



THE MOTT HALL SCHOOL
Advanced Studies in Mathematics, Science, and Technology for Gifted and Talented Students
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Judith De Los Santos-Pena, Principal

8th Grade

Summer Assignment

Name: _____

Class: _____

ELA Summer Assignment

Name: _____

Class: _____

I. Building Background Knowledge: Great Depression

Directions: Research the Great Depression in America during the 1930s. Note 5 important facts that you learned from your research.

Book or Website used for Research: _____

1. _____

2. _____

3. _____

4. _____

5. _____

II. Migrant Workers During the Great Depression

Directions: Read and annotate the following article. To annotate means to put your thinking on the paper. Use the attached Annotating Key Handout to help you while you read. Be sure to note what connections you make, questions you have, and what stands out as important.

The Harvest Gypsies

By John Steinbeck

Article V

Migrant families in California find that unemployment relief, which is available to settled unemployed, has little to offer them. In the first place there has grown up a regular technique for getting relief; one who knows the ropes can find aid from the various state and Federal disbursement agencies, while a man ignorant of the methods will be turned away.

The migrant is always partially unemployed. The nature of his occupation makes his work seasonal. At the same time the nature of his work makes him ineligible for relief. The basis for receiving most of the relief is residence.

But it is impossible for the migrant to accomplish the residence. He must move about the country. He could not stop long enough to establish residence or he would starve to death. He finds, then, on application, that he cannot be put on the relief rolls. And being ignorant, he gives up at that point.

For the same reason he finds that lie cannot receive any of the local benefits reserved for residents of a county. The county hospital was built not for the transient, but for residents of the county.

It will be interesting to trace the history of one family in relation to medicine, work relief and direct relief. The family consisted of five persons, a man of 50, his wife of 45, two boys, 15 and 12, and a girl of six. They came from Oklahoma, where the father operated a little ranch of 50 acres of prairie.

When the ranch dried up and blew away the family put its moveable possession in an old Dodge truck and came to California. They arrived in time for the orange picking in Southern California and put in a good average season.

The older boy and the father together made \$60. At that time the automobile broke out some teeth of the differential and the repairs, together with three second-hand tires, took \$22. The family moved into Kern County to chop grapes and camped in the squatters' camp on the edge of Bakersfield.

At this time the father sprained his ankle and the little girl developed measles. Doctors' bills amounted to \$10 of the remaining store, and food and transportation took most of the rest.

The 15-year-old boy was now the only earner for the family. The 12-year-old boy picked up a brass gear in a yard and took it to sell.

He was arrested and taken before the juvenile court, but was released to his father's custody. The father walked in to Bakersfield from the squatters' camp on a sprained ankle because the gasoline was gone from the automobile and he didn't dare invest any of the remaining money in more gasoline.

This walk caused complications in the sprain which laid him up again. The little girl had recovered from measles by this time, but her eyes had not been protected and she had lost part of her eyesight.

The father now applied for relief and found that he was ineligible because he had not established the necessary residence. All resources were gone. A little food was given to the family by neighbors in the squatters' camp.

A neighbor who had a goat brought in a cup of milk every day for the little girl.

At this time the 15-year-old boy came home from the fields with a pain in his side. He was feverish and in great pain.

The mother put hot cloths on his stomach while a neighbor took the crippled father to the county hospital to apply for aid. The hospital was full, all its time taken by bona fide local residents. The trouble described as a pain in the stomach by the father was not taken seriously.

The father was given a big dose of salts to take home to the boy. That night the pain grew so great that the boy became unconscious. The father telephoned the hospital and found that there was no one on duty who could attend to his case. The boy died of a burst appendix the next day.

There was no money. The county buried him free. The father sold the Dodge for \$30 and bought a \$2 wreath for the funeral. With the remaining money he laid in a store of cheap, filling food—beans, oatmeal, lard. He tried to go back to work in the fields. Some of the neighbors gave him rides to work and charged him a small amount for transportation.

He was on the weak ankle too soon and could not make over 75¢ a day at piece-work, chopping. Again he applied for relief and was refused because he was not a resident and because he was employed. The little girl, because of insufficient food and weakness from measles, relapsed into influenza.

The father did not try the county hospital again. He went to a private doctor who refused to come to the squatters' camp unless he were paid in advance. The father took two days' pay and gave it to the doctor who came to the

family shelter, took the girl's temperature, gave the mother seven pills, told the mother to keep the child warm and went away. The father lost his job because he was too slow.

