

Name: _____

Class: _____

8th Grade Summer ELA Work

Summer 2023

****ALL CASIMIR PULASKI 8th GRADERS MUST READ****

Brown Girl Dreaming by Jacqueline Woodson
and

The Cay by Theodore Taylor

Brown Girl Dreaming

- Complete **ALL** activities (Parts I, II a III) for the novel. Questions must be answered in complete sentences using specific details from the text.

The Cay

- Complete the chapter questions using complete sentences and specific details from the novel. Complete the bottle activity using relevant text evidence.

Summer Reading List

- Choose ONE title to read from the list on the back of this sheet;
- Complete the following assignment for the book you have chosen to read:
 - Write a **four paragraph letter** to the main character (Dear [main character's name],) of each book. In your letters be sure to discuss:
 - What you like and dislike about the character.
 - Major events the character was involved in and affected by
 - What choices the main character made that you agree and/or disagree with.
 - Advice about what you may have done differently if you were them, or what you admire about the main character.

Use **specific** details from the novels in your discussion; a paragraph should be 6-8 sentences!

*****These assignments will count towards your first marking period grade in ELA. Be prepared to discuss the novels and your work.***

*****All assignments are due the first day of school. Please make sure that your name is on all papers.***

SUMMER READING LIST GRADE 8

Summer Reading Assignments (Choose one assignment for each book you read.)

Submit assignments to your English teacher in September



1. Create a flyer to advertise your book at a bookstore or at your school's library. (One platform you can try is Canva! You can create your own free account and use one of their many free templates.)
2. Write a letter to a friend about the book you read and explain to them whether you liked the book or not. Make sure that your letter follows a letter format and is at least 8 sentences long.
3. Design a new book cover for the book you read. Include the title, author, and your name as the illustrator.

(Minimum of 3 Books, the 2 books with *asterisks are required)

* *The Cay*, Taylor, Theodore * *Brown Girl Dreaming* (Audio or Print), Woodson, Jacqueline

Choose your third book from the genres below OR the additional genre lists that follow.

TITLE	AUTHOR		
The Hazel Wood Series (Sci-Fi/Fantasy)	Albert, Melissa	The Night Diary (Historical Fiction)	Hiranandani, Veera
Fever 1793 (Historical Fiction)	Anderson, Laurie Halse	Seraphina Series (Sci-Fi/Fantasy)	Hartman, Rachel
Feed (Dystopian)	Anderson, M.T.	We Light Up the Sky (Sci-Fi)	Riveria, Lillian
13 Reasons Why (Realistic Fiction)	Asher, Jay	Aristotle and Dante Discover the Secrets of the Universe (Realistic Fiction)	Sáenz, Benjamin Alire
The Heartbreak Bakery	Capetta, A.R.	Pride: A Pride & Prejudice Remix (Realistic Fiction)	Zoboi, Ibi
The Hunger Games Series (Dystopian)	Collins, Suzanne		
GRAPHIC NOVELS		NONFICTION	
Speak	Anderson, Laurie Halse	To Kill a Mockingbird	Lee, Harper
A Handmaid's Tale	Atwood, Margaret	The Call of the Wild	London, Jack
Himawari House	Becker, Harmony	Billy Budd	Melville, Herman
El Deafo	Bell, Cece	"1984"	Orwell, George
Kindred	Duffy, Damian	A Tree Grows in Brooklyn	Smith, Betty
The Giver	Lowry, Lois	Of Mice and Men	Steinbeck, John
American Gods	Gaiman, Neil	Roll of Thunder, Hear My Cry	Taylor, Mildred D.
The Waiting	Gendry-Kim, Keum Suk	Cat's Cradle	Vonnegut, Kurt
Almost American Girl	Ha, Robin	War of the Worlds	Wells, H.G.
Fred & Marjorie	Kerbel, Deborah		
Hey Kiddo	Krosoczka, Jarrett	Thank You for Coming to My TED Talk:	Andersen, Chris
To Kill a Mockingbird	Lee, Harper	A Teen Guide to Great Public Speaking	Bagieu, Pénéllope
March Series	Lewis, John	Brazen: Rebel Ladies Who Rocked the World	
V is for Vendetta	Moore, Alan	The Self-Compassionate Teen:	
Monster	Myers, Walter Dean	Mindfulness and Compassion Skills to	
Hawking	Ottaviani, Jim	Conquer Your Critical Inner Voice	Bluth, Karen
The Imitation Game	Ottaviani, Jim	The Talk: Conversations About Race,	
Dungeon & Dragons Legend of Drizzt Series	Salvatore, R.A.	Love, & Truth	Hudson, Wade
No Fear Shakespeare (Macbeth, Hamlet, R&J)	Shakespeare, William	Born a Crime: Stories from a	
Maus	Spiegelman, Art	South African Childhood	Noah, Trevor
They Called Us Enemy	Takei, George	Enrique's Journey: The Story of a Boy's	
Ghosts	Telgemeier, Raina	Dangerous Odyssey to Reunite with His Mother	Nazario, Sonia
The Shadow Hero	Yang, Gene Luen	Stamped: Racism, Antiracism, and You	Reynolds, Jason
American Born Chinese	Yang, Gene Luen	The Cat I Never Named: A True Story of Love,	
		War, and Survival	Sabic-El-Rayess, Amra
		I am Malala: The Girl Who Stood	
		Up for Education and Was Shot by the Taliban	Yousafzai, Malala & McCormick, Patricia
		We are Displaced: My Journey and Stories	
		From Refugees Around the World	Yousafzai, Malala
CLASSICS		SHORT STORIES	
The Wonderful Wizard of Oz	Baum, L. Frank	Fresh Ink: An Anthology	Giles, Lamar
Fahrenheit 451	Bradbury, Ray	(Don't) Call Me Crazy: 33 Voices Start the	
The Martian Chronicles	Bradbury, Ray	Conversation about Mental Health	Jensen, Kelley
The Stranger	Camus, Albert	There is No Long Distance Now: Very Short Stories	Nye, Naomi Shihab
The Alchemist	Coelho, Paulo	The Creativity Project: An Awesometastic	
Iqbal	D'Adamo, Francesco	Story Collection	Sharp, Colby
Lord of the Flies	Golding, William	Foreshadow: Stories to Celebrate the	
Grenade	Gratz, Alan	Magic of Reading and Writing YA	Various
The Curious Incident of the Dog in the		Black Enough: Stories of Being Young &	
Night-Time	Hadden, Mark	Black in America	Zoboi, Ibi
The Maltese Falcon	Hammett, Dashiell		
The Endless Steppe	Hautzig, Esther		
The Legend of Sleepy Hollow & Rip Van Winkle	Irving, Washington		
One Flew Over the Cuckoo's Nest	Kesey, Ken		
The Trial	Kafka, Franz		
Flowers for Algernon	Keyes, Daniel		

