

Name: \_\_\_\_\_

## 6th Grade Humanities Summer Assignment

### **Part I: Response to literature**

Directions: In each of these novels, the main character endures bullying. Read **one** of the books below then write an essay that describes the many ways, the main character changed over the course of the novel. Write about what motivates each of these changes and what ends up happening as a result of each change. Describe what the main character learns as he/she changes both internally and externally over the course of the novel.

Instrucciones: en cada una de estas novelas, el personaje principal sufre intimidación. Lea uno de los libros a continuación y luego escriba un ensayo que describa las diversas formas en que el personaje principal cambió a lo largo de la novela. Escriba sobre qué motiva cada uno de estos cambios y qué termina sucediendo como resultado de cada cambio. Describe lo que el personaje principal aprende a medida que cambia tanto interna como externamente a lo largo de la novela.

Instructions: Dans chacun de ces romans, le personnage principal endure l'intimidation. Lire un des livres ci-dessous puis écrire un essai qui décrit les nombreuses façons, le personnage principal a changé au cours du roman. Écrivez à propos de ce qui motive chacun de ces changements et de ce qui finit par arriver à la suite de chaque changement. Décrivez ce que le personnage principal apprend en changeant à la fois intérieurement et extérieurement au cours du roman.

Esplikasyon: Nan chak nan sa yo woman, karaktè prensipal la andire entimidasyon. Li youn nan liv ki anba a Lè sa a, ekri yon redaksyon ki dekri plizyè fason, karaktè prensipal la chanje sou kou nan roman an. Ekri sou sa ki motive chak nan chanjman sa yo ak sa ki fini moute pase kòm yon rezilta nan chak chanjman. Dekri sa ki karaktè prensipal la ap aprann jan li / li chanje tou de entèn ak deyò sou kou nan roman an.

الاتجاهات: في كل من هذه الروايات ، يتحمل الشخص الرئيسي البلطجة. اقرأ أحد الكتب أدناه ثم اكتب مقالاً يصف الطرق العديدة ، حيث تغيرت الشخصية الرئيسية خلال فترة الرواية. اكتب ما يحفز كل من هذه التغييرات وما يحدث في النهاية نتيجة لكل تغيير. صف ما تتعلمه الشخصية الرئيسية أثناء تغييره داخليًا وخارجيًا على مدار مسار الرواية.

**Standards Assessed:**

**6W2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- 6W2a: Introduce a topic clearly; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect
- 6W2b: Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.
- 6W2c: Use precise language and content-specific vocabulary to explain a topic.
- 6W2d: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- 6W2e: Provide a concluding statement or section that explains the significance of the information presented. 6W2f: Establish and maintain a style appropriate to the writing task.

**Texts:****Stargirl by Jerry Spinelli**

*Lexile Level: 590L*

*Available in:*

- *Spanish*

Stargirl. From the day she arrives at quiet Mica High in a burst of color and sound, the hallways hum with the murmur of "Stargirl, Stargirl." She captures Leo Borlock's heart with just one smile. She sparks a school-spirit revolution with just one cheer. The students of Mica High are enchanted. At first. Then they turn on her. Stargirl is suddenly shunned for everything that makes her different, and Leo, panicked and desperate with love, urges her to become the very thing that can destroy her: normal.

**The Skin I'm In by Sharon Flake**

*Lexile Level: 670L*

Maleeka Madison is a strong student who has had enough of being teased about her "too black" skin and handmade clothes. So when she starts seventh grade, she decides to adopt a sassier attitude and a tougher circle of friends. The last thing she expects is to get "messed up" with another "freak," but that's exactly what happens. After a new teacher, whose face is disfigured from a skin disease, enters her life, will Maleeka be able to learn to love the skin she's in?

**Wonder by R.J. Palacio**

***Lexile Level: 790L***

***Available in:***

- ***Spanish***
- ***French***
- ***Arabic***

August Pullman is not an ordinary ten-year-old kid. Sure, he's a huge Star Wars fan, he loves his dog, and he's got a pretty good sense of humor. But August was born with a craniofacial abnormality, a genetic defect that caused his facial features to be severely deformed. His life has never been "normal." Despite his differences, August and his parents decide to transition him from homeschool to private school now that he's entering fifth grade. It's the start of middle school, they reason, so everyone will be new. But August has to deal with so much more than just being new. Will he make friends? Will he decide to stay at the school? And can the people around him learn to see past his appearance? This brilliant, sensitive story, narrated not only by August, but also by his older sister, his classmates, and other kids in his life, takes an insightful look at how one person's differences can affect the lives of so many others.

