

Supply List for English, Social Studies & MS Skills (6th-8th)

- All Classes
 - Pens, Pencils, Highlighters, “Coloring” Supplies
 - Weekly Planner
 - 2 Boxes of Tissues (one for SS & one for English)
 - Headphones

- English & Social Studies
 - 1.5 Inch Binder (one will be used for both classes)
 - Dividers
 - Loose Leaf Paper
 - Composition or Spiral Notebook and a butterfly clip (English Only)

- MS Skills
 - 3 Folders

Please write your name on all of your supplies.

Ms. Bush
Mrs. Hill

6th Grade Summer Assignment

Directions: For your summer assignment, you will need to do the following:

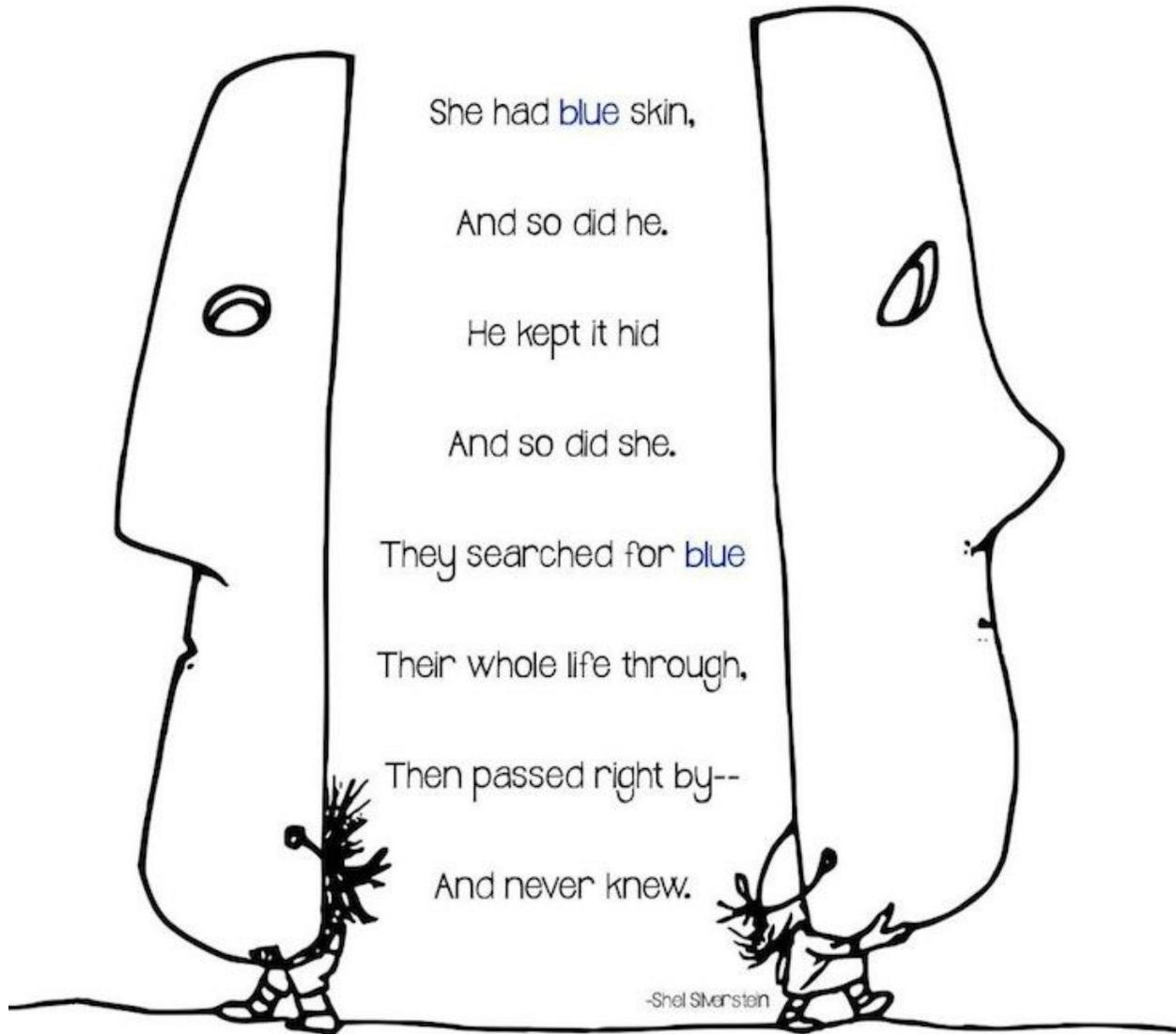
- Read all four documents (2 ELA and 2 Social Studies) that are centered around the theme of community.
- Take notes on each document in the margins.
- Select ***one ELA*** and ***one Social Studies*** document that you would like to use.
- Write 2-3 paragraphs on how each document goes along with the central idea you chose. You must use evidence from both documents to support your answer.

