

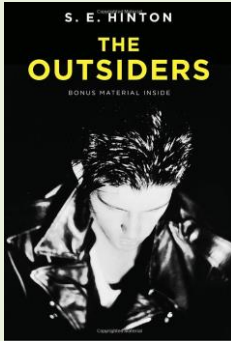


# Assignments for Rising Eighth Graders

## ALL assignments are due on the first day of school

If you have any questions regarding the Summer Reading assignments, please contact Mrs. Kim Vreeland at [kvreeland@academyatthelakes.org](mailto:kvreeland@academyatthelakes.org)

### Eighth Grade Humanities



Read *The Outsiders* by S.E. Hinton. As you read, consider how identity is reflected in characters and how the novel helps you explore your own identity. For this assignment, you will choose between one of two assignments and one of two mediums. Please email Mrs. Vreeland at [kvreeland@academyatthelakes.org](mailto:kvreeland@academyatthelakes.org) with any questions you have as you complete this assignment.

#### Choose one of the following assignments:

1. Choose one character from *The Outsiders* who you can relate to in terms of identity and personality. Compare and contrast that character's identity to your own identity. Consider:

- a. Would you both be in the same clique or different cliques?
- b. What characteristics are similar between you and the character? What characteristics are different? Why are they similar or different?

Then, create a timeline of the character's development throughout the novel:

- a. Plot their growth in terms of identity, self-reflection, maturity, etc.
- b. Plot their mistakes and accomplishments.
- c. Make sure you demonstrate and explain the character's growth, maturity, reflection, etc. through your choice of genre.
- d. Be creative and use pictures, words, symbols, etc. to plot the character's timeline.

**OR**

2. Choose one character from *The Outsiders* you cannot relate to at all; for example, you have opposite identities and personalities. Compare and contrast that character's identity to your own identity. Consider:

- a. Would you both be in the same clique or different cliques?
- b. What characteristics are similar between you and the character? What characteristics are different? Why are they similar or different?

Then, create a timeline of the character's development throughout the novel:

- e. Plot their growth in terms of identity, self-reflection, maturity, etc.
- f. Plot their mistakes and accomplishments.
- g. Make sure you demonstrate and explain the character's growth, maturity, reflection, etc. through your choice of genre.



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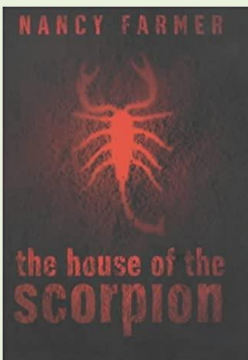
- h. Be creative and use pictures, words, symbols, etc. to plot the character's timeline.

Choose one of the following mediums:

Journal Entries	Poster Board
<ul style="list-style-type: none"> <li>• Write three (3) entries from your point of view <u>and</u> three (3) entries from your character's point of view.</li> <li>• The entries must represent the beginning, middle, and end of the novel.</li> <li>• Please type, double space, and print your journal entries.</li> </ul>	<ul style="list-style-type: none"> <li>• On your poster board, include pictures, phrases, quotes from the novel, poetry, and objects that demonstrate the similarities and differences between you and the character you chose.</li> <li>• Your work should be creative and neat.</li> <li>• Provide a 250 word typed, double spaced, and printed explanation of your choices.</li> </ul>

Please bring your completed Summer Reading assignment to school on the first day.

### Eighth Grade IPSH Summer Reading



Book Title: [The House of Scorpion](#) by Nancy Farmer

Please click on the link below to open a shared Google Doc to complete the 2 reading assignments for the *House of the Scorpion*:

- [1. The Raft Assignment and 2. House of the Scorpion Cloning Ethics Activity](#)

If you have any questions about this assignment, please email Mrs. Colleen McCormick at [CMcCormick@Academyatthelakes.org](mailto:CMcCormick@Academyatthelakes.org).

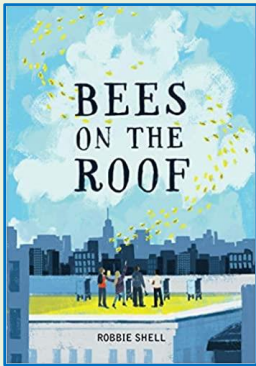
**Click on the titles or the covers of the books to visit Amazon.com for a description!**

Please go to next page.

### **Eighth Grade Earth Science Summer Reading**

# Assignments for Rising Eighth Graders

## ALL assignments are due on the first day of school



Book Title: *Bees on the Roof* by Robbie Shell

### **Part 1: Bees on the Roof Study Questions**

On a separate page, answer the following questions in complete sentences using details from the book.

1. Describe the book's main theme or themes. For example, is the book mainly about four seventh graders and the challenges they face in school? Is it about honeybees? The environment? Cake making?
2. Pick one of the characters and describe how he or she changes over the course of the book's nine months. What influences are behind these changes?
3. Sam is reluctant to tell his friends the reason for his move to Manhattan. What is behind that reluctance? Why does he finally decide to tell his friends the backstory?
4. What role does food play in this book? Does it act as a catalyst for action? Does it help more closely define any of the characters?
5. Why is there a chapter on Matt getting stung by a bee and requiring medical attention? What are the motivations behind this plot element?
6. How is the hotel's roof important to The Bee Team?
7. After reading this book, how do you feel about honeybees and their role in our environment? What specifically did you find surprising, important or admirable about honeybees? Did you think Sam's passion for them was over the top?

### **Part 2: Engineering a Bee**

Watch the YouTube video on [Robo Bees](https://www.youtube.com/watch?v=9JWGiy9FcE):  
<https://www.youtube.com/watch?v=9JWGiy9FcE>



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Now it is time for you to put on the engineering hat. When thinking about engineering a bee, you must consider the phrase “form follows function.” What adaptations (form) do bees have to move from plant to plant gathering nectar and in the process pollinating plants (function)?

In order to pollinate plants, bees need (1) a power source to provide energy for movement, (2) the ability to move from plant to plant (wings, legs, etc...), (3) ability to see a flower in ultraviolet light, (4) ability to land on that flower, and (5) the ability to collect the pollen to carry from plant to plant for pollination. On a separate piece of paper, sketch out how an engineered bee will look and label all the parts they will need to accomplish the functions listed above. Be prepared to use your blueprints to construct your engineered bee when we return to school. Have fun being creative!