**Freak the Mighty by Rodman Philbrick**

***Lexile Level: 1000L***

***Available in:***

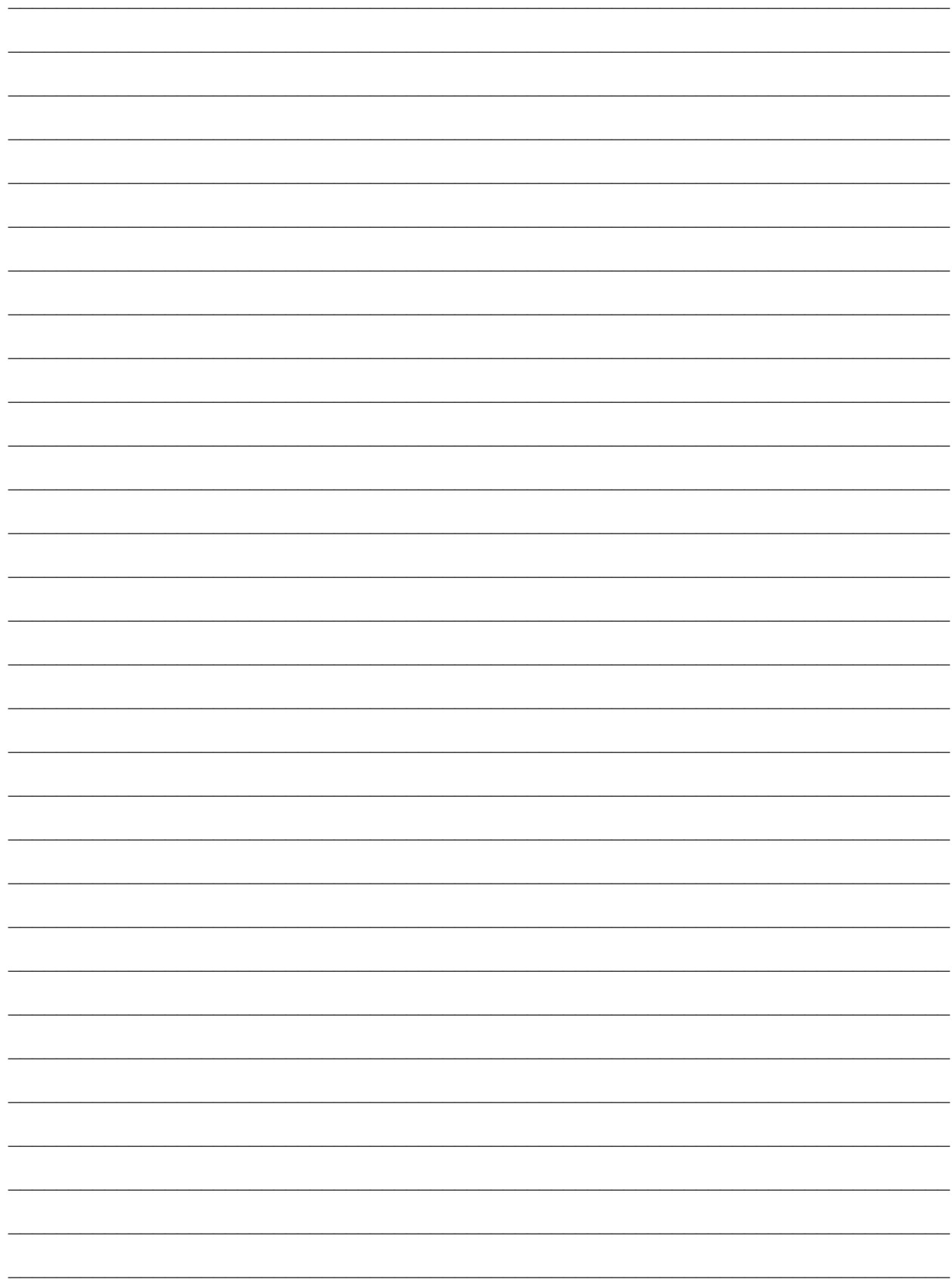
- ***Spanish***

A brilliant, emotionally charged novel about two boys. One is a slow learner, too large for his age, and the other is a tiny, disabled genius. The two pair up to create one formidable human force known as "Freak the Mighty". MAX. FREAK. BEST FRIENDS. FOREVER. I never had a brain until Freak came along. . .That's what Max thought. All his life he'd been called stupid. Dumb. Slow. It didn't help that his body seemed to be growing faster than his mind. It didn't help that people were afraid of him. So Max learned how to be alone. At least until Freak came along. Freak was weird, too. He had a little body, and a really big brain. Together Max and Freak were unstoppable. Together, they were Freak the Mighty.

## Essay Planning

<p><b>2. Body Paragraph 1</b> <i>What happens in the book?</i></p>	<p><b>3. Body Paragraph 2</b> <i>How does the main character make choices?</i></p>
<p><b>1. Introduction</b></p>	
<p><b>4. Body Paragraph 3</b> <i>What lesson does the character learn?</i></p>	<p><b>5. Conclusion</b></p>





## Part II: Close reading of informational text

Directions: Read the following passages. As you read, code and annotate the text using the symbols listed below. *The beginning of the first article has a model example of coding and annotating for you to follow.* After completing the article, answer the two short response questions below.