He applied again for help and was given one week's supply of groceries.

This can go on indefinitely. The case histories like it can be found in their thousands. It may be argued that there were ways for this man to get aid, but how did he know where to get it? There was no way for him to find out.

California communities have used the old, old methods of dealing with such problems. The first method is to disbelieve it and vigorously to deny that there is a problem. The second is to deny local responsibility since the people are not permanent residents. And the third and silliest of all is to run the trouble over the county borders into another county. The floater method of swapping what the counties consider undesirables from hand to hand is like a game of medicine ball.

A fine example of this insular stupidity concerns the hookworm situation in Stanislaus County. The mud along water courses where there are squatters living is infected. Several business men of Modesto and Ceres offered as a solution that the squatters be cleared out. There was no thought of isolating the victims and stopping the hookworm.

The affected people were, according to these men, to be run out of the county to spread the disease in other fields. It is this refusal of the counties to consider anything but the immediate economy and profit of the locality that is the cause of a great deal of the unsolvable quality of the migrants' problem. The counties seem terrified that they may be required to give some aid to the labor they require for their harvests.

According to several Government and state surveys and studies of large numbers of migrants, the maximum a worker can make is \$400 a year, while the average is around \$300, and the large minimum is \$150 a year. This amount must feed, clothe and transport whole families.

Sometimes whole families are able to work in the fields, thus making an additional wage. In other observed cases a whole family, weakened by sickness and malnutrition, has worked in the fields, making less than the wage of one healthy man. It does not take long at the migrants' work to reduce the health of any family. Food is scarce always, and luxuries of any kind are unknown.

Observed diets run something like this when the family is making money:

Family of eight—Boiled cabbage, baked sweet potatoes, creamed carrots, beans, fried dough, jelly, tea.

Family of seven—Beans, baking-powder biscuits, jam, coffee.

Family of six—Canned salmon, cornbread, raw onions.

Family of five—Biscuits, fried potatoes, dandelion greens, pears.

These are dinners. It is to be noticed that even in these flush times there is no milk, no butter. The major part of the diet is starch. In slack times the diet becomes all starch, this being the cheapest way to fill up. Dinners during lay-offs are as follows:

Family of seven—Beans, fried dough.

Family of six—Fried cornmeal.

Family of five—Oatmeal mush.

Family of eight (there were six children)—Dandelion greens and boiled potatoes.

It will be seen that even in flush times the possibility of remaining healthy is very slight. The complete absence of milk for the children is responsible for many of the diseases of malnutrition. Even pellagra is far from unknown.

The preparation of food is the most primitive. Cooking equipment usually consists of a hole dug in the ground or a kerosene can with a smoke vent and open front. If the adults have been working 10 hours in the fields or in the packing sheds they do not want to cook. They will buy canned goods as long as they have money, and when they are low in funds they will subsist on half-cooked starches.

The problem of childbirth among the migrants is among the most terrible. There is no prenatal care of the mothers whatever, and no possibility of such care. They must work in the fields until they are physically unable or, if they do not work, the care of the other children and of the camp will not allow the prospective mothers any rest.

In actual birth the presence of a doctor is a rare exception. Sometimes in the squatters camps a neighbor woman will help at the birth. There will be no sanitary precautions nor hygienic arrangements. The child will be born on newspapers in the dirty bed. In case of a bad presentation requiring surgery or forceps, the mother is practically condemned to death. Once born, the eyes of the baby are not treated, the endless medical attention lavished on middle-class babies is completely absent.

The mother, usually suffering from malnutrition, is not able to produce breast milk. Sometimes the baby is nourished on canned milk until it can eat fried dough and cornmeal. This being the case, the infant mortality is very great.

The following is an example: Wife of family with three children. She is 38; her face is lined and thin and there is a hard glaze on her eyes. The three children who survive were born prior to 1929, when the family rented a farm in Utah. In 1930 this woman bore a child which lived four months and died of "colic."

In 1931 her child was born dead because "a han' truck fulla boxes run inta me two days before the baby come." In 1932 there was a miscarriage. "I couldn't carry the baby 'cause I was sick." She is ashamed of this. In 1933 her baby lived a week. "Jus' died. I don't know what of." In 1934 she had no pregnancy She is also a little ashamed of this. In 1935 her baby lived a long time, nine months.

"Seemed for a long time like he was gonna live. Big strong fella it seemed like." She is pregnant again now. "If we could get milk for um I guess it'd be better." This is an extreme case, but by no means an unusual one.

