

Humanities : Summer Learning

Welcome to this 2020-2021 school year! While your 6th, 7th and 8th grade school year may look different from previous school years it is our hope that this school year will prove to be the most creative, exciting, and interesting year yet!

Teachers are working to ensure that we meet the needs of all students. Our goal is to effectively and efficiently cover all reading content learning so that our students can exceed academically and be prepared to transition successfully into High School.

The following assignments for grades 6th thru 8th have been prepared for completion during the summer months of July and August. These assignments are to be completed and emailed to the teacher designated for your grade level by no later than 11:59 pm, August 31st, 2020.

Humanities Team

Teacher	Grade	Email	Phone
L. Mitchell	7 th / 8 th	lmitchell@thecrossroadsschool.org	410-206-2471
M. Nevin	6 th /7 th	mnevin@thecrossroadsschool.org	304-820-2561
K. Marshall	6 th - 8 th	kmarshall@thecrossroadsschool.org	240-291-6823
J. Hollinger	6 th 8 th	jhollinger@thecrossroadsschool.org	443-623-6595

Assignments

	Grade 6	Grade 7	Grade 8
Part 1	<p style="text-align: center;">Read <u>Wonder</u> by R.J. Palacio</p> <p style="text-align: center;">Write Answer Comprehension Questions Provided</p> <p style="text-align: center;">Create Complete and submit one assignment from the Summer Project Menu</p>	<p style="text-align: center;">Read <u>Wonder</u> by R.J. Palacio</p> <p style="text-align: center;">Write Answer Comprehension Questions Provided</p> <p style="text-align: center;">Create Complete and submit one assignment from the Summer Project Menu</p>	<p style="text-align: center;">Read <u>Somewhere There is Still a Sun</u> by Michael Gruenbaum</p> <p style="text-align: center;">Write Answer Comprehension Questions Provided</p> <p style="text-align: center;">Create Complete and submit one assignment from the Summer Project Menu</p>
Part 2	<p style="text-align: center;">Read A book from the recommended reading list</p> <p style="text-align: center;">Create Complete and submit one assignment from the Summer Project Menu</p>	<p style="text-align: center;">Read A book from the recommended reading list</p> <p style="text-align: center;">Create Complete and submit one assignment from the Summer Project Menu</p>	<p style="text-align: center;">Read A book from the recommended reading list</p> <p style="text-align: center;">Create Complete and submit one assignment from the Summer Project Menu</p>

Reading and Answering Comprehension Questions

- 1. READY...SET...READ!** We recommend setting a timer for 20 minutes of reading each day. Try to remove distractions before sitting down to read.
- 2. STOP and JOT!** When the reading timer goes off, answer the discussion questions that go along with the page numbers you read. Discussion questions can be found on page 3 of this document. After each reading session, stop and jot down some answers to the discussion questions. Email responses to discussion questions to your humanities teacher.
- 3. GET CREATIVE!** The final step of your Independent Novel Study is to complete a creative project. There is a menu of project options below. When you are finished reading the book, complete the project of your choice! Your unique Summer Project is due Tuesday, September 8th, 2020. Submit your project, or pictures of your project, via email or Google Classroom.

Summer Project Menu

<p>Letter of Recommendation Write a letter recommending another student to read <i>Wonder</i>. Provide a summary explaining what the book is mostly about, without giving any spoilers! Persuade the reader to choose <i>Wonder</i>. Provide the reader with detailed reasons as to why they should choose to read <i>Wonder</i>.</p>	<p>Comic Strip Create a comic strip depicting a climatic or significant scene from your novel. Include a brief summary explaining the events that led up to the scene in your comic strip. Make sure the dialogue/conversation is authentic, the pictures are clear to understand and comic strip is colorful.</p>
<p>Character Monologue Choose a character you most identify with and deliver a speech from their point of view. Make a video of yourself performing this monologue, or dramatic reading. Use body language, visual effects, costumes, or tone of voice to convey the character's emotion and personality.</p>	<p>Character Diary Choose your favorite character from the book and create 3 separate journal entries for that character. The entries should be expressing or revealing how your character feels about 3 other characters from the novel. Explain the relationship or connection of the characters and how they may feel about one another. Include textual evidence to support your opinion.</p>
<p>Timeline Create a timeline line depicting epic events that occur within the text. Your timeline should have at least 10 main events from the story. Provide a one-paragraph summary of each event on your timeline. Each event on your timeline needs to have a visual element. Use construction paper or poster board or make a video.</p>	<p>Letter of Thanks Write letter to author thanking her for writing this novel. Explain how the content of the novel impacted your life. Cite specific moments from the text that you loved, or specific moments that shocked you. Ask the author meaningful questions about the book.</p>

Recommended Reading List

Title	Author
Brown Girl Dreaming	Jacqueline Woodson (7/8 Only)
Dear Martin	Nic Stone
The House on Mango Street	Sandra Cisneros
Maniac Magee	Jerry Spinelli
A Tree Grows in Brooklyn	Betty Smith
Boy Meets Boy	David Levithan
Seedfolks	Paul Flesichman (6 th Only)
Among the Hidden	Margaret Peterson Haddix (6 th Only)

All books can be purchased through Amazon (Online), Barnes and Noble (Online and In Store), or found for free on the *Libby* App.

