

**Getting Ready for
Eighth Grade
Summer Packet**



Due: Wednesday, September 12, 2018

SUMMER READING LIST

Choose ONE of the following books:

So B. It – Sarah Weeks (realistic fiction) 288 pages

You couldn't really tell about Mama's brain just from looking at her, but it was obvious as soon as she spoke. She had a high voice, like a little girl's, and she only knew 23 words. I know this for a fact, because we kept a list of what Mama said tacked to the inside of the kitchen cabinet. Most words were common ones, like good and more and hot, but there was one word only my mother said: soof.

Although she lives an unconventional lifestyle with her mentally disabled mother and their doting neighbor, Bernadette, Heidi has a lucky streak that points her in the right direction. When a word in her mother's vocabulary begins to haunt her, Heidi's thirst for the truth leads her on a cross-country journey in search of the secrets of her past. *(Description from goodreads.com)*

The Book of Time – Guillaume Prevest (fantasy) 224 pages

A statue; a coin; an old book. They look as dusty as everything else in the Faulkner Antiquarian Bookstore, where 14-year-old Sam Faulkner seeks his father, who's been missing for days. But when Sam slips the coin into the statue, he's swept back in time -- to Scotland in 800 A.D. -- where he must find both the statue and another coin in order to return to the present. It's the first step in an adventure that will take him to ancient Egypt, World War I, even Dracula's castle -- and a mystery that will end only when Sam saves his father or loses him in time . . . *(Description from goodreads.com)*

**A House Between Homes: Youth in the Foster Care System – Joyce Libal,
Laurie Glader, Carolyn Bridgemahon** (nonfiction) 127 pages

From living with blindness, deafness, autism, or brain injury to struggling through the juvenile court or foster care systems, there are many types of special needs among youth today. This 15-book series explores the challenges facing youth with special needs, as well as the many types of services available to support these young people in their quest for personal achievement and social acceptance. By combining factual information with fictional stories, these books bring to life the struggles, challenges, and triumphs of youth with special needs, providing an education of the heart as well as the mind. *(Description from goodreads.com)*

**Rise of the World: Muhammad Ali and the Rise of an American Hero – David
Remnick** (biography) 330 pages

A hugely literate, intelligent evocation of the great heavyweight champion and sportsman of the twentieth century. *(Description from goodreads.com)*

**The Absolutely True Diary of a Part Time Indian – Sherman Alexie
(realistic fiction)**

230 pages

Bestselling author Sherman Alexie tells the story of Junior, a budding cartoonist growing up on the Spokane Indian Reservation. Determined to take his future into his own hands, Junior leaves his troubled school on the rez to attend an all-white farm town high school where the only other Indian is the school mascot.

Heartbreaking, funny, and beautifully written, *The Absolutely True Diary of a Part-Time Indian*, which is based on the author's own experiences, coupled with poignant drawings by Ellen Forney that reflect the character's art, chronicles the contemporary adolescence of one Native American boy as he attempts to break away from the life he was destined to live.

With a forward by Markus Zusak, interviews with Sherman Alexie and Ellen Forney, and four-color interior art throughout, this edition is perfect for fans and collectors alike. (*Description from goodreads.com*)

The Graveyard Book – Neil Gaimon (fantasy fiction) 312 pages

After the grisly murder of his entire family, a toddler wanders into a graveyard where the ghosts and other supernatural residents agree to raise him as one of their own.

Nobody Owens, known to his friends as Bod, is a normal boy. He would be completely normal if he didn't live in a sprawling graveyard, being raised and educated by ghosts, with a solitary guardian who belongs to neither the world of the living nor of the dead. There are dangers and adventures in the graveyard for a boy. But if Bod leaves the graveyard, then he will come under attack from the man Jack—who has already killed Bod's family...

Beloved master storyteller Neil Gaiman returns with a luminous new novel for the audience that embraced his New York Times bestselling modern classic *Coraline*. Magical, terrifying, and filled with breathtaking adventures, *The Graveyard Book* is sure to enthrall readers of all ages. (*Description from goodreads.com*)

READING PROJECTS LIST

1. Making a 5 Minute Movie – Movie script can be written.

Take any chapter from your book and create a *5 minute* movie scene.

OR

Film multiple short scenes, totaling *five full minutes*.

Ask your friends and family to help you with roles. It does not have to be a short film (beginning, middle, and end) but it should accurately tell the events from your book.

