



8th Grade Pre-Ap Language Arts / History Summer Project Information

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**On emails, please type "8th Grade Summer Assignment" in the subject line.

Copper Sun

Author:

Sharon Draper

Novel

Availability:

Barnes and Noble; Borders

Amazon.com

Borders.com

Barnesandnoble.com

Copies have been reserved @ Barnes and Noble (Ingram Festival) and Borders (Quarry)

Assignment Overview

Due Date: Your completed assignment is due on the second day of school.

Late Work Policy: Students who do not complete the summer project will be removed from the Pre-AP class.

Assignments: You will be reading the novel *Copper Sun* by Sharon Draper. After reading the novel, you will complete the accompanying packet and projects.

You will need two composition books, one for Language Arts and one for History. Each question and/or section will need to be answered in the appropriate composition book. Look at the parenthesis to see which composition book will need to record your answers in.

Pleasanton Independent School District

Summer Reading Acknowledgement
8th Grade

Date: _____

2010-2011 Grade Level: 7th

I understand that I have chosen to be enrolled in Pre-Advanced Placement English Language Arts and or History class for the 2011-2012 academic year. I understand that I must complete the attached summer reading requirement and that it will be for a grade. I also understand that I will be tested on the information included in the novel. The assignments are due to my teacher on the **SECOND DAY OF CLASS**. Failure to complete the assignment will result in my removal from the Pre-AP Language Arts/History classes. Furthermore, I fully understand that not completing the assignment to the best of my ability will negatively impact my grade.

Student Signature

Parent Signature

Resources: If you do not have computers or computer access at home, the Pleasanton Public Library or any public library is a wonderful resource.

**** A NOTE ON PLAGIARISM:**

Copying and pasting from the internet or other sources will earn you a "zero" for any of the assignments in this packet. Your responses must be your own, original answers and should not reflect anyone else's work.

GRADING

Language Arts:

Dialectical Journals + Composition Book Entries= 1 Major Grade

Dialectical Journal Entries: **40 points**

Reading Response Activity+Review Sheet: **30 points**

Extension Questions: **10 points**

Quotation Page and Vocabulary Activity: **20 Points**

Novel Comprehensive Exam= 1 Major Grade

History:

Copper Sun Composition Entries = 1 Major Grade

Discussion Questions: **40 points**

Mini-Projects: **60 points**

Two Projects: **1 Major Grade**

*Students identified as G/T in either Language Arts or History will be required to complete a project from G/T Identified Student Enrichment Projects page. If you are identified as G/T in history you will turn your project in to your history teacher if you are identified as G\T in to your language arts you will turn your project into your language arts teacher.

Grading Rubric :

This is the rubric that will be used for the dialectical journals, extended responses, and essays.

Your assignment may be typed or handwritten. If you type your assignment, please use 12-point Times New Roman font, double-spaced. If you hand-write your paper, please write on one side of the page and do not skip lines.

Scoring Rubric:

100 – 90	<ul style="list-style-type: none">❖ Extraordinarily insightful project. It is obvious that you read the entire novel and have a full understanding of the characters, plot, themes, and historical references.❖ Ideas are supported by specific information from the novel.❖ Project exceeds requirements in some way (creativity, or additions.)❖ Flawless or nearly flawless GUMS (Grammar, Usage, Mechanics, Spelling.)
89 – 80	<ul style="list-style-type: none">❖ Insightful project. It is obvious that you read the entire novel and have a good understanding of the characters, plot, themes, and historical references.❖ Most ideas are supported by specific information from the novel.❖ Project meets requirements.❖ Contains only a few errors in GUMS.
79 – 70	<ul style="list-style-type: none">❖ Average project. It seems that you read the novel, but possibly not carefully or completely. You seem to be missing knowledge of the characters, plot, themes, and historical references.❖ A few ideas are supported by information from the novel.❖ Project does not meet all requirements.
69 – 60	<ul style="list-style-type: none">❖ Below average project. It is obvious that you did not read the entire novel, or you did not read carefully. Knowledge of characters, plot, themes, and historical references is inaccurate or unclear.❖ Ideas are not supported by information from the novel.❖ Project does not meet all requirements.❖ Contains several major errors in GUMS, the project is difficult to read.
59 – 50	<ul style="list-style-type: none">❖ Very poor project. No knowledge of the novel's characters, plot, themes, and historical information is present. It is obvious that you did not read the novel, or skimmed it at the last minute.❖ Ideas are not supported by information from the novel.❖ Project does not meet requirements.❖ Contains several major errors in GUMS.

Language Arts/History Summer Pre-Ap Project

Copper Sun

Due the SECOND of SCHOOL

(These will count as your FIRST MAJOR GRADES!!!)