Rubric:

- Notes on each document in the margins.
- Identify how each document demonstrates the central idea of community.
- Explain how community is shown in both the ELA & SS documents that you selected.
- Use textual evidence as support (use quotes from the documents).
- MLA Heading
- Typed in 12 point Times New Roman Font with 1 inch margins (and double spaced)

ELA Documents:

#1: "Masks" by Shel Silverstein



She had blue skin,

And so did he.

He kept it hid

And so did she.

They searched for blue

Their whole life through,

Then passed right by--

And never knew.

-Shel Silverstein

#2: "Peaches" by Adrienne Su

A crate of peaches straight from the farm
has to be maintained, or eaten in days.
Obvious, but in my family, they went so fast,
I never saw the mess that punishes delay.

[5] I thought everyone bought fruit by the crate,
stored it in the coolest part of the house,
then devoured it before any could rot.^{Q1}
I'm from the Peach State, and to those

who ask *But where are you from originally,*
[10] I'd like to reply *The homeland of the peach,*
but I'm too nice, and they might not look it up.^{Q2}
In truth, the reason we bought so much

did have to do with being Chinese — at least
Chinese in that part of America, both strangers
[15] and natives on a lonely, beautiful street
where food came in stackable containers

and fussy bags, unless you bothered to drive
to the source, where the same money landed
a bushel of fruit, a twenty-pound sack of rice.^{Q3}
[20] You had to drive anyway, each house surrounded

by land enough to grow your own, if lawns
hadn't been required. At home I loved to stare
into the extra freezer, reviewing mountains
of foil-wrapped meats, cakes, juice concentrate,^{Q4}

[25] mysterious packets brought by house guests
from New York Chinatown, to be transformed
by heat, force, and my mother's patient effort,

enough to keep us fed through flood or storm,

provided the power stayed on, or fire and ice
[30]could be procured, which would be labor-intensive,
but so was everything else my parents did.

Their lives were labor, they kept this from the kids,

who grew up to confuse work with pleasure,
to become typical immigrants' children,
[35]taller than their parents and unaware of hunger
except when asked the odd, perplexing question.

Social Studies Documents:

#1: "Jewish Beliefs" (Article) BBC, 2014.

The relationship with God

Jews believe that there is a single God who not only created the universe, but with whom every Jew can have an individual and personal relationship.

They believe that God continues to work in the world, affecting everything that people do.

The Jewish relationship with God is a covenant relationship. In exchange for the many good deeds that God has done and continues to do for the Jewish People...

- The Jews keep God's laws
- The Jews seek to bring holiness into every aspect of their lives.

Judaism is the faith of a Community

Jews believe that God appointed the Jews to be his chosen people in order to set an example of holiness and ethical behaviour to the world.

Jewish life is very much the life of a community and there are many activities that Jews must do as a community.

- For example, the Jewish prayer book uses WE and OUR in prayers where some other faiths would use I and MINE.

Jews also feel part of a global community with a close bond Jewish people all over the world. A lot of Jewish religious life is based around the home and family activities.

Judaism is a family faith

...Many Jewish religious customs revolve around the home. One example is the [Sabbath](#) meal, when families join together to welcome in the special day.

Who is a Jew?

Jews believe that a Jew is someone who is the child of a Jewish mother; although some groups also accept children of Jewish fathers as Jewish. A Jew traditionally can't lose the technical 'status' of being a Jew by adopting another faith, but they do lose the religious element of their Jewish identity.

#2: "How Society is Organized" in *Eastern Hemisphere: Geography, History, Culture*. Heidi Jacobs, ed., et al. Prentice Hall: 2001.