Your movie should be recognizable to anyone else who read the book. Projects will be shown in class...so make it look and sound good.

2. Create a 20 page Children's Book

Your books all deal with heavy subjects. Your task, if you choose to accept this, is to create a *fully illustrated children's book*, a minimum of *20 pages long*. Retell events from your book to make the conflict + plot appropriate for a 1st grader—and so they can understand. While you can make changes to the plot and to characters, the theme of the text should not change.

Be prepared to read your book in class. ☺

Unit Project Rubric

Category	4 (100)	3 (80)	2 (75)	1 (50)
Requirements	All requirements, as outlined, are met and exceeded.	All requirements, as outlined, are met.	One or two requirements were not completely met.	More than two requirements were not met.
Content	Covers topic in depth with details and vivid language.	Covers topic with details and somewhat vivid language.	Covers topic with some detail and proper language.	Barely covers topic with lack of detail.
Project Format	Project meets formatting requirements.	Project misses one of the formatting requirements.	More than one project formatting requirement is missing.	Project formatting requirements missing.
Mechanics	No misspellings or grammatical errors.	A few misspellings / grammatical errors but meaning is clear.	Some misspellings / grammatical errors and meaning is somewhat clear.	So many misspellings / grammatical errors that meaning is impeded.
Effort	Effort is clearly visible; project exceeds expectations.	Effort is visible; project meets expectations.	Effort is somewhat visible; project is adequate.	Effort is questionable; project needs major improvement.

Math

1. Eric paid \$2.94 in sales tax on an item that cost \$42.00 before tax. At that rate, how much would he pay in sales tax for an item that costs \$58.00 before tax?

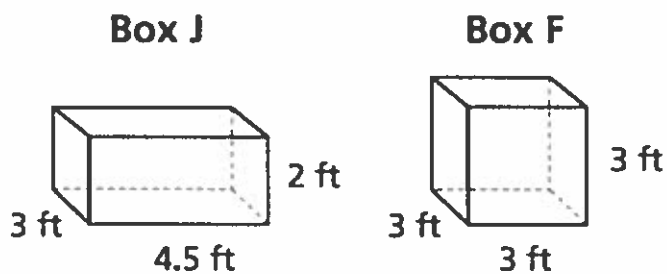
2. A museum opened at 9:00 a.m. In the first hour, 250 people purchased admission tickets. In the second hour, 20% more people purchased admission tickets than in the first hour. Each admission ticket cost \$19.50. What was the total amount of money paid for all the tickets purchased in the first two hours?

3. A single gram of a certain metallic substance has 0.52 gram of copper and 0.26 gram of zinc. The remaining portion of the substance is nickel. Kwan estimated that 0.2 gram of nickel is in 1 gram of the substance. He used this to estimate the amount of nickel in 35 grams of the substance. Find the result of Kwan's estimation strategy. Then, find the exact amount of nickel in 35 grams of the substance.

4. A cylinder and a cone have the same volume. The cylinder has a radius of 2 inches and a height of 3 inches. The cone has a radius of 3 inches. What is the height of the cone?

5.

Two types of shipping boxes are shown below.



What is the difference in the surface areas, in square feet, of the two boxes?

6.

Find the value of the expression.

$$\frac{5}{(-1.5 + 9.5)} + \frac{0.4(7 + 11)}{-0.2}$$

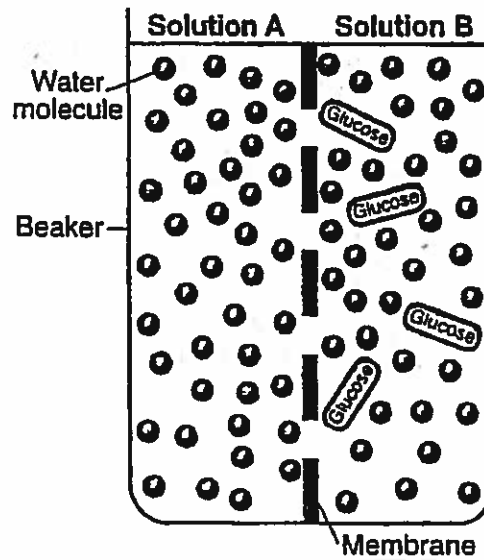
7. Ms. Rodriguez has \$100 to spend on parking and admission to the zoo. The parking will cost \$7, and admission tickets will cost \$15.50 per person, including tax. Write and solve an equation that can be used to determine the number of people that she can bring to the zoo, including herself.

