

NAMS Summer Reading
Students Entering 8th Grade – September 2017

Each student entering 8th must read **TWO** books over the summer: one required novel (*Wonder* by R.J. Palacio) and one **nonfiction choice**, picked from the list provided in this packet.

Students must then complete two written assignments and turn them in to their Language Arts teacher on the first day of school.

Students should bring a copy of their chosen text and expect to complete a variety of reader-response activities and writing assignments regarding their summer reading upon their return from vacation during the first full week of school.

Required novel assignment:

1. Read *Wonder* by R.J. Palacio
2. **Choose a personal precept** that *truly means something to you* and create a **poster** displaying it. Your precept can be something you made up for yourself, a quote you've read somewhere, a line song, etc.

Poster requirements:

- **12" x 9" poster board** or other sturdy material (do not use regular paper!)
 - include **entire quotation** (*exact* wording and punctuation)
 - include **full name** of who is credited with saying the quote
 - **Decorate it.** Design your poster any way you would like, as long as it is **NEAT**, attractive, unique, and shows your sincere **EFFORT!**
3. **Be prepared** to write an essay **in class** explaining the quote you chose upon return from summer vacation. Attached is an outline that will you will use in class to write the essay.

Required nonfiction assignment:

1. Read **one** nonfiction book from the provided list.
2. Complete the attached **Nonfiction Information Chart**.

Chart requirements:

- Write neatly using blue or black ink
 - Your responses should be complete sentences/thoughts
 - Write using details....be as specific as possible!
3. **Be prepared** to write a formal letter to the author **in class** telling the author how reading his/her book somehow changed your way of thinking about yourself or the world around you. As you read, note any connections you make between yourself and people or events in the book. Also, make notes about any questions that you have about the author or about the book/topic you read about.

NONFICTION BOOK CHOICE LIST

Read **one** nonfiction book from this list and complete the Nonfiction Informational Chart.

Behind Rebel Lines: The Incredible Story of Emma Edmonds, Civil War Spy by Seymour Reit

In 1861, when war erupted between the States, President Lincoln made an impassioned plea for volunteers. Determined not to remain on the sidelines, Emma Edmonds cropped her hair, donned men's clothing, and enlisted in the Union Army. Posing in turn as a slave, peddler, washerwoman, and fop, Emma became a cunning master of disguise, risking discovery and death at every turn behind Confederate lines.

Chinese Cinderella: The True Story of an Unwanted Daughter by Adeline Y. Mah

Adeline Yen Mah returns to her roots to tell the story of her painful childhood and her ultimate triumph and courage in the face of despair. Adeline's affluent, powerful family considers her bad luck after her mother dies giving birth to her. Life does not get any easier when her father remarries. She and her siblings are subjected to the disdain of her stepmother, while her stepbrother and stepsister are spoiled. Although Adeline wins prizes at school, they are not enough to compensate for what she really yearns for -- the love and understanding of her family.

A Long Way Gone: Memoirs of a Boy Soldier by Ishmael Beah

In *A Long Way Gone*, Beah, now twenty-five years old, tells a riveting story: how at the age of twelve, he fled attacking rebels and wandered a land rendered unrecognizable by violence. By thirteen, he'd been picked up by the government army, and Beah, at heart a gentle boy, found that he was capable of truly terrible acts.

This is a rare and mesmerizing account, told with real literary force and heartbreaking honesty.

The Greatest: Muhammad Ali by Walter Dean Myers

An award-winning author presents a riveting account of the extraordinary career and accomplishments of boxer Muhammad Ali. This biography chronicles Ali's impact on race relations inside and outside the sports world.

I Am Malala (Young Readers Edition) by Malala Yousafzai

A MEMOIR BY THE YOUNGEST RECIPIENT OF THE NOBEL PEACE PRIZE - "I come from a country that was created at midnight. When I almost died it was just after midday." When the Taliban took control of the Swat Valley in Pakistan, one girl spoke out. Malala Yousafzai refused to be silenced and fought for her right to an education.

In this Young Readers Edition of her bestselling memoir, which has been reimagined specifically for a younger audience and includes exclusive photos and material, we hear firsthand the remarkable story of a girl who knew from a young age that she wanted to change the world -- and did.