Directions:

1. Read the novel: Copper Sun by Sharon Draper.
2. Take Dialectical Notes(DN's) also known as 2-column notes-as you read. Take a minimum of 5 DN's per chapter. See directions on page 2. These should be taken in your Language Arts composition book.
3. Complete the **Vocabulary Activity Sheet**.
4. Complete the **Reading Response Activity and Extension Questions**.
5. Complete the **Review Sheet**.
6. Complete **Quotation Completion Page**.
7. After you finish reading, choose TWO (2) projects, to complete from the list on the **Project Page**.
8. Different sections will be turned in to different teachers, either your Language Arts teacher or your History teacher, so make sure to answer in the appropriate composition book.

What is a Dialectical Journal? A dialectical journal is a conversation between you and what you are reading. You simply write down **passages** that make you think or interest you and write about **your thoughts** (Lang. Arts)

Great example of a Dialectical Journal

Text Passage

"There was no hurry, for there was nowhere to go. . . nothing to see outside the boundaries of Maycomb County. But it was a time of vague optimism for some of the people: Maycomb County had recently been told that it had nothing to fear but fear itself"

Analysis

Apparently Maycomb is also a very slow, sleepy town that is pretty isolated from everything else. This seems to be especially true since they only have a "vague" notion of FDR's speech (an allusion to the Great Depression of the 1930s - must be the era in which the story takes place) and there is "nothing" outside of Maycomb County. I wonder why they see the world this way - maybe people don't travel because of the Depression or because that's just not what people did.

What to do on the 'Analysis' side

- (Q) Question - ask about something in the passage that is unclear
- (C) Connect - make a connection to your life, the world, or another text
- (P) Predict - anticipate what will occur based on what's in the passage
- (CL) Clarify - answer earlier questions or confirm/disaffirm a prediction

- (R) Reflect - think deeply about what the passage means in a broad sense - not just to the characters in the story. What conclusions can you draw about the world, about human nature, or just the way things work?
- (E) Evaluate - make a judgment about the character(s), their actions, or what the author is trying to say

Reading Response Activity (Lang. Arts)

Directions: Answer all parts of the following worksheets with complete sentences. Use correct grammar, spelling, capitalization, and punctuation.

A **theme** is the message or insight about life or human nature that a writer presents to the reader. Although some works are written purely for entertainment and don't have a clear-cut theme, in these books, the writers make at least one point about life or the human condition. The theme is usually not stated directly, and therefore, you will have to make an inference. One way to discover the theme of a work is to consider what you can learn from the main character. The importance of that event, stated in terms that apply to all human beings, is the theme.

List four themes found within the novel.

- 1.
- 2.
- 3.
- 4.

Give one example (quote and page number) to support *each* of the themes you have listed. List an instance or character that explains your theme. Be as specific as possible.

- 1.
- 2.
- 3.
- 4.

What is the **setting**? What year(s) do the events take place? What is the season? Where does most of the action take place? What are the economic conditions? What are the customs unique to this novel?

Name two **conflicts** in the book. **Briefly explain** the circumstances surrounding each conflict. Specify what kinds of conflicts are taking place (man vs. man, man vs. self, man vs. society, man vs. nature, man vs. fate)

1.

2.

What is the **climax** or point of highest tension? When do things begin to change? Explain in detail how this changes the outcome of the novel.

Refer back to the two conflicts you have already listed. How are each of these conflicts **resolved**? Be as specific as possible including character names and types of conflict.

1.

2.

Characterization: This is the method used by the writer to develop a character.

A character can be developed in four ways:

1. Physical description - What does the character look like?
2. What other characters say about a specific character
3. What the character says (dialogue) and how the character acts
4. What the narrator says about the character

Identify the **main characters** and their roles in the novel. Describe their personalities and provide specific examples from the text to support the character traits you have listed.

Character	Role in Story	Character Traits - use details from the characterization list	Evidence from the Text - quote and page number

Extension Questions: (Lang. Arts)

1. Describe the slave settings presented in this novel.
2. Explain the impact of slavery on the characters in the novel.
3. Analyze how characters used double-voicing to survive.
4. Explain the impact of slavery on today's African-Americans.
5. What words best describe the settings presented in the novel?
6. How can understanding slavery help one understand Copper Sun?
7. Why does Amari miss her homeland?
8. The strength of Amari's family makes a difference in her life; how?
9. What makes human beings mistreat other individuals?

REVIEW SHEET

After reading the book, briefly respond to the following questions. Be sure to use complete sentences. (Lang. Arts)

- Why did the white men kill some in the village and not take them as captives?
- On the march to the coast, some die of injuries while others die of natural causes. Why?
- Why is Afi so important to Amari's survival? What wisdom does she give Amari? What does Amari give Afi in return?
- Compare and contrast Amari and Polly's life up until they are sold to Mr. Derby.
- During the escape, Amari meets up with Besa. He tells of his experiences as a slave. She asks him to come with her to freedom. He doesn't want to go. Why? Why do you think that his outlook is so vastly different from Amari's?

Discussion Questions

(All of these questions will be answered in your History Composition book.)