8. A home-improvement store sold wind chimes for \$30 each. A customer signed up for a free membership card and received a 5% discount off the price. Sales tax of 5% was applied after the discount. What was the final price of the wind chime?

9. A contractor is building the base of a circular fountain. On the blueprint, the base of the fountain has a diameter of 18 centimeters. The blueprint has a scale of three centimeters to four feet. What will be the actual area of the base of the fountain, in square feet, after it is built? Round your answer to the nearest tenth of a square foot.

10. Mr. Thomsen is buying two types of gift cards to give as prizes to employees at a company meeting. He will buy restaurant gift cards that each cost \$50. He will also buy movie theater gift cards that each cost \$20. He has \$450 to buy a total of 15 gift cards. How many of each type of gift card can Mr. Thomsen buy?

Base your answers to questions 81 and 82 on the diagram below and on your knowledge of biology. The diagram represents two solutions, A and B, separated by a selectively permeable membrane.



Note: The answer to questions 81 and 82 should be recorded on your separate answer sheet.

81 A sample from solution A and solution B were each tested with blue-colored glucose indicator solution before the solutions were placed in the beaker. Which row represents the results?

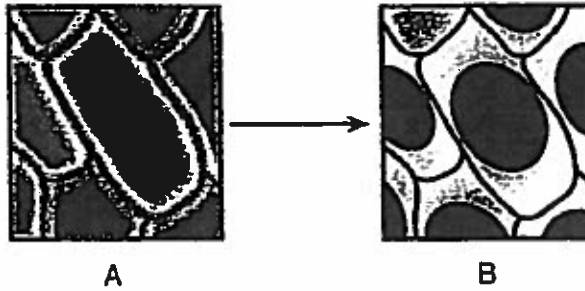
Row	Solution A	Solution B
(1)	red or orange	blue
(2)	blue black	amber
(3)	blue	red or orange
(4)	amber	blue black

82 Which statement best describes the outcome after 20 minutes?

- (1) Solution A will contain approximately the same number of glucose molecules as solution B.
- (2) Solution A will contain all of the water molecules.
- (3) Solution B will remain unchanged.
- (4) Solution B will lose all of the glucose molecules to solution A.

Note: The answer to question 75 should be recorded on your separate answer sheet.

75 Red onion cells undergo the change represented in the diagram below.



This change is most likely caused by the cell being transferred from

- (1) distilled water to starch indicator
- (2) distilled water to salt water

- (3) salt water to tap water
- (4) salt water to distilled water

Living Environment-Jun. '15

[21]

[OVER]

Base your answers to questions 79 and 80 on the diagram below and on your knowledge of biology. The diagram represents a cell and its changes as a result of two laboratory procedures, A and B.



79 Describe procedure A and explain why it would cause the change shown. [1]

80 Explain why procedure B has the opposite effect of procedure A. [1]

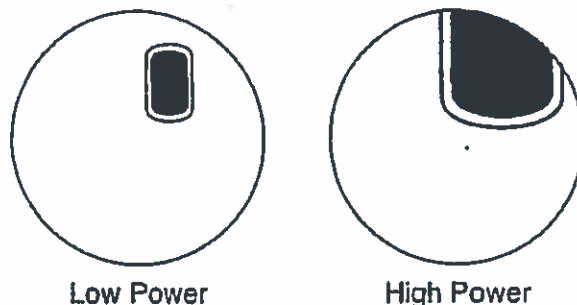
Part D

Answer all questions in this part. [13]

Directions (73–85): For those questions that are multiple choice, record on the separate answer sheet the number of the choice that, of those given, best completes the statement or answers the question. For all other questions in this part, follow the directions given and record your answers in the spaces provided in this examination booklet.

Base your answers to questions 73 and 74 on the information below and on your knowledge of biology.

A student observes a red onion cell with a compound light microscope using low, then high power. The two views are represented below.

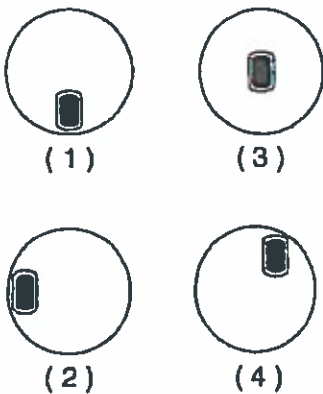


Note: The answers to questions 73 and 74 should be recorded on your separate answer sheet.

