**Sharyland ISD**

**2019-2020**

**8th Grade Pre-AP English**

**Summer Reading Assignment**



 **Assignments**

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| **Assignment # 1** | AP Connection and Literary Focus  |
| **Assignment # 2** | Totem Pole and Analytical Essay  |

***Due Date: Friday, August 23, 2019***

Dear Parents and Students,

In order to maintain and continue to develop your child’s reading level and critical thinking skills during the summer months, Sharyland ISD requires all Honors, Pre-AP, and AP students to read an assigned novel and complete a summer reading assignment. As part of the summer reading assignment, students are required to read a novel, and possibly other literary pieces, and complete a range of activities that include, but are not limited to, anticipation charts, essays, and creative projects. Students may also participate in activities that refer to the novel such as Socratic Seminars, in-class debates, at the beginning of the year. Students will also take a test over what they have read within the first two (2) weeks of school.

In this packet, you and your child will find the title of the required novel, the assignment, as well as a rubric for each assignment that your child can refer to as they complete the summer reading assignment. The assignment due date and approximate date of the test is also listed on the cover of this packet. All Honors, Pre-AP, and AP English students must have the assignments ready to turn in by the due date. Your child can either purchase or check out the book from any public library in your area. Please feel free to call or email the Sharyland Independent School District English Language Arts Specialist, Ms. Elida Salinas at (956) 580 – 5200 ext. 1057, your child’s English teacher, or the campus counselor if you have any questions.

We highly recommend that you encourage your child to read the novel and do their very best on the assignment. We also ask that as your child completes the assignments, that you keep internet use to a minimum. If your child plagiarizes any portion of the assignment, he/she will not receive any credit for the assignment.

We look forward to meeting your child, and hope that together, we can continue to support reading throughout the year!

Sharyland ISD Teachers

Estimados padres,

En el distrito escolar independiente de Sharyland existe una cultura fuerte y positiva de lectura entre los estudiantes y el personal. Entendemos y valoramos la importancia de la lectura tanto académica como recreativa. Sabemos que los estudios han demostrado que la lectura beneficia todas las materias y también mejora el vocabulario, la ortografía, la fluidez y el conocimiento.

Por este motivo se requiere durante el verano que alumnos inscritos en cursos de inglés del nivel Honors, Pre-AP, o AP realizen la lectura de una novela asignada y completen un proyecto acompañante. El propósito de este proyecto es mantener, o incluso aumentar, las habilidades de lectura de los alumnos para que no inicien el nuevo año escolar en desventaja después de pasar un tiempo prolongado sin clases.

Como parte de este proyecto, alumnos completarán deberes incluyendo, entre otros, guías de anticipación, ensayos y trabajos creativos. También se espera que todo alumno encargado este proyecto esté preparado al comienzo del próximo año escolar para participar en actividades que se refieren a la lectura como los seminarios socráticos y / o debates. Los alumnos también presentarán un examen sobre la lectura dentro de las primeras dos semanas de regreso a clases.

Por favor encuentre dentro de los siguientes documentos el título de la novela asignada, instrucciones para realizar el proyecto, y rúbricas para cada deber del proyecto las cual el alumno puede utilizar como guía. La novela asignada se puede comprar o sacar de una biblioteca. En la portada de los documentos se encuentra la fecha de entraga para el proyecto y una fecha aproximada para el examen. Se exige que los alumnos terminen el proyecto antes de la fecha de entrega.

Recomendamos apoyar a que su hijo/a realize el proyecto con su mejor esfuerzo. Favor de asegurarse que el uso de internet no le quite autenticidad al trabajo del alumno. El plagio en cualquier parte del proyecto afectará la calificación final.

En caso de dudas o preguntas, favor comunicarse con el/la profesor(a) de inglés de su hijo/a, consejero escolar, o nuestra especialista de artes de lenguaje en inglés, Elida Salinas, al 956-580-5200 ext. 1057.

¡Esperamos con anticipacion conocer a su hijo/a y tambien esperamos poder trabajar juntos en apoyar a la lectura durante todo el año!

Maestros de Sharyland ISD

# **8th Grade PreAP English Summer Reading Checklist**

***In order to receive full credit for the 8th Grade PreAP English Summer Reading Assignment, students must complete ALL of the assignments listed below:***

* **Assignment # 1: AP Connection and Literary Focus**
* **Assignment # 2: Totem Pole and Analytical Essay**

# **Assignment # 1: AP Connection and Literary Focus**

**Directions:** After you have read *Touching Spirit Bear, c*omplete the chart below. The project consists of two parts – Part 1: Symbolism / Part 2: Characterization. The definitions of the literary terms are listed below.