III. Creative Writing

You choose! Based on your research and Steinbeck's article, write a poem or journal entry from the perspective of a person who lived during the time of the Great Depression. Use the attached rubrics to guide your thinking. Be sure to write or type your poem or journal entry on **a separate paper** as it may be hung up for display! Feel free to decorate your piece of work as well to show off your creativity!

Annotating a Text



1. **Pick up** a pencil, a pen, or a post-it.

2. **Read everything at least twice.**

The first time, read quickly to get a sense of what the text is about.

The second and subsequent times read carefully.

Use a Check Mark (✓)

- Anything that you agree with
- Important main ideas and supporting details

Use a Question Mark (?):

- Anything that is confusing (word, concept, etc.)
- Would make for a good discussion question

Use an Exclamation Mark (!)

- Surprising/Shocking
- Make a connection (text-to self, text, or world)

In addition to using the annotating symbols, include **notes** in the margins briefly **explaining** your thinking so it is easier to **recall** during discussion/writing

3. **Potential Next Steps:**

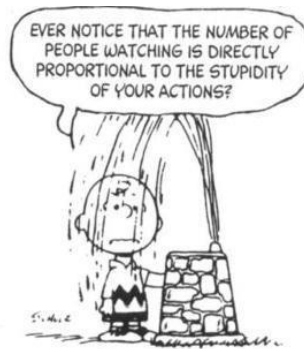
- Define unknown vocabulary in your own words.
- Summarize/Paraphrase the text or parts of the text in your own words to make sure that you comprehend the text.
- Share meaningful connections to your own life experiences.
- Describe a new perspective you may now have.
- Explain the historical context or traditions/social customs that are used in the passage.
- Offer an analysis or interpretation of what is happening in the text.
- Point out and discuss literary techniques that the author is using.

Poem Rubric	Exceeding Standards 4 pts	Meeting Standards 3 pts	Approaching Standards 2 pts	Below Standards 1 pts
Content and Topic	Demonstrates an excellent understanding of topics from the research and article.	Demonstrates a good understanding of topics from the research and article.	Demonstrates a fair understanding of topics from the research and article.	Demonstrates a limited understanding of topics from the research and article.
Meaning and Originality	Poem is creative and original. It is evident that the poet put thought into their words and uniquely conveyed their ideas and emotions.	Poem is thoughtful and creative. A couple of phrases or ideas may be revisited, but the overall product is carefully written.	Most of the poem is creative, but appears to be rushed. This is evident in the poet's redundancy or use of cliches.	Poems appear to be thoughtless or rushed. Work is very repetitive, and ideas are unoriginal.
Sensory Details	Vivid, detailed images and intensely felt emotion make the poem come alive.	Clear sensory images are used to portray ideas or emotions.	Some use of image, idea, or emotion.	Difficult to visualize image or emotion.
Conventions	Proper use of English spelling and grammar is used consistently throughout each poem. Punctuation is utilized when necessary.	A couple of spelling or grammar mistakes are evident, but do not diminish the meaning of the poem. Punctuation is utilized when necessary.	The poet's intended meaning is confusing by several spelling or grammar errors. Punctuation may be misused.	There are numerous spelling or grammar errors, making the poems difficult to understand. Punctuation is used incorrectly.

Journal Entry Rubric	Exceeding Standards 4 pts	Meeting Standards 3 pts	Approaching Standards 2 pts	Below Standards 1 pts
Focus on Assigned Topic	The entire entry is related to the assigned topic and allows the reader to understand much more about the time period.	Most of the entry is related to the assigned topic. The journal wanders off at one point, but the reader can still learn something about the time period.	Some of the entry is related to the assigned topic, but a reader does not learn much about the time period.	No attempt has been made to relate the entry to the assigned topic.
Creativity	The entry contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used his imagination.	The entry contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his imagination.	The entry contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his imagination.	There is little evidence of creativity in the entry. The author does not seem to have used much imagination.
Voice	Shows a complete understanding of the text and sounds as if truly written by a person from this time period.	Shows some understanding of the text. The entry sounds a lot like a person from this time period.	Attempts to show understanding of the text, loses the voice of a person from this time period occasionally.	There are times when the person's voice comes through but it sounds mostly as if written today, by the student.
Conventions	Proper use of English spelling and grammar is used consistently throughout each entry. Punctuation is utilized when necessary.	A couple of spelling or grammar mistakes are evident, but do not diminish the meaning of the entry. Punctuation is utilized when necessary.	The writer's intended meaning is confusing by several spelling or grammar errors. Punctuation may be misused.	There are numerous spelling or grammar errors, making the entry difficult to understand. Punctuation is used incorrectly.