73 The best explanation for the changes observed by the student is that, when switching from low to high power, the

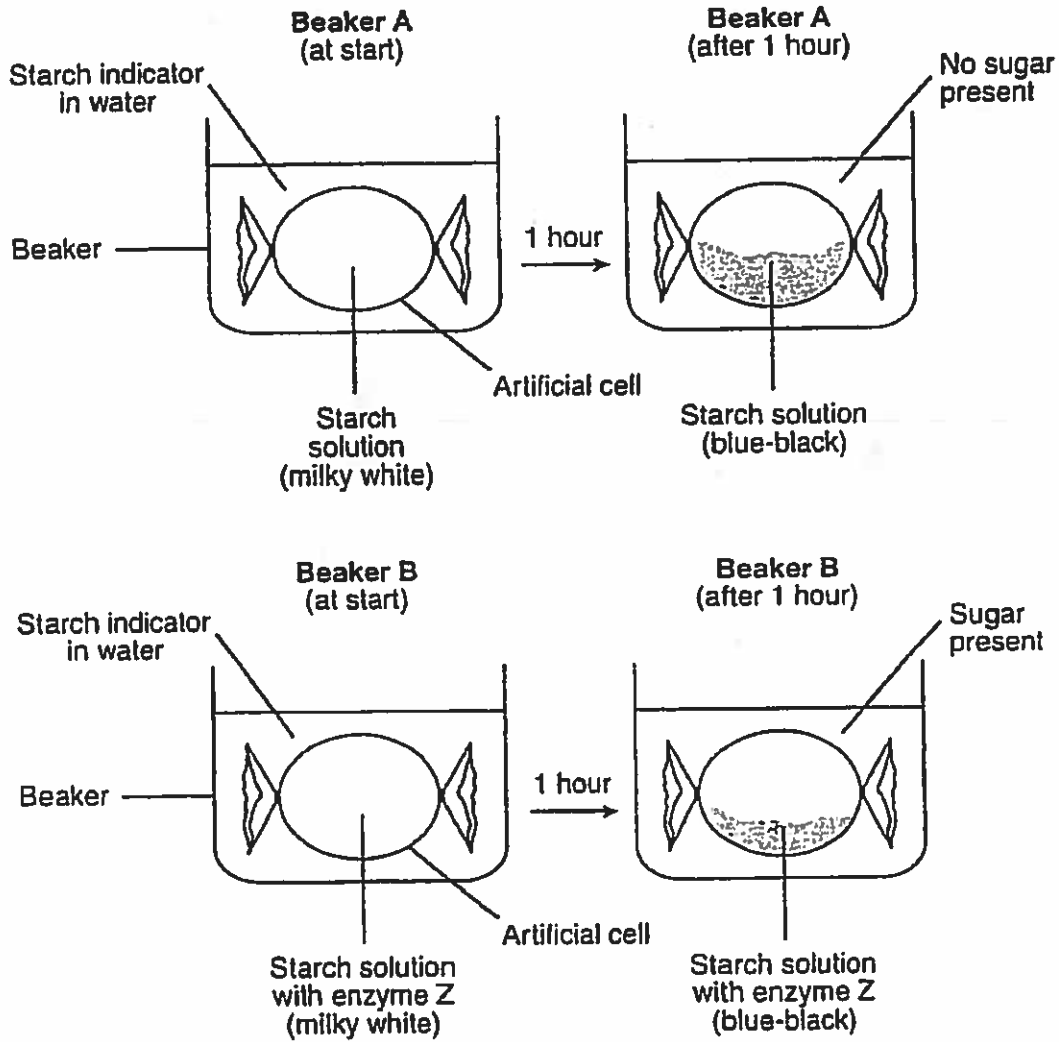
- (1) diameter of the field of view decreases
- (2) slide was accidentally moved
- (3) diameter of the field of view increases
- (4) image is inverted and reversed

74 Which diagram represents where the cell should be located in the low-power field of view to be sure the entire cell will be visible after switching to high power?



Base your answers to questions 79 and 80 on the information and diagram below and on your knowledge of biology.

Two models of a cell were made with dialysis tubing and placed in two beakers of fluid, A and B, each containing starch indicator solution, as represented in the diagram below. Enzyme Z was added to the artificial cell in beaker B. The solution outside each cell was tested for the presence of sugar. Initially, no sugar was present in the solution outside each cell. The results after one hour are represented below.