Part I Brown Girl Dreaming Reading Comprehension Questions

Directions: Answer these questions using complete sentences and specific details from the novel.

Part I: i am born

1. What came before Jacqueline's birth that she believes may shape the person she will become?
2. How do the differences between Jacqueline's mother and father affect their relationship?
3. What makes South Carolina feel immediately like home? How does Jacqueline's mother deal with the negative aspects of that place?

Part II: the stories of south carolina run like rivers

4. How do the children adjust positively to their lives in South Carolina and in what ways do they still feel like outsiders?
5. While in Greenville, what do the children learn about the Civil Rights Movement in the South?
6. In what ways are Jacqueline's feelings about leaving Greenville different from those of her mother?

Part III: followed the sky's mirrored constellation to freedom

7. What do the children miss about Greenville? What helps them deal with missing these things?
8. What clues reveal that stories and words are becoming increasingly important to Jacqueline? How do others respond?
9. At the end of Part III, how does having two places they consider home affect the children during their visit to Greenville?

Part IV: deep in my heart, i do believe

10. In what ways do the Woodson children feel different from their peers?

11. How is each of the older Woodson children brilliant?

12. What process does Jacqueline use to start crafting songs and stories?

Part V: ready to change the world

13. How does Daddy's death impact the family?

14. What does Jacqueline realize is similar about her relationship with Maria and the evolution of Bushwick? How might this realization affect her writing?

15. What revolution is taking place and how does Jacqueline make sense of it?

16. According to the author, how do worlds and beliefs shape who you are?

Part II: Close Reading Activity

Jacqueline's mother has just returned to Greenville to tell her children that they are leaving for New York the next day. Examine the text to determine where home is for Jacqueline.

Directions: In blue, highlight language that includes details of what it's like for Jacqueline to live in her grandparents' house. In yellow, highlight language that includes details of Jacqueline's interaction with her mother.

Excerpt: Brown Girl Dreaming

"leaving greenville," pages 136–137

- 1 My mother arrives in the middle of the night,
and sleepily, we pile into her arms and hold tight.
- 2 Her kiss on the top of my head reminds me
of all that I love.
- 3 Mostly her.
- 4 It is late winter but my grandmother keeps
the window in our room slightly open
so that the cold fresh air can move over us
as we sleep. Two thick quilts and the three of us
side by side by side.
- 5 This is all we know now—
- 6 Cold pine breezes, my grandmother's quilts,
the heat of the wood-burning stove, the sweet
slow voices of the people around us,
red dust wafting, then settling as though it's said
all that it needs to say.
- 7 My mother tucks us back into our bed whispering,
We have a home up North now.
- 8 I am too sleepy to tell her that Greenville is home.
That even in the wintertime, the crickets
sing us to sleep.
- 9 And tomorrow morning, you'll get to meet
your new baby brother.
- 10 But I am already mostly asleep again, two arms
wrapped tight
around my mamá's hand.

