



Summer 2018

Dear Incoming 8th Grade Student,

We look forward to you being enrolled in the upcoming school year at Calvary Academy middle school. All students at Calvary Academy from grades 6 through grade 12 are responsible to complete **two book readings** during the summer. For your first book, you will be reading **Tales of Greek Heroes** by Roger Lancelyn Greene over the summer and writing an essay during the first full week of Language Arts class.

Also this summer, for the second book, students will have a choice of the following selections:

8th Grade: 1 Girls Choices (select one from this genre of Historical Fiction/Nonfiction): *

- a. Before We Were Free * Julia Alvarez
- b. Between Shades of Gray * Rupa Sepetey
- c. any novel by Anne Rinaldi *
- d. Any book from Royal Diaries series *
- e. or, Choose 1 of these books listed from the Dear America series * →
(Summer project requirements for this can be found on the website under Forms and Resources/Required Reading)

Dear America series 5 options:
1. Look to the Hills: The Diary of Lozette Moreau, a French Slave Girl; or 2. With the Might of Angels: The Diary of Dawnie Rae Johnson, Hadley, Virginia, 1954; or 3. Color Me Dark: The Diary of Nellie Lee Love, the Great Migration North, Chicago, Illinois, 1919; or 4. A Picture of Freedom: The Diary of Clotee, a Slave Girl, Belmont Plantation, Virginia, 1859; or 5. I Thought My Soul Would Rise and Fly: The Diary of Patsy, a Freed Girl, Mars Bluff, South Carolina, 1865

1 Boys Choices (select one from this genre of Historical Fiction/Nonfiction) : *

- a. Jumping Off to Freedom * Anilu Bernardo
- b. Year of Impossible Goodbyes * Sook Nyul Choi
- c. or, Choose 1 of these books listed from the My Name is America Series * →
(Summer project requirements for this can be found on the website under Forms and Resources/Required Reading)

My Name is America series 3 options:
1. The journal of Ben Uchida: Citizen 13559 Mirror Lake Internment Camp; or 2. The Journal of Wong Ming-Chung a Chinese Miner, California, 1852-by Laurence Yep; or 3. Down to the Last Out: The Journal of Bidy Owens, The Negro Leagues, Birmingham, Alabama, 1948

Upon completion of reading your choice of your second book, please prepare a 5 paragraph Critical Book Review (CBR). Details and requirements of the Critical Book Review are attached and this essay must be in MLA format. Please include parenthetical citations in your paper and attach a Works Cited page. This Critical Book Review is due on the first Friday of school.

Have a blessed summer.

In His Service,
Stephanie Cruz

CRITICAL BOOK REVIEW (CBR)

A **Critical Book Review** is a discussion and evaluation of the content of a literary selection. The essay must be written in a **five-paragraph** essay format. The structure of the five-paragraph essay is as follows:

1. **Introduction:** The introductory paragraph should contain the book's title, author, and genre. Some important information about the author as it relates to the book must be provided. Include a very brief statement about the plot- just to create interest. The introduction must be at least 5-7 sentences.
2. **Body Paragraph 1:** Identify the setting (time and place) of the book and briefly summarize the plot. Paragraph must be 7-10 sentences.
3. **Body Paragraph 2:** Analyze the main character: Describe the main character and discuss two major internal conflicts that the main character faced and how they were resolved. Did he change in the process? Provide details from the text to support your analysis. Paragraph must 7-10 sentences.
4. **Body Paragraph 3:** What is the theme of the novel? What type of theme is it-Is it stated (directly written), implied (reader determines the theme through the story's context), global (exhibits truth to all people of all cultures)? Use at least 3 examples from the text to support your analysis. Paragraph must be 7-10 sentences.
5. **Conclusion:** Personal recommendation- would you recommend this book to other teens, why or why not? (use literary terms-plot development, characters, conflict, etc) What was your favorite part and why? Which character did you love the best and why? What did you learn from the book? What biblical application can be made? Paragraph must be 7-10 sentences.

Notes:

- Complete a **"Somebody/Wanted/But/So" chart** attached. Use this to help you develop your CBR.
- Length is **275-300 typed words, double-spaced**, using **12-point font** in **Times New Roman** or **Arial**.
- **Rules of formal writing** should be followed. First person point of view should only be used in the conclusion. Absolutely no second person.
- M.L.A. format must be followed.
 - **One-inch margins** on all sides.
 - Last name and page number **½ inch down in upper-right corner** (Smith 1)
 - Name, Teacher, Class, Date **one inch down in upper-left corner** (double-spaced)
 - Title required (**centered**, not underlined, bold or italics)
 - **Double-spaced** throughout
- Remember to include the **exact number of words** at the end of your paper.
- Include parenthetical citations and a Works Cited Page
- Include the appropriate following sentence at the end of your paper, along with your signature:
 - I have/have not completely read (book title) during this marking period.
 - I have/have not copied material from the Internet or from someone else to complete this paper.
 - Signed: _____
- If you do not finish the book or if you do not include these sentences with your signature at the end of your paper, you will receive a **15% grade deduction** in your paper.
- Good tool for explaining terms: www.literarydevices.net

Book Title

Somebody

Wanted

But

So

EXAMPLE from book Number the Stars

Somebody: identify the main character and give one character trait and include page number (ex. Annemarie Johansen, Brave, page 104-105)

Wanted: describe the character's goal (ex. Save best friend's life (Ellen Rosen) from Nazi relocation. Annemarie's family takes in Ellen until she is smuggled out of the country.)

But: describe a conflict that hinders the character (ex. The German soldiers are on the hunt for Jewish families. They even go to Annemarie's house to search for hidden Jewish people. The soldiers realize that Jewish families are escaping and begin to suspect the local fisherman.)

So: describe the resolution of the conflict (ex. Due to a turn of events, Annemarie takes a secret package which helps the fisherman smuggle Jewish people safely to Sweden. She narrowly escapes being caught. She discovers that what she did played a major part in saving Ellen's life and the Jewish people of Denmark.)

For all of the above, focus on the most significant information in the novel.