79 State *one* reason for the color change in beaker A after one hour. [1]

80 How would the results have been different in beaker B if an enzyme that digests protein was used instead of enzyme Z? [1]

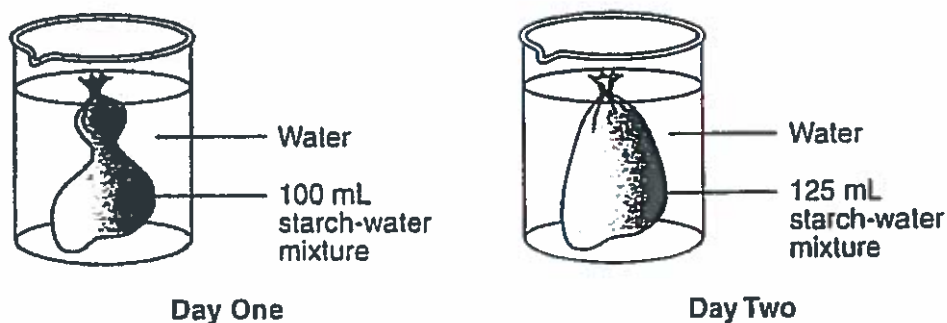
Note: The answer to question 81 should be recorded on your separate answer sheet.

81 In an experiment to test the effect of exercise on the number of times a clothespin can be squeezed in 1 minute, the dependent variable would be the

- (1) test subject
- (2) amount of exercise
- (3) number of squeezes
- (4) clothespin

Base your answers to questions 82 through 84 on the information and diagram below and on your knowledge of biology.

In an experiment, students placed a dialysis bag containing 100 mL of a starch-water mixture in a beaker of water, as shown below. They left the setup until class the next day, when they removed the dialysis bag and measured the volume of the contents. They found that there were now 125 mL of the starch-water mixture.



Note: The answer to question 82 should be recorded on your separate answer sheet.

82 To measure the volume of the starch-water mixture in the dialysis bag, the students should have used a

- (1) meterstick
- (2) triple-beam balance
- (3) graduated cylinder
- (4) test tube

83 Identify the process that caused the increase in volume. [1]

84 Identify *one* organ in the human body where this process occurs and identify *one* substance that moves into the blood at that location. [1]

Organ: _____

Substance: _____

85 State *one* possible reason a certain substance can *not* pass across a cell membrane. [1]

Base your answers to questions 79 and 80 on the information and data table below and on your knowledge of biology.

In an experiment, three plants of the same species were grown in each of six identical pots. The heights of the plants were measured when growth began. Each of the pots was watered every day with salt solutions of different concentrations. The data for the experiment are shown in the table below.

Effect of Salt Solution on the Height of Plants

Plant Group	Percent Salt Solution Used for Watering the Plants	Average Initial Height (centimeters)	Average Final Height (centimeters)
A	0	2	30
B	1	2	28
C	2	3	15
D	3	2	10
E	4	3	(died)
F	5	3	(died)

79 State the effect of increasing the percent of salt in the solution used to water the plants on the average final height of the plants in groups A through D. [1]

80 State *one* way diffusion was involved in the cause of death of the plants in groups E and F. [1]

PART III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents (1–6). Some of the documents have been edited for the purpose of the question. The question is designed to test your ability to work with historical documents. As you analyze the documents, take into account both the context of each document and any point of view that may be presented in the document.

Historical Context: Throughout the 20th century, the United States has followed different foreign policies to promote its interests. These policies have included neutrality, imperialism, containment, and internationalism. Specific actions have been taken and specific programs have been established to carry out these policies.

Task: Using information from the documents and your knowledge of social studies, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay in which you will be asked to:

- Describe two different United States foreign policies from the 1930s and 1940s.
- Discuss one specific action or program the United States has used to carry out each foreign policy.
- Evaluate the extent to which the action or program used was successful in carrying out each foreign policy.

Document 2

. . . . The facts compel my stating, with candor, that darker periods may lie ahead. The disaster is not of our making; . . . Yet we find ourselves affected to the core; our currents of commerce are changing, our minds are filled with new problems, our position in world affairs has already been altered.

In such circumstances our policy must be to appreciate in the deepest sense the true American interest. Destiny first made us . . . heirs of European culture. Fate seems now to compel us to assume the task of helping to maintain in the Western world a citadel wherein that civilization may be kept alive. The pace, the integrity, and the safety of the Americas—these must be kept firm and serene.