Each culture has a social structure. This is a way of organizing people into smaller groups. Each smaller group has particular tasks. Some groups work together to get food. Others protect the community. Still others raise children. Social structure helps people work together to meet the basic needs of individuals, families and communities.

The family is the basic, most important social unit of any culture. Families teach customs and traditions of culture. Through their families, children learn how to dress, to be polite, to eat and to play.

All cultures do not define family in the same way. In some cultures, the basic unit is a nuclear family, or a mother, father, and their children. This pattern is common in industrial nations such as the United States, Great Britain, and Germany. Adults often work outside the home. They usually have money to buy what they need. They depend on the work of machines like vacuum cleaners and automobiles.

Other cultures have extended families. An extended family includes several generations. Along with parents and their children there may be grandparents, aunts, uncles, cousins, and other relatives who live with them or close by. In extended families, older people are very respected. They pass on traditions. Extended families are less common than they used to be. As rural people move to cities, nuclear families are becoming more common.

Cultures also differ when deciding who is in charge in families. Many cultures have patriarchal families. That means men make most of the family decisions. But some African and Native American cultures have matriarchal families. In these, women have more authority than in patriarchies. Today, family organization is changing. Men and women started to share family power and responsibility.

Ms. Bush
Mrs. Hill

7th & 8th Grade Summer Writing Forming Arguments

Directions:

- ★ Closely read each of the four texts provided and write a **source-based** argument on the topic below. **You may use the margins to take notes as you read and scrap paper to plan your response.** Write your argument in typed, sized 12 point font.

Topic:

- ★ What does it mean to be American? American Identity?

Your Task:

- ★ Carefully read each of the four texts provided. Then, using evidence from one Social Studies and one English text, write a well-developed argument on what it means to be an American. Clearly establish your claim by using specific, relevant, and sufficient evidence/examples from the texts to develop your argument. Do not simply summarize each text.

Guidelines:

Be sure to:

- ★ • Establish your claim regarding whether or not cash currency should be eliminated
- ★ • Distinguish your claim from alternate or opposing claims
- ★ • Use specific, relevant, and sufficient evidence from at least three of the texts to develop your argument
- ★ • Identify each source that you reference by text number and line number(s) or graphic (for example: Text 1, line 4 or Text 2, graphic)
- ★ • Organize your ideas in a cohesive and coherent manner
- ★ • Maintain a formal style of writing
- ★ • Follow the conventions of standard written English

Text Options:

- ★ Social Studies
 - Preamble to the Declaration of Independence (1776) by The Second Continental Congress
 - “Statement on the Assassination of Martin Luther King, Jr.,” Indianapolis, Indiana (April 4, 1968) by Robert “Bobby” Kennedy
- ★ English
 - “Ellis Island,” 1979 by Joseph Brucha
 - “Star Spangled Banner,” 1814 by Francis Scott Key

Texts:

Social Studies Text #1 (Primary Source)

Preamble to the Declaration of Independence (1776)
By The Second Continental Congress

We hold these truths to be *self-evident*, that all men are created equal, that they are endowed by their Creator with certain *unalienable* Rights, that among these are Life, Liberty and the pursuit of Happiness.--That to secure these rights, governments are *instituted* among men, deriving their just powers from the *consent* of the governed, --That whenever any form of government becomes destructive of these ends, it is the Right of the People to alter or to *abolish* it, and to *institute* new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness...

Vocabulary:

Self-evident: obvious

Unalienable: that which can't be taken away or denied

Abolish: to end or overthrow

Institute: to start or make official

Consent: to give approval

Social Studies Text #2 (Primary Source)

“Statement on the Assassination of Martin Luther King, Jr.,” Indianapolis, Indiana (April 4, 1968)

By Robert “Bobby” Kennedy

Ladies and Gentlemen: I'm only going to talk to you just for a minute or so this evening, because I have some very sad news for all of you -- Could you lower those signs, please? -- I have some very sad news for all of you, and, I think, sad news for all of our fellow citizens, and people who love peace all over the world; and that is that Martin Luther King was shot and was killed tonight in Memphis, Tennessee.

Martin Luther King dedicated his life to love and to justice between fellow human beings. He died in the cause of that effort. In this difficult day, in this difficult time for the United States, it's perhaps well to ask what kind of a nation we are and what direction we want to move in. For those of you who are black -- considering the evidence evidently is that there were white people who were responsible -- you can be filled with bitterness, and with hatred, and a desire for revenge.