Instrucciones: Lee los siguientes pasajes. Mientras lee, codifique y anote el texto utilizando los símbolos que figuran a continuación. El comienzo del primer artículo tiene un ejemplo modelo de codificación y anotación para que sigas. Después de completar el artículo, responda las dos preguntas de respuesta corta a continuación.

Itinéraire: Lisez les passages suivants. Pendant que vous lisez, codez et annotez le texte en utilisant les symboles listés ci-dessous. Le début du premier article contient un exemple de codage et d'annotation à suivre. Après avoir terminé l'article, répondez aux deux questions à réponse courte ci-dessous.

Esplikasyon: Li pasaj sa yo. Pandan w ap li, kòd ak anote tèks la lè l sèvi avèk senbòl ki nan lis anba a. Nan konmansman an nan premye atik la gen yon egzanjp modèl nan kodaj ak anote pou ou pou w swiv. Apre w fin ranpli atik la, reponn kesyon de repons kout ki pi ba la a.

اتجاهات: قراءة المقاطع التالية. أثناء قراءتك ، أدخل الشفرة وعلق عليها باستخدام الرموز المدرجة أدناه. تحتوي بداية المقالة الأولى على مثال نموذجي للتفسير والتعليق التوضيحي لتتبعه. بعد الانتهاء من المقالة ، أجب عن السؤالين المختصين أدناه.

### To code and annotate:

- As you read, look for sentences that you agree with, disagree with, can connect with, or don't understand
- Underline that sentence and label it with the appropriate code in the code column. *Example: If I see a sentence that I can connect to, I will underline it and put an infinity symbol next to that sentence*
- In the annotation column, use the sentence starters to explain why you agree with it, disagree with it, can connect to it, or are confused by it.

**Coding Symbols-** use the following symbols to code your text as you read. For each symbol you use to code the text, use the sentence starters to explain your thinking.

<b>Code</b>	<b>When to use it</b>	<b><i>Sentence Starters</i></b>
<b>+</b>	When you agree with the text	I agree with this because...
<b>-</b>	When you disagree with the text	I disagree with this because...
<b>∞</b>	When you can connect with the text	I can relate to this because... This reminds me of.... I understand what this is like because...
<b>?</b>	When the text is confusing	(create a question you would ask to clear up the confusion)

<b>Code</b>	<b>How the Nile River Led to Civilization in Ancient Egypt</b>	<b>Annotate</b>
<b>∞</b>	<p>The Nile River Valley is in Egypt. It is located in North Africa. The land along the river holds many clues about how Egyptians lived long ago. Because of the river, they were able to build a great civilization. Civilizations are always large groups of people who live and work together.</p> <p>The Nile River made civilizations possible in ancient Egypt.</p>	<p><i>This reminds me of when I learned about the Pyramids in 4th grade.</i></p>



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It is the longest river in the world. It is 4,200 miles long. Experts say people started living along its banks more than 8,000 years ago.



### Good land for crops

Much of Egypt is covered in dry desert. It has little farmland. There was good land for growing crops along the Nile, though.

Long ago, food was not easy to find there. Over time, people learned that the Nile could provide plenty to eat. Fruit trees grew along the Nile. The river was full of fish.

The Nile flooded every year at about the same time. The water then drew back. It left behind rich, brown silt. This soil was great for growing many kinds of plants. Farmers dug short waterways from the river to their fields.

*I agree with this because water is very important to any country.*



### **More people and new tools**

Egypt's population grew. More food was needed to feed more people. Farmers learned how to grow enough for everyone, and even more. This let others work at other jobs besides farming. Some became traders. Others made clothes and other goods to sell. They figured out smarter ways to work together.

The ancient Egyptians also invented new tools. These included copper chisels and needles. Metalworkers learned to create bronze, a stronger metal. The Egyptians also probably invented the potter's wheel. This tool made it easier to make pots and jars.



The calendar was one of the Egyptians' greatest inventions. Farmers needed to track the days to know when to plant. Their calendar helped them plan for when the Nile would flood.

How did the ancient Egyptians make their calendars? They wrote them on papyrus. Papyrus is like paper. It was made from reeds that grew in the Nile.

Writing also helped the Egyptians become a great civilization. They wrote their words as pictures, called hieroglyphics. This helped them keep records about their history.

### **Dry land protection**

Egypt is a very dry land. There is sand as far as the eye can see. West of the Nile stretches the Sahara, the largest desert in the world. East of the Nile are other deserts.