Math Summer Assignment

Week One: Proportional Reasoning



If $\frac{1}{2}$ gallon of paint covers $\frac{1}{6}$ of a wall, then how much paint is needed for the entire wall?

Show your work here.

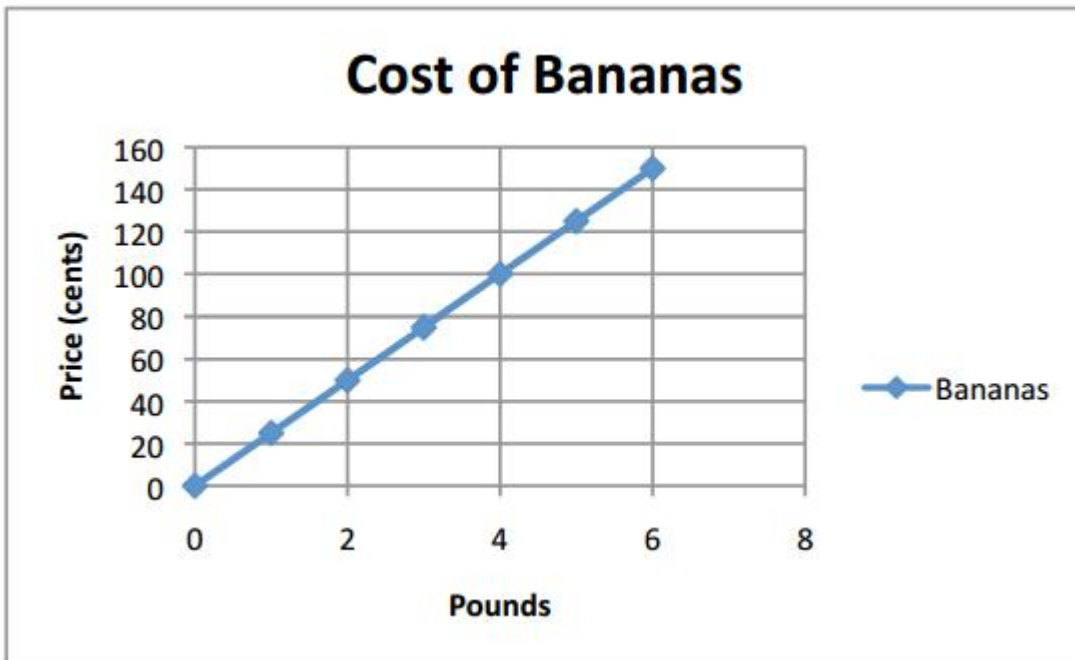
Answer: _____

The table below gives the price for different numbers of books. Do the numbers in the table represent a proportional relationship?

Number of Books	Price
1	3
3	9
4	12
7	18

1. Explain why or why not?

The graph below represents the price of the bananas at one store. What is the constant of proportionality?

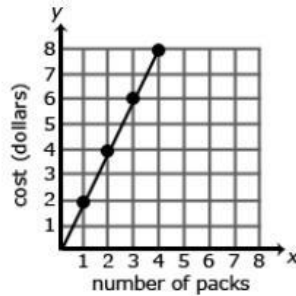


Show your work here.

Answer: _____

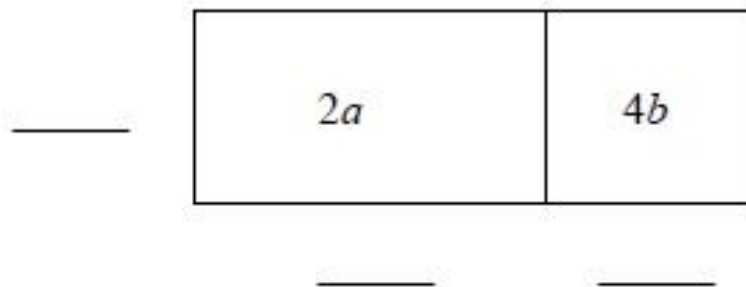
The graph below represents the cost of gum packs as a unit rate of \$2 dollars for every pack of gum. The unit rate

is represented as \$2/pack. Represent the relationship using a table and an equation.