***Symbolism: the use of symbols to signify ideas and qualities, by giving them symbolic meanings that are different from their literal sense.***

***Characterization: literary device that is used step-by-step in literature to highlight and explain the details about a***[***character***](https://literarydevices.net/character/)***in a story.***

**Part 1:** Symbolism - Identify 5 examples of symbolism and include an example of textual evidence from the book. Under the “Commentary” column of the chart, explain what you believe the symbol means in reference to the book.

**Part 2:** Characterization – Identify 5 examples of characterization in the book. Explain what the characterization highlights details about a character in the story. There are several characters in the novel you may use examples for. Also, you may use more than one example for a character if necessary.

|  |  |
| --- | --- |
| **Examples of *Symbolism* from the book** | **Commentary (your explanation)** |
| 1. Garvey’s At-Oow
 | This blanket is given to Cole and symbolizes Garvey's trust in him |
|  |  |
|  |  |
|  |  |
|  |  |
| **Examples of *Characterization* from the book** | **Commentary (your explanation)** |
| 1. “Cole’s mother dusted the imaginary specks off her dress, then picked up the feather hesitatingly.” page 49
 | Based on her actions, I think Cole’s mother is anxious and is afraid to speak. Why is she so afraid of her husband? Why can't she stand up for her son? I would not tolerate this if that were my child.  |
|  |  |
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# **Assignment # 2: Part 1 of 2 - Totem Pole and Analytical Essay**

**Directions: Assignment # 2 is divided into 2 parts. Part 1 is a creative project and part 2 is the analytical essay. *The rubric for Assignment # 2 is on page # 9 of this packet.***

**Part 1 of 2: *Touching Spirit Bear* Totem Pole**

Create a **3D totem pole** that represents you and Cole, the main character in the novel. You **MUST** include **5** animal representations to depict the following:

* 1 animal representation that symbolizes your future (TOP OF THE POLE)
* 1 animal representation that symbolizes your present
* 1 animal representation that symbolizes your past
* 1 animal representation that symbolizes Cole’s character at the end of his journey
* 1 animal representation that symbolizes Cole’s character at the beginning of his journey (BOTTOM OF THE POLE)

**Project Guidelines:**

* Animals must be in the above order (Follow the diagram).

|  |
| --- |
| **Things to avoid:** |
| * Do not wait until the last minute to start your project
* Do not use flimsy/fragile materials such as copy paper, newspaper rolls, toilet paper rolls, etc.
* Do not use print outs for the animal representations for your totem pole
* Do not use any food products and containers that are not thoroughly washed or dried
* Do not use anything of great personal value
 |

* The totem pole must be freestanding. It cannot lean on anything else to stand.
* It must also be at least 12” tall but not taller than 4’.
* You should be creative with your totem pole construction materials. Consider using wood, PVC pipe, cardboard boxes, cans, gallon containers, foam noodles, paper mache, etc.
* You should be creative with your animal representations. Consider using foam, clay, cardboard, fabric, faux fur, paint, construction paper, feathers, pipe cleaners, googly eyes or any other art supplies that enhance your totem pole.
* It must be colorful and creatively constructed.

**Useful Websites:**

**Totem Poles of Alaska;**

**Totem symbols;**

**[Canadian Encyclopedia: Totem Poles;](http://www.thecanadianencyclopedia.ca/en/article/totem-pole/)** [**[Northwest Coast Legends and symbols](http://www.thecanadianencyclopedia.ca/en/article/totem-pole/)**](https://shop.slcc.ca/legends-symbology/)

**Before creating your Totem pole, you are encouraged to:**

* Re-read and reference the novel for ideas
* Research Tlingit totem poles
* Brainstorm personal life lessons and qualities

# **Part 2 of 2 - Analytical Essay**

**Directions: Part 2 of 2 – Analytical Essay**

 **Write an essay explaining the following:**

* Describe the animals you chose and what each symbolizes. Explain how each animal relates to your past, present, and future.
* How do Cole’s animals represent his character and his journey in the novel?

**Your essay should consist of 6 paragraphs:**

1. An introduction including a hook and a thesis statement
2. Four well-written body paragraphs that explain the symbolism of the animals and specifically how it relates to following:
* 1 paragraph for your past
* 1 paragraph for your present
* 1 paragraph for your future
* 1 paragraph to explain how Cole’s character changes from the beginning to the end of the book. Make specific references to the events in the novel and connect the animals you chose to those events. (This should be your longest paragraph)
1. A conclusion including what you learned about yourself from creating the totem pole and reading the novel.

