

## **SUMMER READING**

Incoming 8<sup>th</sup> graders are to read "The Outsiders" by S.E. Hinton. The poems by Langston Hughes are available online at [www.poemhunter.com](http://www.poemhunter.com).

Please type your responses in Times New Roman, size 12 font, single spaced with 1" margins. Save your work, copy it go to the following website and paste your response in by August 15, 2011:

<https://spreadsheets.google.com/viewform?hl=en&formkey=dGI2ekZ6d1ljbE9YUzJSY0VMTW9uaEE6MQ#gid=0>

After clicking "submit," "Thanks! Your response has been recorded" will appear on your screen. Should you have difficulty with this, you may email me your responses.

If you choose this option, work should be submitted together as one attachment in .doc or .docx format or as text within the email to [mhughesbaldwin@aol.com](mailto:mhughesbaldwin@aol.com) by August 15, 2011. Please ensure your subject line on the email reads as follows: Summer Work (your first and last name)

### **THE OUTSIDERS by S.E. Hinton**

After reading "The Outsiders," please respond to the following questions:

1. Why did Hinton choose to call her book "The Outsiders"?
2. What is it that makes someone an outsider?
3. Who do you think best personifies an "Outsider" in this book? Use examples and/or direct quotes from the book to support your answer.

During 8<sup>th</sup> grade social studies you will study American history from 1850 -1945. One of the groups that was struggling to find a place in society during that period were African-Americans, and some of the best literature and poetry speaking to that feeling of being outsiders in America comes from the 1920s and 1930s, a period of literature called the **HARLEM RENAISSANCE**.

Until the end of the Civil War, most African Americans were slaves living in the South. After the Civil War, African Americans tried to participate in main stream America. They were thwarted, however, by a conservative white population who wished to remain in power, and who created laws designed to segregate African Americans and leave them without representation. Negroes were exploited and life in the southern United States became almost impossible. This caused African Americans to migrate in greater and greater numbers to the North.

Many of them ended up in Harlem, an area in New York City, which gave rise to a time period labeled the Harlem Renaissance. Although it was centered in Harlem, the Harlem Renaissance was a cultural movement that influenced African American artists as far away as France. It began with the northern migration, but was strengthened by African Americans who believed that their music, art, and writing would thrive in a community that was exclusively black. This freedom to create for those who would not judge them on the color of their skin was especially appealing to people who had dealt with segregation and unfair treatment. Because of the continuing inequality and unfair laws, much of the writing that came out of the Harlem Renaissance spoke of the humanity of Negroes and of their demand for equality. Among the poets and writers who wrote about these subjects were Zora Neale Hurston, Claude McKay, Countee Cullen, Nella Larsen, W.E.B. Du Bois and Langston Hughes.

Poems Hughes wrote during the Harlem Renaissance include:

As I Grew Older	Democracy	Dream Variation
I, Too, Sing America	Justice	Let America Be America Again
Dreams	The Negro Speaks of Rivers	The Dream Keeper

Consider the text of these poems and select one which you consider best presents the theme of being an outsider, as the term is defined in Hinton's story. Using specific quotations from the poem and from "The Outsiders," explain your choice.

We will have class discussions and a writing assignment based on the book, so students should bring their book to school on the first day of class. While reading, students should **CONSIDER** the following:

1. What are the costs and benefits of conformity or nonconformity to a peer group?
2. How does a person's relationship with his/her peers affect the kind of person he/she will become?
3. To which character are you most similar? Don't just think about the character's actions in the book; think about what you've learned about how the character would react if you placed him or her in situations in which you have found yourself
4. Have you ever felt like an outsider?

## The second area to spend time on this summer is to begin preparing for the Catholic High School Placement Test.

Please purchase **Peterson's Master the Catholic High School Entrance Exams( 2010, 2011, or 2012 edition)**, a review book published by **Arco**.

It is important that you acquire a copy before summer's end and begin to examine the introductory sections for each of the tests. A little review each week will help to keep your skills sharp.

We will be using the book in math and language arts classes beginning in September. Please make sure this and all required novels are clearly marked with your child's name.

This year you will also need the following novels (please do not read them until we begin them in class):

"Nothing But the Truth" by Avi,

"Parallel Journeys" by Eleanor Ayers,

"Animal Farm" by George Orwell

**If you need to reach me over the summer, you may email me at [mhughesbaldwin@aol.com](mailto:mhughesbaldwin@aol.com).** Please allow 72 hours for a response.