We can move in that direction as a country, in greater polarization -- black people amongst blacks, and white amongst whites, filled with hatred toward one another. Or we can make an effort, as Martin Luther King did, to understand, and to comprehend, and replace that violence, that stain of bloodshed that has spread across our land, with an effort to understand, compassion and love.

For those of you who are black and are tempted to be filled with hatred and mistrust of the injustice of such an act, against all white people, I would only say that I can also feel in my own heart the same kind of feeling. I had a member of my family killed, but he was killed by a white man.

But we have to make an effort in the United States, we have to make an effort to understand, to get beyond, or go beyond these rather difficult times.

My favorite poem, my favorite poet was Aeschylus. And he once wrote:

"Even in our sleep, pain which cannot forget
falls drop by drop upon the heart,
until, in our own despair,

against our will, comes wisdom

through the awful grace of God."

What we need in the United States is not division; what we need in the United States is not hatred; what we need in the United States is not violence and lawlessness, but is love and wisdom, and compassion toward one another, and a feeling of justice toward those who still suffer within our country, whether they be white or whether they be black.

So I ask you tonight to return home, to say a prayer for the family of Martin Luther King -- yeah, it's true -- but more importantly to say a prayer for our own country, which all of us love -- a prayer for understanding and that compassion of which I spoke.

We can do well in this country. We will have difficult times. We've had difficult times in the past. And we will have difficult times in the future. It is not the end of violence; it is not the end of lawlessness; and it's not the end of disorder.

But the vast majority of white people and the vast majority of black people in this country want to live together, want to improve the quality of our life, and want justice for all human beings that abide in our land.

Let us dedicate ourselves to what the Greeks wrote so many years ago: to tame the savageness of man and make gentle the life of this world. Let us dedicate ourselves to that, and say a prayer for our country and for our people.

Thank you very much.

English Text #1 (Poem)

**“Ellis Island,”1979
By Joseph Brucha**

Beyond the red brick of Ellis Island
where the two Slovak children
who became my grandparents
waited the long days of quarantine.¹
[5]after leaving the sickness,
the old Empires of Europe,
a Circle Line ship slips easily
on its way to the island^{Q1}
of the tall woman, green
[10]as dreams of forests and meadows
waiting for those who'd worked
a thousand years
yet never owned their own.

Like millions of others,
[15]I too come to this island,
nine decades the answerer
of dreams.^{Q2}

Yet only part of my blood loves that memory.
Another voice speaks
[20]of native lands
within this nation.
Lands invaded
when the earth became owned.
Lands of those who followed
[25]the changing Moon,
knowledge of the seasons

in their veins

English Text #2 (Song)

**“Star Spangled Banner,” 1814
By Francis Scott Key**

O! say, can you see, by the dawn's early light,
What so proudly we hailed at the twilight's last gleaming:
Whose broad stripes and bright stars through the perilous fight,
O'er the ramparts we watched were so gallantly streaming,
And the rocket's red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there;

O! say, does that Star-spangled Banner still* wave
O'er the land of the free and the home of the brave?

On the shore, dimly seen through the mists of the deep
Where the foe's haughty host in dread silence reposes,
What is that which the breeze, o'er the towering steep,
As it fitfully blows, half conceals, half discloses?
Now it catches the gleam of the morning's first beam --
In full glory reflected, now shines on the stream;

'Tis the Star-spangled Banner, O! long may it wave
O'er the land of the free and the home of the brave.

And where is that band who so vauntingly swore
That the havoc of war and the battle's confusion
A home and a country should leave us no more?
Their blood has washed out their foul footsteps' pollution.
No refuge could save the hireling and slave.
>From the terror of flight or the gloom of the grave!

And the Star-spangled Banner in triumph doth wave
O'er the land of the free and the home of the brave.

O! thus be it ever when free men shall stand
Between their loved homes and the foe's desolation;
Bless'd with victory and peace, may our Heaven-rescued land
Praise the Power that hath made and preserved us a nation
Then conquer we must, for our cause it is just --

And this be our motto -- "In God is our trust!"

And the Star-spangled Banner in triumph shall wave
O'er the land of the free and the home of the brave.