— Franklin D. Roosevelt, 1939

2a What is the “disaster” that Roosevelt believes will affect the United States?

b In what way will this “disaster” alter U.S. foreign policy?

Document 4

An Act further to promote the defense of the United States and for other purposes . . .

Sec 3 (a) Notwithstanding the provisions of any other law, the President may, from time to time, when he deems it in the interest of national defense, authorize the Secretary of War, the Secretary of the Navy, or the head of any other department or agency of the government: To manufacture in arsenals, factories, and shipyards under their jurisdiction, or otherwise procure, to the extent to which funds are made available therefore, or contracts are authorized from time to time by Congress, or both, any defense article for the government of any country whose defense the President deems vital to the defense of the United States.

— Lend-Lease Act, 1941

4a What does this act allow the President and Congress to do?

b What is the purpose of this act?

Document 6

To promote world peace and the general welfare, national interest, and foreign policy of the United States through economic, financial, and other measures necessary to the maintenance of conditions abroad in which free institutions may survive and consistent with the maintenance of the strength and stability of the United States . . .

The restoration or maintenance in European countries . . . rests largely upon the establishment of sound economic conditions, stable international economic relationships, and the achievement by the countries of Europe of a healthy economy independent of extraordinary outside assistance . . .

— Marshall Plan, 1948

6 How will the United States help European recovery after World War II?

The answer to the essay question is to be written in the separate essay booklet.

In developing your answer to Part III, be sure to keep this general definition in mind:

discuss means “to make observations about something using facts, reasoning, and argument; to present in some detail”

Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents. It is designed to test your ability to work with historical documents. Some of the documents have been edited for the purposes of the question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document.

Historical Context:

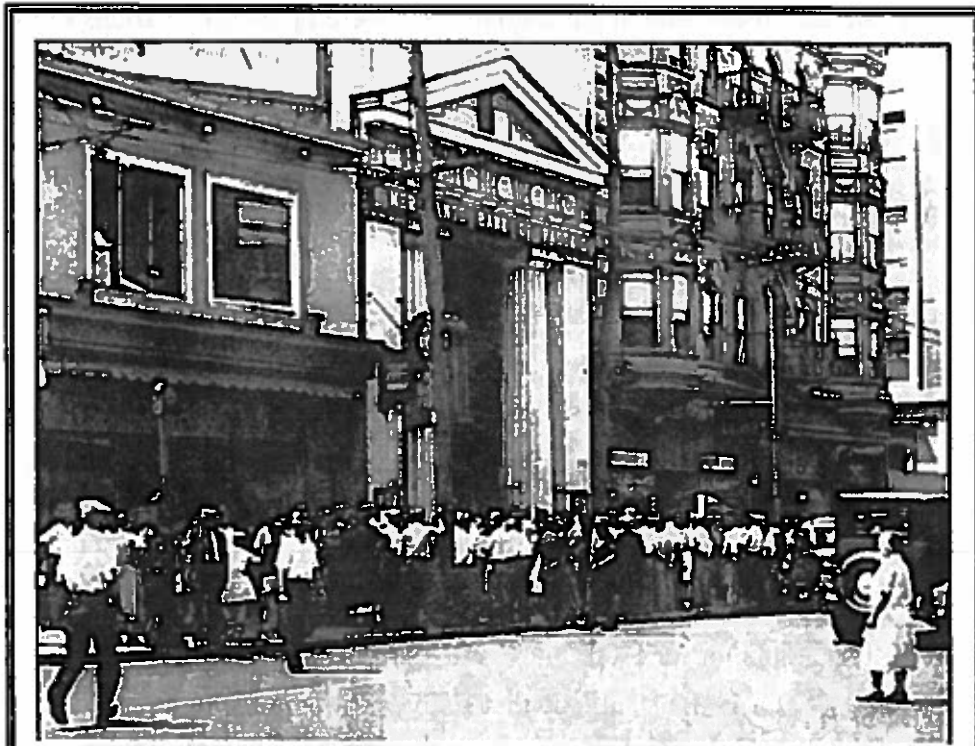
After the stock market crash of 1929, the United States went into a period of economic crisis known as the Great Depression. During this time, the political, economic, and social institutions of the United States were in turmoil. The government, various groups, and individuals sought ways to address the problems that Americans faced.