Name \_\_\_\_\_

## New Eighth Grader Math Summer Work Chart

Over the course of the summer you need to try at least 36 different activities for at least 6 hours (that is only 10 minutes each!) over the course of the summer. These activities review key ideas from seventh grade, so you will be using the SEVENTH GRADE activities at [www.ixl.com](http://www.ixl.com). We have grouped the activities below. You can choose any combination of activities in each category to reach the minimum amount of time for each skill. The computer will keep track of your activities, time on each and performance. Turn in the completed activity chart at the end of the summer.

Skill Group	Possible Activities	Activities Completed	Time on activity	Score (as a fraction)
<b>Number sense</b> at least three activities, at least 30 minutes	<a href="#">A.4 Divisibility rules</a>			
	<a href="#">A.5 Greatest common factor</a>			
	<a href="#">A.6 Least common multiple</a>			
	<a href="#">E.9 Simplify expressions involving integers</a>			
	<a href="#">I.1 Understanding exponents</a>			
<b>Operations with Integers and Decimals</b> at least six activities at least 60 minutes	<a href="#">E.4 Complete addition and subtraction sentences with integers</a>			
	<a href="#">E.8 Complete multiplication and division sentences with integers</a>			
	<a href="#">E.9 Simplify expressions involving integers</a>			
	<a href="#">C.2 Add and subtract decimals: word problems</a>			
	<a href="#">C.4 Multiply decimals and whole numbers: word problems</a>			
	<a href="#">C.5 Divide decimals</a>			
	<a href="#">C.7 Estimate sums, differences, and products of decimals</a>			
	<a href="#">C.8 Add, subtract, multiply, and divide decimals: word problems</a>			
<b>Operations with Fractions</b> at least six activities at least 60 minutes	<a href="#">F.5 Compare and order fractions</a>			
	<a href="#">G.1 Add and subtract fractions</a>			
	<a href="#">G.3 Add and subtract mixed numbers</a>			
	<a href="#">G.8 Multiply fractions and whole numbers</a>			
	<a href="#">G.9 Multiply mixed numbers</a>			
	<a href="#">G.11 Divide fractions</a>			
	<a href="#">G.12 Divide mixed numbers</a>			
	<a href="#">G.15 Add, subtract, multiply, and divide fractions and mixed numbers: word problems</a>			
<b>Operations with Percentages</b> at least three activities at least 30 minutes)	<a href="#">K.2 Convert between percents, fractions, and decimals</a>			
	<a href="#">K.3 Compare percents to fractions and decimals</a>			
	<a href="#">K.5 Percents of numbers and money amounts</a>			
	<a href="#">K.7 Solve percent equations</a>			

<b>Expressions and Equations</b> at least six activities at least 60 minutes	<a href="#">U.4 Evaluate multi-variable expressions</a>			
	<a href="#">U.5 Evaluate variable expressions for numerators and denominators</a>			
	<a href="#">U.6 Add and subtract like terms</a>			
	<a href="#">V.1 Does x satisfy the equation?</a>			
	<a href="#">V.3 Solve one-step linear equations</a>			
	<a href="#">V.4 Solve two-step linear equations</a>			
	<a href="#">V.5 Solve equations involving like terms</a>			
	<a href="#">W.3 Solve one-step linear inequalities</a>			
<b>Slope and Straight Lines</b> at least four activities at least 40 minutes	<a href="#">X.5 Complete a function table</a>			
	<a href="#">X.7 Find points on a function graph</a>			
	<a href="#">X.9 Graph a line from an equation</a>			
	<a href="#">X.11 Find the slope of a graph</a>			
	<a href="#">X.12 Find slope from two points</a>			
	<a href="#">X.14 Graph a line using slope</a>			
<b>Geometry</b> at least four activities at least 40 minutes	<a href="#">P.17 Perimeter</a>			
	<a href="#">P.18 Area of rectangles and parallelograms</a>			
	<a href="#">P.19 Area of triangles and trapezoids</a>			
	<a href="#">P.22 Circles: calculate area, circumference, radius, and diameter</a>			
	<a href="#">P.23 Circles: word problems</a>			
	<a href="#">P.28 Surface area</a>			
	<a href="#">P.29 Volume</a>			
<b>Proportions and ratios</b> At least two activities at least 20 minutes	<a href="#">J.5 Unit rates</a>			
	<a href="#">J.8 Solve proportions</a>			
	<a href="#">J.13 Scale drawings and scale factors</a>			
<b>Mean, median, mode and range</b> at least two activity at least 20 minutes	<a href="#">X.11 Find the slope of a graph</a>			
	<a href="#">AA.2 Interpret charts to find mean, median, mode, and range</a>			
	<a href="#">AA.3 Mean, median, mode, and range: find the missing number</a>			

You and your teacher will be able to see a summary of your work on the [www.ixl.com](http://www.ixl.com) site.