

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 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.

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

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

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

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>2. Body Paragraph 1 <i>Describe what happens to the main character throughout the novel.</i></p>	<p>3. Body Paragraph 2 <i>What motivates the character throughout the book?</i></p>
<p>1. Introduction <i>Offer a brief summary of the selected book and an introduction to the character</i></p>	
<p>4. Body Paragraph 3 <i>What does the character learn throughout the text?</i></p>	<p>5. Conclusion</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.

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

Code	When to use it
+	When you agree with the text
-	When you disagree with the text
∞	When you can connect with the text
?	When the text is confusing

Code	How the Nile River Led to Civilization in Ancient Egypt	Annotate
∞	The sands of the Nile River Valley hold many clues about one of the most progressive and artistic early civilizations — ancient Egypt. A great deal of evidence survives about how the ancient Egyptians lived, though mysteries remain. Something we can know is that ancient Egypt had the five major components of civilization: cities, specialized workers, government, record keeping and advanced technology.	<i>I remember learning about the Pyramids in 4th grade. There was art inside them.</i>
+	None of the achievements of this remarkable civilization would have been possible without the Nile River. There is always a connection between landscape and how the people living there develop. Archaeologists and historians believe humans started living along the Nile's banks starting in about 6000 B.C. Discoveries reveal that	<i>Water is very important to any country.</i>

Neolithic (late Stone Age) people thrived in the Nile Valley that far back. But it wasn't until later that the valley's inhabitants began to form a more organized civilization.

A source of life

In 3000 B.C., Egypt looked similar geographically to the way it does today. The country was mostly covered by desert. But along the Nile River was a swath of fertile land. This proved — and still proves — a life source for many Egyptians.

The Nile is the longest river in the world. It flows northward for nearly 4,200 miles. In ancient times, crops could be grown only along a narrow, 12-mile stretch of land that borders the river. Despite the lack of natural resources like forests or an abundance of farm land, a great society emerged.

For the earliest inhabitants of the Nile Valley, food was not easy to find. Over time, however, people learned that the Nile could provide plenty to eat. Along the river grew fruit trees, and fish swam in the Nile in great numbers.

Perhaps most importantly, the people there discovered that the Nile flooded for about six months every year at about the same time. As the water drew back afterward, it deposited a rich, brown layer of silt. This soil was suitable for growing wheat, beans, barley and cotton. Farmers learned to dig short canals leading to fields near the Nile. These waterways provided fresh water for irrigation. Planting immediately after a flood produced crops before the next year's flood.

Egyptian inventions

Egypt's growing population required more organization and productivity. Farmers began growing extra crops, allowing others to give up farming and pursue other trades. They could become merchants or skilled workers. This development of specialized labor is a hallmark of civilization.

Egyptian artisans created new inventions like copper tools such as chisels and needles. Metalworkers learned to mix copper and tin to create bronze, a stronger metal. Evidence also suggests that ancient Egyptians invented the potter's wheel. This tool made it easier to create pots and jars for storage, cooking and decoration.

One of the ancient Egyptians' inventions, the calendar, has helped define time itself. In order to know when to plant, the Egyptians needed to track days. They developed a calendar based on the

flooding of the Nile that proved remarkably accurate.

How did the ancient Egyptians make their calendars? They developed a process that turned large reeds from the Nile into a flattened material. It was called papyrus and could be written on. In fact, the English word "paper" has its root in the ancient Greek word "papyrus." Among the first things recorded on papyrus were calendars.

Getting their message across

Writing set the Egyptians apart from some of their neighbors. Egyptian scribes used hieroglyphics, or pictures, to represent words or sounds.

Papyrus had many other uses. Boats were constructed by binding the reeds together in bundles. Baskets, mats, rope and sandals were also fashioned from this multipurpose material.

Even today, the landscape around the Nile is quite barren. Outside of the narrow band of greenery next to the river, there is sand as far as the eye can see. To the Nile's west stretches the Sahara, the largest desert in the world. East of the Nile are other dry lands.

Protected from invaders

These deserts offered protection as the civilization of ancient Egypt grew. Few invaders could ever cross the dry sands to attack. After learning to take advantage of the Nile's floods — and not having to fear foreign attacks — the Egyptians concentrated on improving farming. As the years passed, Egyptians discovered that wheat could be baked into bread, barley could be turned into soup, and cotton could be spun into clothing.

With many of life's necessities provided, the Egyptians were free to think more about art, government, religion and philosophy. These are other aspects of a civilization. The pharaohs emerged. These rulers led Egypt for about 3,000 years, and most were capable leaders. Eventually, pyramids and great cities became examples of this flourishing culture, one that lasted for several thousand years.

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

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

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

Looking Backward	Looking Inward	Looking Outward	Looking Forward
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?