Hitler Youth: Growing Up in Hitler's Shadow by Susan Campbell Bartoletti

Hitler's plans for the future of Germany relied significantly on its young people, and this excellent history shows how he attempted to carry out his mission with the establishment of the Hitler Youth, or Hitlerjugend, in 1926. With a focus on the years between 1933 and the end of the war in 1945, Bartoletti explains the roles that millions of boys and girls unwittingly played in the horrors of the Third Reich. The book is structured around 12 young individuals and their experiences, which clearly demonstrate how they were victims of leaders who took advantage of their innocence and enthusiasm for evil means. Their stories evolve from patriotic devotion to Hitler and zeal to join, to doubt, confusion, and disillusion.

***The Diary of a Young Girl* by Anne Frank**

Discovered in the attic in which she spent the last years of her life, Anne Frank's remarkable diary has since become a world classic—a powerful reminder of the horrors of war and an eloquent testament to the human spirit. In 1942, with Nazis occupying Holland, a thirteen-year-old Jewish girl and her family fled their home in Amsterdam and went into hiding. For the next two years, until their whereabouts were betrayed to the Gestapo, they and another family lived cloistered in the "Secret Annex" of an old office building. Cut off from the outside world, they faced hunger, boredom, the constant cruelties of living in confined quarters, and the ever-present threat of discovery and death. In her diary Anne Frank recorded vivid impressions of her experiences during this period.

***Claudette Colvin: Twice Towards Justice* by Philip Hoose**

On March 2, 1955, an impassioned teenager, fed up with the daily injustices of Jim Crow segregation, refused to give her seat to a white woman on a segregated bus in Montgomery, Alabama. Instead of being celebrated as Rosa Parks would be just nine months later, fifteen-year-old Claudette Colvin found herself shunned by her classmates and dismissed by community leaders. Undaunted, a year later she dared to challenge segregation again as a key plaintiff in *Browder v. Gayle*, the landmark case that struck down the segregation laws of Montgomery and swept away the legal underpinnings of the Jim Crow South.

***Hidden Figures (Young Readers Edition)* by Margot Lee Shetterly**

Before John Glenn orbited the earth, or Neil Armstrong walked on the moon, a group of dedicated female mathematicians known as "human computers" used pencils, slide rules, and adding machines to calculate the numbers that would launch rockets, and astronauts, into space.

This book brings to life the stories of Dorothy Vaughan, Mary Jackson, Katherine Johnson, and Christine Darden, who lived through the Civil Rights era, the Space Race, the Cold War, and the movement for gender equality, and whose work forever changed the face of NASA and the country.

***Taking Flight: From War Orphan to Star Ballerina* by Michaela DePrince**

The extraordinary memoir of Michaela DePrince, a young dancer who escaped war-torn Sierra Leone for the rarefied heights of American ballet. Michaela DePrince was known as girl Number 27 at the orphanage, where she was abandoned at a young age and tormented as a "devil child" for a skin condition that makes her skin appear spotted. But it was at the orphanage that Michaela would find a picture of a beautiful ballerina en pointe that would help change the course of her life.

***Witches: The Absolutely True Tale of Disaster in Salem* by Rosalyn Schanzer**

An illustrated history of the witch hunts that took place in colonial-era Salem, Massachusetts, featuring primary source accounts, and describing the victims, accused witches, corrupt officials, and impact of the events on society.

***The Struggle to Be Strong: True Stories by Teens About Overcoming Tough Times* by Al Desetta (Editor), Sybil Wolin (Editor)**

All of these teens have more than their share of troubles. And all have the resiliency needed to face them, live through them, and move forward with courage, confidence, and hope.

In 30 first-person accounts, teens tell how they overcame major life obstacles. Many aren't the everyday problems most kids encounter, which makes their stories especially compelling—and their successes especially inspiring.

Name: _____ Period #: _____

NONFICTION INFORMATION CHART

Title: _____

Author: _____

Topic:

(Who or what the book is mainly about)

Three to five **facts** you already **knew** about the topic **before** reading this book.

1. _____

2. _____

3. _____

4. _____

5. _____

Write eight **facts** you **learned** about the topic **after** reading this book.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Write and define five **new words/terms** that you learned from this book.