These deserts protected ancient Egypt. Few enemies could cross the dry land to attack. Safe from invaders, Egyptians

could work on improving their farming. They invented new tools. They were able to create beautiful art. They could think about religion and how to work together better.

Over time, the pyramids and big cities became symbols of this great culture. It lasted for several thousand years.



1. Summarize the article in the space below. (R6.2)

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2. Which of the advancements in Ancient Egypt do you think was the most important? Why? (R6.1)

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### Part III: Reflection

CRITERIA	SCORE				
	4 Essays at this Level:	3 Essays at this Level:	2 Essays at this Level:	1 Essays at this Level:	0 Essays at this Level:
<b>CONTENT AND ANALYSIS:</b>	<ul style="list-style-type: none"> <li>- clearly introduce a topic in a manner that is compelling and follows logically from the task and purpose</li> <li>- demonstrate insightful analysis of the text(s)</li> </ul>	<ul style="list-style-type: none"> <li>- clearly introduce a topic in a manner that follows from the task and purpose</li> <li>- demonstrate grade-appropriate analysis of the text(s)</li> </ul>	<ul style="list-style-type: none"> <li>- introduce a topic in a manner that follows generally from the task and purpose</li> <li>- demonstrate a literal comprehension of the text(s)</li> </ul>	<ul style="list-style-type: none"> <li>- introduce a topic in a manner that does not logically follow from the task and purpose</li> <li>- demonstrate little understanding of the text(s)</li> </ul>	<ul style="list-style-type: none"> <li>- demonstrate a lack of comprehension of the text(s) or task</li> </ul>
<b>COMMAND OF EVIDENCE:</b>	<ul style="list-style-type: none"> <li>- develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s)</li> <li>- sustain the use of varied, relevant evidence</li> </ul>	<ul style="list-style-type: none"> <li>- develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s)</li> <li>- sustain the use of relevant evidence, with some lack of variety</li> </ul>	<ul style="list-style-type: none"> <li>- partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant</li> <li>- use relevant evidence inconsistently</li> </ul>	<ul style="list-style-type: none"> <li>- develop an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant</li> </ul>	<ul style="list-style-type: none"> <li>- provide no evidence or provide evidence that is completely irrelevant</li> </ul>

<p><b>COHERENCE, ORGANIZATION, AND STYLE</b></p>	<ul style="list-style-type: none"> <li>- exhibit clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning</li> <li>- establish and maintain a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice</li> <li>- provide a concluding statement or section that is compelling and follows clearly from the topic and information presented</li> </ul>	<ul style="list-style-type: none"> <li>- exhibit clear organization, with the use of appropriate transitions to create a unified whole</li> <li>- establish and maintain a formal style using precise language and domain-specific vocabulary</li> <li>- provide a concluding statement or section that follows from the topic and information presented</li> </ul>	<ul style="list-style-type: none"> <li>- exhibit some attempt at organization, with inconsistent use of transitions</li> <li>- establish but fail to maintain a formal style, with inconsistent use of language and domain-specific vocabulary</li> <li>- provide a concluding statement or section that follows generally from the topic and information presented</li> </ul>	<ul style="list-style-type: none"> <li>- exhibit little attempt at organization, or attempts to organize are irrelevant to the task</li> <li>- lack a formal style, using language that is imprecise or inappropriate for the text(s) and task</li> <li>- provide a concluding statement or section that is illogical or unrelated to the topic and information presented</li> </ul>	<ul style="list-style-type: none"> <li>- exhibit no evidence of organization</li> <li>- use language that is predominantly incoherent or copied directly from the text(s)</li> <li>- do not provide a concluding statement or section</li> </ul>
<p><b>CONTROL OF CONVENTIONS</b></p>	<ul style="list-style-type: none"> <li>- demonstrate grade-appropriate command of conventions, with few errors</li> </ul>	<ul style="list-style-type: none"> <li>- demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension</li> </ul>	<ul style="list-style-type: none"> <li>- demonstrate emerging command of conventions, with some errors that may hinder comprehension</li> </ul>	<ul style="list-style-type: none"> <li>- demonstrate a lack of command of conventions, with frequent errors that hinder comprehension</li> </ul>	<ul style="list-style-type: none"> <li>- are minimal, making assessment of conventions unreliable</li> </ul>

After completing both parts of the summer assignment, answer the two following reflection questions:

<b>Looking Backward</b>	<b>Looking Inward</b>	<b>Looking Outward</b>	<b>Looking Forward</b>
What steps did you take to produce your work?	What did you find frustrating about completing your assignment?	If someone else were to look at your work, what could they learn about you, as a student?	What would you change in a revision of your work?
What problems did you face when completing this assignment? How did you solve this?	What was something satisfying to you about completing your assessment?	If you were a teacher, what comment would you make about this piece?	What is one goal you would set for yourself next time?