Week Two: Using Expressions

2. What is the length and width of the rectangle below?



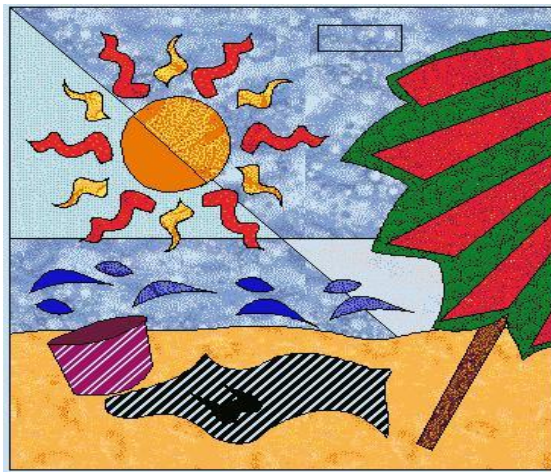
3. Suzanne says the two expressions $2(3a - 2) + 4a$ and $10a - 2$ are equivalent? Is she correct? Explain why or why not?

4. Write at least two equivalent expressions for: $3a + 12$.

5. An equilateral triangle has a perimeter of $6x + 15$. What is the length of each side of the triangle?

Show your work here.

Week Three: Is It Hot Enough? Finding the Mean and the Median Temperatures; Finding the Range



Direction: Using television weather reports, newspapers, or online sources, record the daily temperature for each day of the week. If you use a city other than New York, write the name of the city above the chart. **Complete the temperature chart below.**

A Week in July: Week Starting July _____ (fill in)

Sunday	Sun.	Mon.	Tues.	Weds.	Thurs.	Fri.	Sat.
Date							
Temperature							

- 1. Complete the above temperature chart.**
- 2. Find the mean for the data** you recorded. The **mean** is the average found by adding all the temperatures and dividing by the number of days in a week.
Show your work here.

Answer: _____ degrees

- 3. Find the median** for the data you recorded. Remember median is the middle temperature when you order all the temperatures for the week from least to greatest.
Show your work here.

Answer: _____ degrees

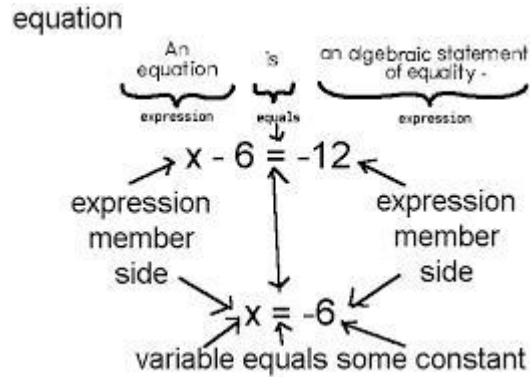
- 4. Find the range** for the data you recorded. Remember range is the difference between the highest temperature and the lowest temperature you recorded.
Show your work here.

Answer: _____degrees

5. How does the mean temperature compare to the median temperature?

6. If you were planning a trip, which of these measures (mean, median, range) do you think you would want to know ahead of time? Why?

Week Four: Equate This!



1. Three students conduct the same survey about the number of hours people sleep at night. The results of the number of people who sleep 8 hours a nights are shown below. In which person's survey did the most people sleep 8 hours?
 - Susan reported that 18 of the 48 people she surveyed get 8 hours sleep a night
 - Kenneth reported that 36% of the people he surveyed get 8 hours sleep a night
 - Jamal reported that 0.365 of the people he surveyed get 8 hours sleep a night
2. The youth group is going on a trip to the state fair. The trip costs \$52. Included in that price is \$11 for a concert ticket and the cost of 2 passes, one for the rides and one for the game booths. Each of the passes cost the same price. Write an equation representing the cost of the trip and determine the price of one pass.

3. Amy had \$26 dollars to spend on school supplies. After buying 10 pens, she had \$14.30 left. How much did each pen cost including tax?

4. The sum of three consecutive even numbers is 48. What is the smallest of these numbers?

Week Five: Stats and Probability

The school food service wants to increase the number of students who eat hot lunch in the cafeteria. The student council has been asked to conduct a survey of the student body to determine the students' preferences for hot lunch.

They have determined two ways to do the survey. The two methods are listed below. Determine if each survey option would produce a random sample. Which survey option should the student council use and why? Explain your response on the lines below.

1. Write all of the students' names on cards and pull them out in a draw to determine who will complete the survey.
2. Survey the first 20 students that enter the lunchroom.

3. Survey every 3rd student who gets off a bus.

Below is the data collected from two random samples of 100 students regarding student's school lunch preference.

Make at least two inferences based on the results.