Task:

Using the information from the documents and your knowledge of social studies, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay in which you will be asked to

- Discuss the problems that Americans faced during the Great Depression
- Discuss actions taken by the government, *and/or* various groups, *and/or* individuals in an attempt to solve the problems brought about by the Great Depression

Document 2



Then, on Black Thursday, the American dream turned into a nightmare as Wall Street's Stock Market Boom turned into The Crash. People were stunned, unbelieving at first. Paper fortunes had vanished, but money was the foundation of American life. Disbelief turned to panic as people besieged [stormed] the banks (this one was in New Jersey) trying to withdraw their life's savings — often too late. The banks began to collapse and industrial production ground to a halt.

Source: Robert Goldston, *The Great Depression: The United States in the Thirties*, Bobbs-Merrill

2 According to this document, what effect did The Crash have on banks? [1]

Score

Document 4

Many “kitchens” similar to this one in Chicago in 1931 were opened by various individuals or groups.



Source: National Archives (adapted)

4 Based on this photograph, what assistance is being offered to the people standing in line? [1]

Score

Document 6



Source: Clifford Berryman, *Washington Star*, January 5, 1934, Library of Congress (adapted)

6a In this cartoon, who does the doctor represent? [1]

Score

b In this cartoon, what do the bottles on the table represent? [1]

Score

Part B

Essay

Directions: Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Use evidence from *at least four* documents to support your essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

After the stock market crash of 1929, the United States went into a period of economic crisis known as the Great Depression. During this time, the political, economic, and social institutions of the United States were in turmoil. The government, various groups, and individuals sought ways to address the problems that Americans faced.

Task:

Using the information from the documents and your knowledge of social studies, write an essay in which you

- Discuss the problems that Americans faced during the Great Depression
- Discuss actions taken by the government, *and/or* various groups, *and/or* individuals in an attempt to solve the problems brought about by the Great Depression

Guidelines:

In your essay, be sure to:

- Develop all aspects of the task
- Incorporate information from *at least four* documents
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and a conclusion that are beyond a restatement of the theme

NAME _____

SCHOOL _____

Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents (1–7). The question is designed to test your ability to work with historical documents. Some of the documents have been edited for the purposes of the question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document.

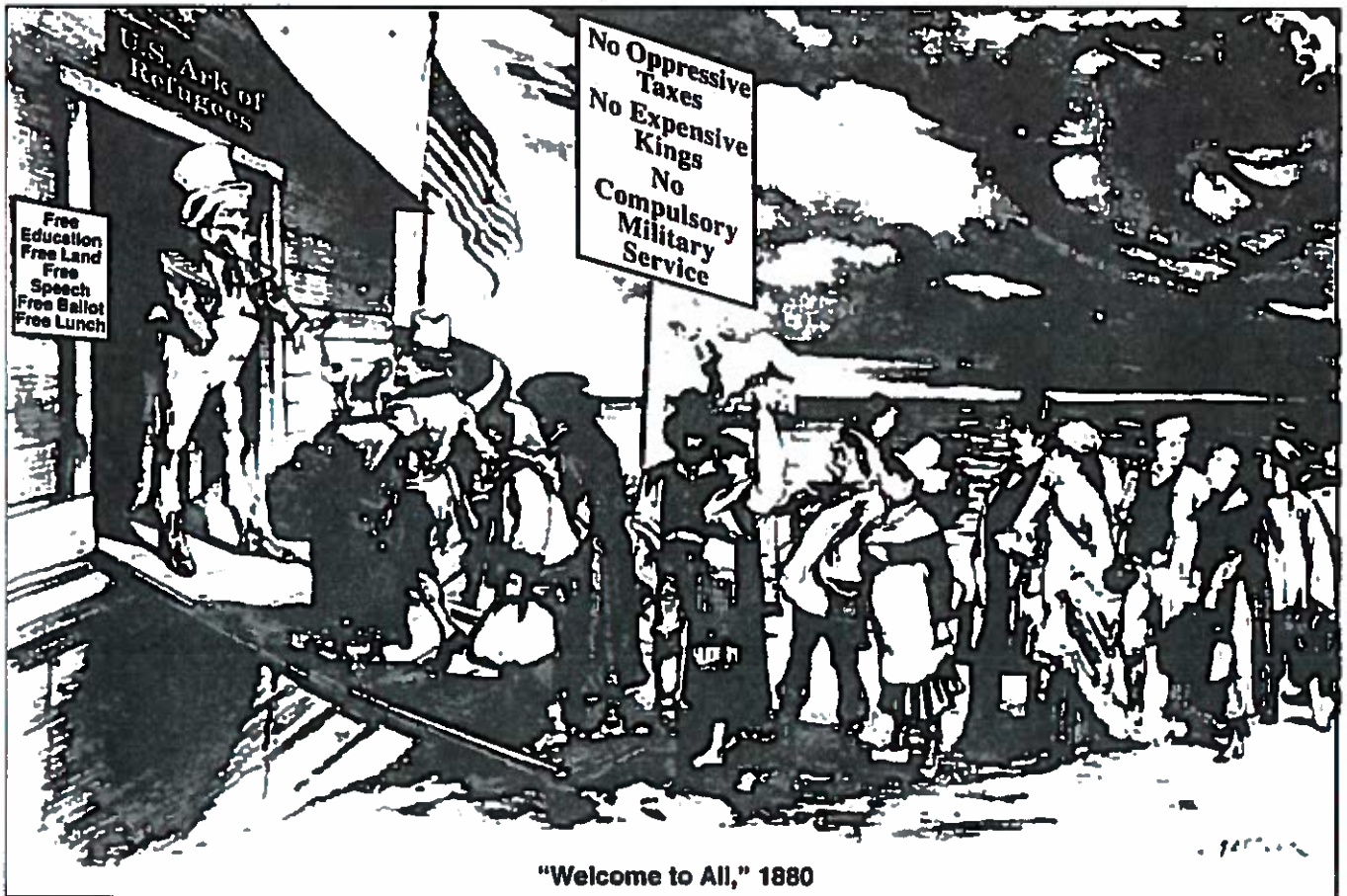
Historical Context:

