witches, crooked officials, and mass hysteria that turned a mysterious illness affecting two children into a witch hunt that took over a dozen people’s lives and ruined hundreds more unfolds in chilling detail in this young adult book by award-winning author and illustrator Rosalyn Schanzer. With a powerful narrative, chilling primary source accounts, a design evoking the period, and stylized black-white-and-red scratchboard illustrations of young girls having wild fits in the courtroom, witches flying overhead, and the Devil and his servants terrorizing the Puritans, this book will rivet young readers with novelistic power. Taught in middle and high schools around the U.S., the 17th-century saga remains hauntingly resonant as people struggle even today with the urgent need to find someone to blame for their misfortunes.” – Amazon

**Witches: The Absolutely True Tale of Disaster in Salem** by Rosalyn Schanzer

“The search for the fever's causes and cure, not found for more than a century afterward, provides a suspenseful counterpoint to this riveting true story of a city under siege.” – Amazon


**The Crossing: How George Washington Saved the American Revolution** by Jim Murphy

“It is 1776 and George Washington and his army of rebellious American colonists are bolstered by its stunning victories over the British at Lexington and Concord. But now, the Americans face the threat of brutal British retaliation. George Washington, who has little experience, is unanimously chosen as commander in chief in hopes he can unite the colonies.” – Amazon


**Fields of Fury: The American Civil War** by James M. McPherson

“From the initial Confederate attack on Fort Sumter, to the devastating loss of life at Shiloh as Ulysses S. Grant led the Union to unexpected victory, to the brilliance of Stonewall Jackson's campaign at Shenandoah, to General Pickett's
famous charge at Gettysburg, to the Union's triumph at Appomattox Court House, this book details the war that helped shape us as a nation. Also included are personal anecdotes from the soldiers at the battlefront and the civilians at home, as well as profiles of historical personalities such as Robert E. Lee, Abraham Lincoln, Jefferson Davis, and Ulysses S. Grant.” - Amazon

How Sugar Changed the World by Marc Aronson

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“When this award-winning husband-and-wife team discovered that they each had sugar in their family history, they were inspired to trace the globe-spanning story of the sweet substance and to seek out the voices of those who led bitter sugar lives. The trail ran like a bright band from religious ceremonies in India to Europe’s Middle Ages, then on to Columbus, who brought the first cane cuttings to the Americas. Sugar was the substance that drove the bloody slave trade and caused the loss of countless lives but it also planted the seeds of revolution that led to freedom in the American colonies, Haiti, and France. With songs, oral histories, maps, and over 80 archival illustrations, here is the story of how one product allows us to see the grand currents of world history in new ways. Time line, source notes, bibliography, index.” - Amazon

Book Celebration Projects (Choose one option!)

**Option 1:** Two book projects (on both the fiction and non-fiction books)

**Option 2:** One book project (fiction) and one community service project

See the pages below for further directions!
OPTION ONE DIRECTIONS

For this option, you must **choose two projects for the books you choose to read.** There are two parts to the project – a technology and non-technology portion of the project (**for each book**). Present a book talk, the characters, key information, interesting facts, and a “hook” for your audience. Your goal is to make your peers want to read the book, so don’t tell them how it ends! Also, research your author and the background for the story. Did they have any inspiration in their own life? Include videos, graphics, and other creative, but important, information. Think creatively. **If there is something you want to do and it is not on this list feel free to email me!**

1. Prezi (Not a PowerPoint)
2. Voki
3. Weebly
4. Podcast
5. Windows Movie Maker

We all know how unreliable technology can be sometimes, so to accompany your technology portion of the book project you are also required to complete one of the following projects. **If you have a suggestion for another book project idea, feel free to email me.**

1. A poem summarizing the story (3-5 stanzas***– does not have to rhyme).
2. A sequel to the story (1-3 pages) and should incorporate aspects of story, plot, character, setting, and theme.
3. A collage (on half-sheet poster board and which covers all white space) representing the theme. Pictures may be hand drawn, clip art, or from magazines.
4. A videotape of a scene (3-5 minutes long).
5. A newspaper (2-4 pages, typed, in columns). You newspaper should include the following: sports article, news article, advice column, advertisements, comics, feature article, pictures, and classified ads. All should be related to your book.
7. A pop-up book (10-12 pages, each with a pop up).
8. A treasure chest containing at least 10-12 items that represent the theme and plot of the story.
9. A mobile with at least 8-10 items that represent the theme and plot of the story.
10. A full sized poster that depicts a character and uses 7-10 quotes from the book to describe the character’s personality. Be careful to include only quotes that tell what type of personality the character has.

***A stanza is a group of lines within the poem. The expected minimum number of lines in the poem is 4 per stanza.
**Example project:** I’ve read *Little Women* and *Fields of Fury*. My book project for *Little Women* will be a Prezi with all the requirements and a newspaper with all the requirements. I will also do a Voki for *Fields of Fury* and a scrapbook for the non-technology portion.

**OPTION TWO DIRECTIONS**

For option two, as you become older, it is your goal to become an active citizen in your community and world. To do so, you have to first educate yourself about your surroundings. For this summer, I am asking you to have a voice in your community. Don’t panic! This sounds hard and maybe a bit scary, but it is actually pretty fun once you get down to it. **First, you will choose one of the book projects from option 1 (see the option 1 list for projects) to create. This can be for either your fiction or non-fiction book. Then, you will do the following to replace your second book project:**

**Then:**

You are to create a community or school improvement plan. This plan will serve as the guidelines for your service hours that you will provide along with this option. To create a community or school improvement plan you must follow the steps below:

1. Identify a problem or issue within our community or school.
   a. Write this in an introductory paragraph (4-5 sentences minimum).
2. Hypothesize solutions to the problem in which you have identified.
   a. Write these in list format under the introductory paragraph section.
3. Formulate a “game plan” to provide these solutions to your community or school. (Think who will need to help you, what tools and skills you need, and other important factors).
   a. Write this in paragraph format under your solution list. (2 paragraph minimum)
      i. It may help you to include a calendar or timeline for expected results.
4. Finally, predict what impact you believe this will have on your community and your peers.
   a. Search the internet to see if other community improvement plans exist like yours. Tell me about them.
   b. This section should be 1 paragraph minimum.