Student Sample	Hamburgers	Tacos	Pizza	Total
#1	12	14	74	100
#2	12	11	77	100

Write your response on the lines below.

There are three choices of jellybeans – grape, cherry and orange. If the probability of getting a grape is $\frac{3}{10}$ and the probability of getting cherry is $\frac{1}{5}$, what is the probability of getting orange?

Show your work here.

The container below contains 2 gray, 1 white, and 4 black marbles. Without looking, if Eric chooses a marble from the container, will the probability be closer to 0 or to 1 that Eric will select a white marble? A gray marble? A black marble? Justify each of your predictions.

Extra Credit Internet Activities for Practice, Information and Fun

Directions: Keep your math skills sharp this summer. The Internet offers many sites for practice and exploration in mathematics. Visit these sites to practice and sharpen your math computation and problem solving skills. Record the date, the web site visited, and the topics you explored in the log that follows the listing of recommended web sites. **Your effort and time spent will earn you bonus points towards your mathematics grade in September. Good luck and have fun!**

<http://www.ipl.org/div/kidspace/browse/mas1110/> Want to know more about geometry, arithmetic, algebra, or math in the real world? Need some help with your math homework? Or just want to play some math games? This is the section for you!

<http://www.aaamath.com/> This site has hundreds of pages on basic math skills, with interactive practice activities associated with each of the concepts. You can browse the site's contents by grade level or by math topic, or you can look through the Index of Exercises.

<http://mathforum.org/dr.math/drmath.elem.html> Dr. Math answers questions about mathematics from students and their teachers. Questions can be about homework, puzzles, math education or anything related to mathematics.

<http://www.coolmath.com/> An interactive "amusement park of math and more -- especially designed for FUN, FUN, FUN!" This site is for kids of all ages, including parents and teachers.

<http://www.getsmarter.org/> "Getsmarter.org is an animated, interactive testing and learning site like no other. Compare your math and science performance against students worldwide. And access learning tools and links to help you 'get smarter!'"

<http://www.mathleague.com/help/help.htm> This site covers a number of mathematical topics, including numbers, decimals, exponents, statistics, fractions, geometry, ratio, proportion, percents and probability, integers, metric unit, measurement, and beginning algebra. It mostly provides basic help for students in 4th through 8th grades.

<http://www.math.com/> You can read about famous mathematicians, or look at the Wonders of Math, or use one of their calculators . . . But the Homework Help Search Engine makes this site totally great - You tell it what grade you are in, and what subject you need help with, and the search engine finds the best sites for you.

<http://www.mathpower.com/> A mixture of sound, humor, color, animation and graphics with lots of help for the 'math anxious' student. Its aim is to give students a self-directed and entertaining way to learn basic math and algebra. The site includes tutorial lessons authored by students, math assignments, study skills tips, links to free tutors and learning style information -- all with really 'cool' animation and much more.

www.ixl.com A great site for math skills practice.

<http://www.mathplayground.com> This website provides plenty of tutorials, games and assistance to help you sharpen your math skills in an entertaining way.

<http://www.khanacademy.com> This site contains over 2,000 videos to help you understand math concepts. This site lets you track your learning and provides instant feedback. If you still have problems after the activities, this site will direct you to the videos that will provide the necessary tutorials to help you master the material.

<http://www.virtualnerd.com> This site contains many videos with topics ranging from 6 – 8 math all the way to college level materials. Videos are short and concise, usually no longer than 6 minutes. Videos are short because the topics are broken down to specific questions.

Rubric

Points	Explanation
4	<p>A four-point response will be awarded to responses that exceed the requirements of the assignment.</p> <ul style="list-style-type: none">• Answer demonstrates unique or sophisticated problem solving strategies• Answer includes an algebraic solution• Answer correctly connects the particular problem to a general rule or statement about mathematics.
3	<p>A three-point response is complete and correct:</p> <ul style="list-style-type: none">• Answer is correct and work is shown• Appropriate strategy is used• The work is organized and neat
2	<p>A two-point response is partially correct</p> <ul style="list-style-type: none">• Work is shown but lacking detail• Appropriate strategy is attempted but not completed• Minor error in computations
1	<p>A one-point response is incomplete and has many flaws</p> <ul style="list-style-type: none">• Answer is correct but no work is shown• Two or more errors in computation• Attempt to use an appropriate strategy is evident
0 Point	<p>A zero-point response is:</p> <ul style="list-style-type: none">• The response is blank• Inappropriate strategy leading to an incorrect answer