United States immigration policy has changed over time to reflect the needs and attitudes of American society.

Task: Using information from the documents and your knowledge of United States history, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay, in which you will be asked to:

- Discuss immigration policies or actions taken by the United States government that affected the immigration of people to the United States
- Show how these policies or actions reflected the needs and attitudes of American society at that time

Document 2



"Welcome to All," 1880

Source: *The Granger Collection* (adapted)

2 What does the cartoon show about United States immigration policy in 1880? [1]

Score

Document 4

May 6, 1882. CHAP. 126.—An act to execute certain treaty stipulations relating to Chinese.

WHEREAS, IN THE OPINION OF THE Government of the United States the coming of Chinese laborers to this country endangers the good order of certain localities within the territory thereof: Therefore,

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That from and after the expiration of ninety days next after the passage of this act, and until the expiration of ten years next after the passage of this act, the coming of Chinese laborers to the United States be, and the same is hereby, suspended; and during such suspension it shall not be lawful for any Chinese laborer to come, or, having so come after the expiration of said ninety days, to remain within the United States.

— The Chinese Exclusion Act

4a According to this passage, how did the Chinese Exclusion Act affect the immigration of Chinese people to the United States? [1]

Score

b According to this passage, what reason did the United States government give for passing this law? [1]

Score

Document 6

We were tried during a time that has now passed into history. I mean by that, a time when there was . . . resentment and hate against the people of our principles, against the foreigner, against slackers, and it seems to me—rather, I am positive, that both you and Mr. Katzmann [have] done all . . . [that was] in your power in order to work out, in order to agitate, still more the passion of the juror, the prejudice of the juror, against us. . . .

But my conviction is that I have suffered for things that I am guilty of. I am suffering because I am a radical and indeed I am a radical; I have suffered because I was an Italian and indeed I am an Italian; I have suffered more for my family and for my beloved wife than for myself. . . .

— Bartolomeo Vanzetti, to Judge Thayer upon being sentenced to death,
Sacco-Vanzetti case, April 9, 1927

6 State *two* reasons the speaker in this passage believed he was brought to trial. [2]

(1) _____

Score

(2) _____

Score

Part B

Essay

Directions: Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Use evidence from at least *four* documents in the body of the essay. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

United States immigration policy has changed over time to reflect the needs and attitudes of American society.

Task: Using information from the documents and your knowledge of United States history, write an essay in which you:

- Discuss immigration policies or actions taken by the United States government that affected the immigration of people to the United States
- Show how these policies or actions reflected the needs and attitudes of American society at that time

Guidelines:

In your essay, be sure to:

- Address all aspects of the *Task* by accurately analyzing and interpreting at least *four* documents
- Incorporate information from the documents in the body of the essay
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization
- Introduce the theme by establishing a framework that is beyond a simple restatement of the *Task* or *Historical Context* and conclude with a summation of the theme