1. _____

2. _____

3. _____

4. _____

5. _____

What was the **most interesting** aspect of this topic that you learned from this book?

Did you think the book **successfully taught you** about the topic? Be honest!
Show your answer to this question by coloring in the stars that reflect your opinion.



The book did a **GREAT** job teaching me about this topic.



The book did a **POOR** job teaching me about this topic.

ESSAY OUTLINE (for quotation essay that will be completed in class in September)

I. **Introductory paragraph (paragraph 1):**

- a. Rewrite **the quote** (make sure that the quote is in "quotes") and **make a statement about it!**
- b. Next restate the quote **in your own words**.
- c. Add **another sentence** that **elaborates** your interpretation.
- d. Conclude with a **thesis statement** that introduces your personal experience that supports the meaning of this quote.

II. **Body Paragraph(s):**

- a. **Paragraph 2: SET THE SCENE!** Introduce the example or situation that you are using to support your explanation of the quote. This means that you are writing about what happened **BEFORE** the situation occurred. Explain what **LED UP TO** the scenario. Leave your reader with a teaser that doesn't give away too much!! (*The experience that comes to mind occurred when...*)
- b. **Paragraph 3:** Describe in detail how your example or situation developed. Write about what happened **DURING** the example or situation. What actually happened? (*It all started when...*) Try to include sensory details and examples of figurative language. Try not to give away the ending result yet!
- c. **Paragraph 4:** Explain the result of the situation that you are using to support your explanation of the quote. Briefly explain what happened directly **AFTER** the situation. You may include a closing that hints at the lesson/moral that you **LEARNED** from the situation. Remember to closely link your experience to the quotation.

III. **Concluding Paragraph (paragraph 5):**

- a. Restate your thesis: Summarize the connection between your experience and the quotation.
- b. Summarize the life lesson(s) learned.
- c. Restate the importance of the quotation using **DIFFERENT** words than used in paragraph 1.

HELPFUL HINTS

- ✓ **Reread the quotation until you are sure you understand it.**
- ✓ Break it down into smaller parts to find meaning.
- ✓ Define individual words to enhance understanding of quotation.
- ✓ Choose a personal experience that is clearly related to the quotation.
- ✓ Create clear connections between examples and quotation.
- ✓ Reflect upon the life lessons learned and connect to quotation.



North Arlington Middle School
 2017-2018 School Year
 Grade 8 Suggested Supply List



<p><u>Language Arts/Literacy</u></p> <ul style="list-style-type: none"> • One composition notebook • Two (2) pocket folders w/ prongs • 1.5-2 inch binder (hard cover) • Post-it Notes 	<p><u>Algebra 1</u></p> <ul style="list-style-type: none"> • 5 subject notebook • 1 two pocket folder • TI-34 Multiview Calculator • Dry erase markers <p><u>Math8</u></p> <ul style="list-style-type: none"> • 5 subject notebook • 1 two pocket folder
<p><u>Social Studies</u></p> <ul style="list-style-type: none"> • 1-inch binder • 3 dividers • Large Book Sock 	<p><u>Science</u></p> <ul style="list-style-type: none"> • One composition notebook • 1 subject spiral notebook (w/ pockets) • 1 two pocket folder
<p><u>Health/Physical Education</u></p> <ul style="list-style-type: none"> • 1 inch binder with inside pockets 	<p><u>Cycle Classes</u></p> <p><u>Spanish:</u></p> <ul style="list-style-type: none"> • One notebook • One pocket folder <p><u>Digital Literacy:</u></p> <ul style="list-style-type: none"> • Pocket folder <p><u>Music</u></p> <ul style="list-style-type: none"> • Four pocket folders

ONLY BUY SUPPLIES FOR MATH FOR THE CLASS YOU ARE IN

General Class Supplies:

- 2 packs of loose leaf paper (to be replenished as needed)
- Loose leaf hole reinforcements
- Pens-blue and black
- #2 Pencils
- Highlighters-various colors
- Cloth pencil case
- White-out (TAPE ONLY-NO LIQUID)
- Ear buds
- Flash Drive (aka Thumb Drive)
- Tissues