If you are having trouble getting a copy your independent reading book, text, call or email by July 17th.

6th Grade

Wonder: Comprehension Questions

1. Pages 1-80: Auggie describes himself as “ordinary.” What examples does Auggie give to support his claim that he is ordinary? Who or what determines what is ordinary? Can something be ordinary in one place or time, and not ordinary in another place or time?
2. Pages 1-80: At the end of Part 1, Auggie must decide how to deal with the Halloween incident. What choices does he have in this moment? What are the costs and benefits of each choice? Imagine that Auggie texted you after the Halloween incident to ask for your advice. What advice would you give him?
3. Pages 81-117: Discuss Via’s relationship with her parents. How is it similar or different from Auggie’s relationship with them? How does Via’s relationship with her family impact her identity and choices?
4. Pages 118-132: With each new narrator, we learn more information about their identities. What do you learn about Summer’s identity in this part of the book? What parts of her identity influence the decisions she makes at school?
5. Pages 118-132: In *Wonder*, we see friendships made, tested, and ended. What does it mean to be a friend? What lessons can Summer teach you about friendship?
6. Pages 133-185: What responsibilities do parents have to ensure that their children’s schools are inclusive and welcoming spaces for all students? How would you answer this question? How would Julian’s mom answer this question? How would Jack’s parents answer this question?
7. Final Reflection: What factors shape how we see people and the world around us? What can *Wonder* teach us about how labels, assumptions, and stereotypes can influence how people perceive us and how we might perceive ourselves?

7th Grade

Wonder: Comprehension Questions

1. Pages 133-185: What responsibilities do parents have to ensure that their children's schools are inclusive and welcoming spaces for all students? How would you answer this question? How would Julian's mom answer this question? How would Jack's parents answer this question?
2. Pages 133-185: What responsibilities do school administrators have to ensure that their schools are inclusive and welcoming spaces for all students? How do you answer this question? How would Mr. Tushman answer this question?
3. Pages 186-204: At the end of "Rehearsal," we learn that Miranda says the following about Auggie: "Let's face it...the universe was not kind to Auggie Pullman." (201) In what ways has the universe been unkind to Auggie? In what ways has the universe been kind to Auggie? What do you think Auggie would say if he overheard Miranda's comment to Justin?
4. Pages 249-310: At the end of "Floating," Auggie shares the reason why he thinks he received the Henry Ward Beecher award: "It's like people you see sometimes, and you can't imagine what it would be like to be that person, whether it's somebody in a wheelchair or somebody who can't talk. Only, I know that I'm that person to other people, maybe to every single person in that whole auditorium. To me, though, I'm just me. An ordinary kid" (306). What does this passage reveal about how Auggie thinks other people perceive him?
5. Final Reflection: What factors shape how we see people and the world around us? What can *Wonder* teach us about how labels, assumptions, and stereotypes can influence how people perceive us and how we might perceive ourselves?

8th Grade

Somewhere There Is Still A Sun: Comprehension Questions

1. Pages 83-158: In the first 153 pages of *Somewhere There Is Still a Sun*, we start to understand the extent to which Misha's mother will go to protect her family. What actions does she take to protect her family and their belongings in the sections of the text you have read thus far? What do her choices reveal about her universe of obligation?
2. Pages 159-239: What role does art, writing, music, and drama play at Terezín? What role does education play at Terezín? What do you think the relationship is between an individual and groups' identity, the arts (such as music, drawing and painting, writing, theater, etc.), and education? How can *Somewhere There Is Still a Sun* help you answer this question? [L]
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3. Pages 159-239: How does the scene in which all of the Terezín prisoners are marched to the field to stand in the cold for a full count of the concentration camp shed new light on the reality of life there? Where do you see evidence of humanity in this scene? Where do you see evidence of despair? [L]
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4. Pages 159-239: Where in these chapters do you see examples of the kind of collaboration and cooperation Franta envisions for the Nesharim? Where do you see examples of people thinking of themselves as individuals and not as members of a group? What factors influence whether or not individuals work together as a team or in their own self-interest? [L]
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5. Pages 240-313: In this section of the text, Misha, his mother, and his sister make a crucial decision that ultimately decides their fate. What choices are open to them after they are removed from the transport on October 12, 1944? How might their experience help you understand why so many Holocaust survivors attribute their survival to luck or chance? Are there any other moments in the text where Misha and his family were lucky or made a lucky choice?

Google Classroom Codes

Once Online Learning is available, use the codes below to enroll in your classes.

You can contact your teachers and submit assignments through Google Classroom.

Step-by-step directions for accessing Google Classroom:

https://crossroads323.weebly.com/uploads/7/2/9/8/72988453/crossroads_technology_basics_guide_v1.02_3.pdf

Grade	Class Code
6 th	qstoli
7 th	nwo5yq3
8 th	7mcyv2q