1. How is an indentured servant different from a slave?
2. What phrases and thoughts did people use to justify having slaves and treating them as property and animals?
3. What thoughts are used today to justify discrimination against groups of people?
4. Dr. Haskins secretly helps Amari, Polly, and Tidbit escape. He doesn't believe that slavery is acceptable. Why is he unable to stand up publicly against slavery?
5. Why were others who were opposed to slavery unable to be public about their thoughts?
6. Discuss how the barbaric and inhumane system of slavery was accepted by whole groups of people who thought of themselves as good people.
7. How can people turn a blind eye to such atrocities?
8. Think of other events in history where whole groups have allowed horrible things to occur (example: the Holocaust).

Mini-Projects Page:(Pick TWO)

(This project will be turned in to your History Teacher.)

- Letter Home: The attack on Amari's village and her subsequent capture and imprisonment was horrific. Pretend that something similar has happened to you. Write a letter to a relative in a nearby village detailing the events, your feelings, and possible plans to escape.
- Middle Passage: Chapter 10 is entitled "The Middle Passage." This is in reference to the trip by boat to the colonies. This Middle Passage became part of a trade route known as Triangle Trade. Research this trade route. Map out the three basic locations. Detail how slaves were involved, and identify the different products exchanged. Create "authentic" looking maps of these three locations.
- Symbolic Fabric: Teenie treasured a small scrap of kente cloth that came from her mother. Research kente cloth, paying special attention to the symbolic colors (example: blue symbolizes peace). Design, draw and create an original 24"x24" cloth pattern. Finally, have students write a short paragraph on why they chose each color in their fabric pattern.
- During Tough Times: Reflect and write a 3 minute monologue on how people maintain hope during tough times. You will perform this monologue in class.

Quotation Page (Lang. Arts)

Based on *Copper Sun* by Sharon M. Draper Directions: Explain each quote as it relates to hope. Then write about a modern-day scenario in which you could share this quote to help someone find hope.

"Because as long as we have life, we have hope!" Amari, page 19

Explanation: _____

Modern-Day Scenario:

"You must learn to make music once more." Afi, page 25

Explanation: _____

Modern-Day Scenario:

"Because I see a power in you." Afi, page 37

Explanation: _____

Modern-Day Scenario:

Project Choices: (choose 1) (History)

- Write the next chapter of Copper Sun telling what happens to one of the characters two to five years after the ending. Your paper should be between 2 - 4 pages in length.
- Create an illustrated, annotated time line of the 10 most important events in Copper Sun. Each event should have an appropriate illustration, a short summary of the event, and an explanation of why that event is important to the novel.
- Write a completely different ending to Copper Sun. Make sure it is believable based on what actually occurs in the novel. Your ending should be between 2 - 4 pages in length.
- In the back of the novel you will find a list of websites and resources Ms. Draper used to research the Middle Passage and the events of the Slave Trade. Using those websites, or other resources, write a research report to explain the origins of the Middle Passage. Your paper should be 2 - 4 pages in length.
- A New Beginning: Amari, Polly, and Tidbit are given responsibilities when they arrive at Fort Mose. These jobs hold a future for them. Write a prologue to the book describing their new lives. Your new chapter must be at least three pages.

(G/T Identified Student Enrichment Projects) (Choose One)

- **Pack a Project:** Find a container that represents something unique about the plot of the book. Fill the container with at least 10 objects that represent something about the character, setting, plot, or conflict of the story. You **may not** use pictures, drawings, or words (objects only).
On a separate sheet of paper make a list of the objects and describe what they symbolize and why that part of the plot was important.
- **3-D Room** - Create a character's room in 3-D. This space should represent any part of the setting. It should include items(decorations) important or significant to the character's in the novel. Label each part of the room and why it is important. 10 items minimum
- **Series of Trading Cards** - Use characters or places in the novel and draw a picture of each character/place on a separate 3 x 5 card. On the back of the cards, write important information about the character or place. Include the character's name, age, and purpose in the novel. Explain the relationship to other characters, what happens to the character, what happens in the scene, and why that scene is important? Each trading card must be colorful. Minimum of 20 trading cards.
- **Cereal Box** - Use a cereal box to tell about your book. Cover your box with paper. Create a new title; place that on the front of the box. Place a short explanation of the book on the back. Add catchy phrases about the book all over the box to get people to want to read the book. Include the author, copyright date, number of pages, publisher, and city of publication.
- **Comic Book** - Cover the plot of the story in a comic book form. Include the exposition, rising action, climax, falling action, and resolution. Make a cover for your comic book and an original title. 10 page minimum.
- **Costume** - Design costumes for the main characters. Use dolls and dress them as characters from the book. Explain who these characters are and how they fit in the story. On a separate sheet of paper include, the conflicts they face and how they are resolved.
- **Song** - Create a song that depicts some greater meaning/idea/message/theme from the novel and set it to the music of your choice. Record your song and provide a copy of your written lyrics. Your song should be as long as the musical score you choose, but no less than 1.5 minutes in length.