**The idea behind the community improvement plan is to find something you are passionate about changing and change it (or begin to change it)!**

You will present this improvement plan at the beginning of the school year. Then, **by the end of August you must complete a minimum of 3 hours volunteer time working to implement your service plan.** After each session of volunteer hours (if you break the 3 hours into sessions) you must reflect in a paragraph.
Example project option 2: I’ve read *Little Women* and *Fields of Fury*. My book project for *Little Women* will be a Prezi with all the requirements and a newspaper with all the requirements. I would then create the community improvement plan that is outlined above for an issue within my community. By the end of August I would have volunteered 3 hours toward my improvement plan. Then, I would reflect on those hours.

USE THE ATTACHED DOCUMENT FOR PROOF OF VOLUNTEER HOURS

Model Lab Middle School Community or School Improvement Plan Volunteer Proof

I, ______________________________, have volunteered for a minimum of 3 hours at the following organization:

Organization Name: ___________________________ Date(s): ______________________________

Supervisor Name: ___________________________ Phone: ______________________________

I certify that I have completed these hours with intent to improve and serve my community or school. Doing so will make me a better, active, and informed citizen.

_______________________________
(Student Signature) _______________________________
(Supervisor Signature)

______________________________
(Parent/Guardian signature) (Date signed)
<table>
<thead>
<tr>
<th>Category</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appearance of the project</td>
<td>The project’s appearance is professional and polished without</td>
<td>The project’s appearance is quite professional and polished with</td>
<td>The project’s appearance is somewhat poor, some distracting</td>
<td>The project’s appearance is quite poor, many distracting elements.</td>
</tr>
<tr>
<td>(3 points)</td>
<td>distracting elements.</td>
<td>few distracting elements</td>
<td>elements.</td>
<td></td>
</tr>
<tr>
<td>Content Facts</td>
<td>The project content is exemplary and suggests the student</td>
<td>The project content is good and suggests the student has</td>
<td>The project content is fair/poor and suggests the student has</td>
<td>The project content is poor and suggests the student has not</td>
</tr>
<tr>
<td>(5 points)</td>
<td>discovered the important ideas of his/her topic.</td>
<td>discovered most of the important facts of his/her topic.</td>
<td>discovered most of the important facts.</td>
<td>done sufficient research.</td>
</tr>
<tr>
<td>Images &amp; Models</td>
<td>All images or models are effective.</td>
<td>All images or models are effective, but there appear to be too</td>
<td>Some images or models are effective.</td>
<td>Too few images or models are used to be an effective presentation.</td>
</tr>
<tr>
<td>(3 points)</td>
<td></td>
<td>few or too many.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Style &amp; Organization</td>
<td>Display is interesting and attractive. Materials are complete and</td>
<td>Display is interesting and attractive. Materials are complete</td>
<td>Some parts of the display are interesting. Some materials are</td>
<td>Display is uninteresting, not tidy. Materials are incomplete and</td>
</tr>
<tr>
<td>(5 points)</td>
<td>organized to present the idea well.</td>
<td>and organized. Presentation has sequence and plan evident.</td>
<td>complete and organized. Presentation has some sequence and plan</td>
<td>not organized. Presentation has no sequence or plan evident.</td>
</tr>
<tr>
<td>Creativity &amp; Appearance</td>
<td>Project is excellently presented reflecting creativity and a lot</td>
<td>Good creative effort. Project is neat and shows evidence of time</td>
<td>Some attempt made to add color and originally. Project is neat.</td>
<td>Little attempt to add color or originality. Project has sloppy</td>
</tr>
<tr>
<td>(3 points)</td>
<td>of thought.</td>
<td>spent on it.</td>
<td></td>
<td>appearance.</td>
</tr>
<tr>
<td>Knowledge</td>
<td>The project demonstrates a thorough knowledge of the subject</td>
<td>The project demonstrates good knowledge of the subject</td>
<td>The project demonstrates some knowledge of the subject</td>
<td>The project demonstrates very little knowledge of the subject</td>
</tr>
<tr>
<td>(5 points)</td>
<td></td>
<td></td>
<td></td>
<td>investigated</td>
</tr>
</tbody>
</table>
Community/School Improvement Plan

<table>
<thead>
<tr>
<th>Category</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirements (15 points)</td>
<td>All requirements listed in the directions are met with innovative thinking and skill.</td>
<td>Most requirements are met. Might be lacking innovation.</td>
<td>Some requirements are met.</td>
<td>Little to no requirements are met.</td>
</tr>
<tr>
<td>Volunteer Hours Implementation (10 points)</td>
<td>All volunteer hours are completed. Student may have volunteered more than 3 hours to meet goals.</td>
<td>Only 2 ½ hours were completed.</td>
<td>Only 1 ½ to 2 hours were completed.</td>
<td>Only 1 hour or no hours were completed.</td>
</tr>
</tbody>
</table>

25 points total

25 – 20 = A
19 – 16 = B
15 – 12 = C
11 - 8 = D
7 - 1 = U

Ms. Chamberlin’s Contact Information
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