**Writing Guidelines:**

* When you write your explanations don’t just say, “I chose an eagle because eagles are brave and I am brave.” Give an example from something in your life that shows a time when you were brave and were very determined.
* To explain Cole’s symbols, use textual evidence from the book including quotations, specific events, actions, and conflicts that connect to the symbols you chose. You should demonstrate your understanding of Cole’s character development with your textual evidence.

**Essay Format:**

* Essay must be typed using 12 pt. font size in Times New Roman font style. Lines must be double – spaced. Page should have 1 inch margins.
* You may type your essay on page 7 of this packet.
* Essay length must be between 1 ½ to 2 pages
* Essay must include a cover sheet including your essay title (be creative), your name, class period, your teacher’s name, and the date. An example of your header is on page # 7 of this packet.

Sample Essay Header

First Name, Last Name

Class Period

8th Grade Pre-AP English

Teacher’s Name

Date

 Creative Title of Your Essay

**Assignment # 2 Totem Pole and Analytical Essay Rubric**

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| --- | --- | --- | --- | --- |
| **Category** | **Exceeding**  | **Meeting** | **Approaching** | **Insufficient** |
| **Product****Totem Pole** | Theproduct contains **all** required components including a well-constructed, freestanding, 3D totem pole with 5 animal representations, three from personal experiences and two from the**50 points** | The product is **missing 1** component of the requirements or does not follow some of the project guidelines. Totem may not freestanding. **40 points** | The product is **missing** **2** components of the requirements or does not follow a majority of project guidelines. **30 points** | The product is missing **3+** components of the requirements. **Very little** of the components meet the totem guidelines. **10 points** |
| **Essay Content****(Analysis)** | The essay provides **detailed** insight and a **deep understanding** of the book and strong connection to self. It also includes **detailed** character analysis and textual evidence. Demonstrates an understanding of the symbolism for the animals represented on the totem pole. **30 points** | The essay provides **insight** and **understanding** of the book and connection to self. The essay has **some character** analysis and textual evidence. Demonstrates **some** understanding of the symbolism for the animals represented on the totem pole. **20 points** | The essay provides **understanding** of the book and **has little connection** to self, character analysis, and textual evidence that may be irrelevant and incomplete. **10 points** | The essay provides **very little** to **no understanding** of the book and connection to self.It has **very little** and /or **irrelevant** or incorrect character analysis and textual evidence.**5 points** |
| **Essay Format** | * Essay is typed in 14 point font
* Times New Roman/Arial
* 6 paragraphs
* Double-spaced lines
* 1 ½ to 2 pages
* Cover sheet

**10 points** | The product is missing the cover sheet and/or is not double-spaced. **8 points** | The product is not in the required font size and/or style.**6 points** | The product is not typed, does not meet the required length, and/or is not written in 6 paragraphs **3 points** |
| **Originality Presentation** | The product shows **excellent** **originality** and creativity in design. **All** of the product is easy to follow, organized in a coherent manner, **presented neatly**, and is **appealing** to the audience.**10 points** | The product **shows average originality** and creativity in design. **Most** of the product is easy to follow, organized in a coherent manner, **presented neatly**, and is **mostly appealing** to the audience.**8 points** | The product shows **moderate originality** and creativity in design. **Portions** of the product are easy to follow, organized in a coherent manner, **presented neatly**, and are **somewhat appealing** to the audience**6 points** | The product **shows very little originality** and creativity in design. The product **is not easy to follow**, **not organized** in a coherent manner, **not presented neatly**, and is **not appealing** to the audience.**4 points** |

***SUCCESS!!* You Have Completed Your Summer Reading Assignment!!**

**In order to obtain the maximum amount of points for your assignment, it is important that you avoid PLAGIARISM ☹**

1. **WHAT IS PLAGIARISM?**

Many people think of plagiarism as copying another's work or borrowing someone else's original ideas. But terms like "copying" and "borrowing" can disguise the seriousness of the offense. According to the Merriam- Webster Online Dictionary, to “plagiarize” means:

* + To steal and pass off (the ideas or words of another) as one's own
	+ To use (another's production) without crediting the source
	+ To commit literary theft
	+ To present as new and original an idea or product derived from an existing source
1. **ALL OF THE FOLLOWING ARE CONSIDERED PLAGIARISM:**
	* Turning in someone else's work as your own
	* Copying words or ideas from someone else without giving credit
	* Failing to put a quotation in quotation marks
	* Giving incorrect information about the source of a quotation
	* Changing words but copying the sentence structure of a source without giving credit
	* Copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not.
2. **AVOID PLAGIARISM:**

Plagiarism is a serious issue, and it will absolutely not be tolerated. Assignments must be completed individually, without collaboration with other people and/or outside reading sources (including the internet). Plagiarized work will earn a zero as well as disciplinary consequences.