



The Scholars' Academy

An Accelerated College Preparatory School for Grades 6-12

27Q323, A Teaching and Learning Organization

chnology Today, Smarter Tomorrow: Removing Time and Place from Teaching and Learning”

320 Beach 104 Street, Rockaway Park, NY 11694

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Principal: Brian O’Connell

Assistant Principals:

Toni Marie Sorrentino, Michele Smyth, Scott Milczewski

Welcome to Grade Eight Humanities Summer Performance Based Task

Focus Question: How do people’s life experiences shape their definition of courage?

Course: 8th Grade Humanities

Teacher: James/Mainhart

Performance Based Task Description: Defining and redefining courage is at the heart of the two summer reading novels *Shades of Gray* and *Red Badge of Courage*. Students will write a thematic response to literature in September that examines the question "How do William and Henry’s experiences shape how they define courage?" What is the common central theme that both novels share regarding courage? Explain how the two characters come to their shared definition of courage at the end of each novel, including a discussion of the similarities and differences in their experiences. To prepare for that, this summer students will complete a note taking graphic organizer as well as answer several multiple choice and short answer questions. This assignment will be due Sept. 13, 2013 and count in your first marking period humanities grade.

Task Steps:

- This summer we expect you to read for 30 minutes everyday to remain a strong and fluent reader
- Read the novels *Red Badge of Courage* and *Shades of Gray*
- Complete the note-taking graphic organizer
- Complete the multiple choice and short answer questions
- Use bullet point notes to record textual evidence, citing page numbers of evidence
- Abbreviations and sentence fragments are permissible for the graphic organizer

Key Common Core Standards:

- CCSS RL.8.1 – Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS RL.8.2 – Determine a theme or central idea of a text and analyze its development over the text including its relationship to the characters, setting and plot.
- CCSS W.8.11 – Create a presentation, art work, or text in response to a literary work with a commentary that identifies connections and explains divergences from the original.
 - a. Make well-supported personal, cultural, textual, and thematic connections across genres.
 - b. Create poetry, stories, plays, and other literary forms (e.g. videos, art work).

Materials

- Copies of the novels: *Red Badge of Courage* and *Shades of Gray*
- Graphic organizer
- Multiple choice and short response questions

Student Outcomes

- Students will be able to analyze how a character’s point of view changes through varied experiences by analyzing excerpts of the summer reading texts.
- Students will be able to answer various multiple choice and short response questions to demonstrate comprehension of the texts.
- Students will be able to organize their ideas in a coherent manner in order to write a response to literature for the Term 1 writing assignment. This summer assignment will count for 15% of your first marking period grade.



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Assistant Principals
Math/Arts: Michele Smyth
Humanities/Foreign Language: Toni Marie Sorrentino
Science/Technology/Safety: Scott Milczewski, IA

Dear Students:

Below you will find the rubric that will be used to assess the work you complete for the 8th Grade Humanities Summer Assignment. Please review it prior to completing the graphic organizer and note taking pages so that you are aware of the expectations of this task. Once you have completed the task, complete the student reflection portion of this sheet as well.

Sincerely,
Ms. James and Ms. Mainhart
8th Grade Humanities team

	<u>Level 4</u>	<u>Level 3</u>	<u>Level 2</u>	<u>Level 1</u>	<u>Score</u>
Short Response: Demonstrates an understanding of the question and texts. Uses RAFT to construct their response.	Students demonstrate a through understanding of the question/texts and provides a clearly articulated answer that is supported with 3-4 relevant text based details.	Students demonstrate a concrete understanding of the question/texts and provides a correct answer that is supported with 2-3 relevant text based details.	Students demonstrate an uneven understanding of the question/texts and provides a partially correct answer that is supported with 1-2 details that are somewhat relevant.	Students demonstrate a complete lack of understanding of the question/texts and provides an incorrect correct answer that may or may not be supported with text detail.	
Note taking Page: Demonstration of Understanding of the Focus Question: How do people's life experiences shape their definition of courage?	Scholars include at least 5 relevant and specific details of how each of the protagonists defines courage at the beginning of their story and how they define courage at the end of the story, as well as what caused the definition to change.	Scholars include 3-4 relevant and specific details of how each of the protagonists defines courage at the beginning of their story and how they define courage at the end of the story, as well as what caused the definition to change.	Scholars include 1-2 relevant and specific detail of how each of the protagonists defines courage at the beginning of their story and how they define courage at the end of the story, as well as what caused the definition to change.	Details of how each of the protagonists defines courage at the beginning and end are either too general or missing. Explanation of how the protagonists' definition changed is incomplete or missing.	
Spelling, Grammar and Mechanics	Both the graphic organizer and note-taking sheet are virtually error-free.	The graphic organizer and note-taking sheet contain 2-3 errors, but the errors do not interfere with meaning.	The graphic organizer and note-taking sheet contain 4 -5 errors in spelling, mechanics, and grammar.	The graphic organizer and note taking sheet contain more than 6 errors that interfere with meaning and comprehension.	
Legibility/ Neatness	Both documents are typed or neatly handwritten.	Both documents are fairly neat with 1-2 areas that are difficult to read.	Both documents lack neatness and are difficult to read.	Both documents lack neatness making it virtually impossible to read.	

Student Reflection: (What did you find as a challenge as you completed this assignment? What did you find came easily to you as you completed this assignment?)

Teacher Reflection:

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Date:

Name:
Class:

Directions: As you read the assigned novels, keep in mind the following focus question: **“How do people’s life experiences shape their definition of courage?”** Use this note-taking page while you are reading the summer reading books *Red Badge of Courage* by Stephen Crane and *Shades of Gray* by Carolyn Reeder. Be sure to include text evidence (with page numbers) to help support your ideas. You may use additional paper if needed and an electronic version of this form can be found at:

<http://schools.nyc.gov/SchoolPortals/27/Q323/default.htm>

<i>Red Badge of Courage</i>	<i>Shades of Gray</i>
How does Henry initially define courage?	How does William initially define courage?
How does Henry’s definition of courage change? What causes his definition to change?	How does William’s definition of courage change? What causes his definition to change?

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Date:

Name:
Class:

Directions: After reading the two texts, respond to the following short response questions using RAFT (restate, answer, for example and tie it together). The answers should be supported with relevant text based evidence.

1. Based on this excerpt from *Shades of Gray*, explain what this quote reveals about Uncle Jed's character? Use relevant text based detail to support your answer (quote taken from page 107) (CCLS R.L 8.3)

"They said at the store he should ask to stay here. Don't you see, they figured you're the only one around who'd be willing to take in a Yankee. And if you do it, you'll lose all the respect you gained by fixing the millworks!"

Uncle Jed looked down at him quizzically. After a few moments he said, "I do what I think is right without worrying as to whether it will cause me gain or loss. A man doesn't want to have to stop and try to figure out what everybody else might think or do each time he has to make a decision."

2. How do the tall soldier, the loud soldier, the tattered soldier, and the cheery soldier affect Henry's view of war? Explain how Crane develops these characters to portray different attitudes toward war and why he includes them. Use relevant text based detail to support your answer. (CCLS RL 8.6)

3. Compare and contrast how the characters in each novel perceive the Civil War and its impact on their lives. (CCLS RL 8.2)

4. Create your own question about one or both of the books. It should address one of the following: theme, characterization, central conflict or setting. Then answer your question providing relevant text evidence.