4. Look at the text that you've highlighted in blue. What does this language reveal about how Jacqueline feels about living in her grandparents' house?
5. Look at the text that you've highlighted in yellow. What does this language reveal about Jacqueline's relationship with her mother?
6. When you think of the word "home" in a positive way, what images or adjectives come to mind?
7. Is home for Jacqueline in her grandparents' house or with her mother?

Part III: Similes and Metaphors

Throughout *Brown Girl Dreaming*, Woodson uses similes and metaphors, to create strong images and convey deeper meanings.

Example 1:

- "I am born in Ohio but
the stories of South Carolina already run
like rivers
through my veins." (2)

Example 2:

- "So many years have passed since we last saw
our father, his absence
like a bubble in my older brother's life,
that pops again and again
into a whole lot of tiny bubbles
of memory." (103)

1. In example 1, stories are being compared to rivers. How would you typically describe rivers?

2. Does the comparison between rivers and the stories of South Carolina make sense in this context? Explain how rivers and the stories of South Carolina can be seen as similar.
3. In example 2, the Woodsons' father's absence is being compared to bubbles. How would you describe bubbles?
4. Does the comparison between bubbles and the Woodsons' father's absence make sense in this context? Explain how bubbles and Woodson's father's absence can be seen as similar.
5. Find three more examples of similes or metaphors that Woodson uses throughout the book and write them here. Explain the meaning or description of each.

Name _____

THE CAY

Directions: Answer the following questions. All questions must be answered with a complete sentence and details from the novel.

Chapters 1-3:

1. In the beginning of the story, why are the residents of Willemstad worried and fearful?

2. Why have the Germans come to these islands all the way from Europe? What do they want?

3. What is Phillip's father's job at the refinery?

4. Why doesn't Phillip's mother particularly like it in Willemstad?

5. What country is Willemstad in?

6. Where are Phillip and his mother attempting to go to escape the threat of the Germans? Why do they choose to go there instead of somewhere else?

7. What happens that prevents Phillip and his mother from reaching their destination?

8. Who is Phillip's shipmate at sea? Describe him:

9. From what you have read so far about Phillip's mother, how do you think she might feel about Timothy?

10. Describe Phillip's feelings toward Timothy when they are on the raft:

Chapters 4-7:

1. Where is Timothy from? Why does Phillip think he is from Africa?

2. Describe what suddenly happens to Phillip that makes Timothy feel even more responsible for him:

3. Why does Phillip become angry with Timothy and his mother?

4. Characterize Phillip in this section – include his emotions.

5. Why does Timothy tell Phillip to keep away from the edge of the raft?

6. How does Timothy attempt to signal an airplane?

7. After Timothy sights the cay, what happens to Phillip that enrages Timothy?

8. What is a cay?

9. Why does Timothy decide to abandon the raft and go to the desolate island that contains no drinking water?

10. What do you think prevents Timothy from killing the cat?

11. Translate the following:

"D' place I am tinkering of is call Debil's Mout'."

"Young bahss, dere is, in dis part of d'sea, a few lil' cays like dis one, surround on both' sides by hombug banks. Dey are cut off from d'res' o' d' sea by dese banks."

Chapters 8-10

1. Phillip assumes that his father and other men in boats are searching for him, but what does he fail to understand?

2. What does Timothy make that he proudly shows to Phillip?

3. Phillip is concerned about which two deadly inhabitants that might be on the island?

4. Why does Phillip refuse to speak to Timothy when Timothy shows up with three lobsters?

5. What does it mean when Timothy tells Phillip, "Young bahss, be an outrageous ahn if you like, but 'ere I'm all you got"?

6. What are the two things that Timothy does to help them get rescued from the island?

7. Phillip feels good because he discovers that he can do something that Timothy cannot do. What is it?

8. What causes Timothy to strike Phillip in the face?

9. What does Phillip discover about Timothy that makes him begin to change and say, "I want to be your friend."?

Chapters 11 – 14

1. What does Phillip do so that he can walk around the entire island without Timothy's help?

2. Why does Phillip think that Timothy is trying to make him independent?

3. Describe what Timothy says is the cause of all of their troubles.

4. What does Timothy finally do to stop the "evil jumbi"?

5. What happens to Timothy when he gets that "devil, d'fever"?

6. After the fever, what steps does Timothy take to make Phillip more self-reliant?

7. What does Phillip do that convinces Timothy that he is becoming self-reliant?

8. What sounds does Timothy hear that indicate that a storm is coming?

9. List three precautionary things that Timothy does just before the storm hits the cay:

Chapters 15 – 19

1. Describe the storm that hit the island:

2. How does Timothy prevent Phillip from becoming seriously injured?

3. Why does the storm stop for about thirty minutes?

4. What happens to Timothy during the storm and what was the consequence?

5. What does Phillip find when he looks for the fishing poles?

6. Why do the birds attack Phillip?

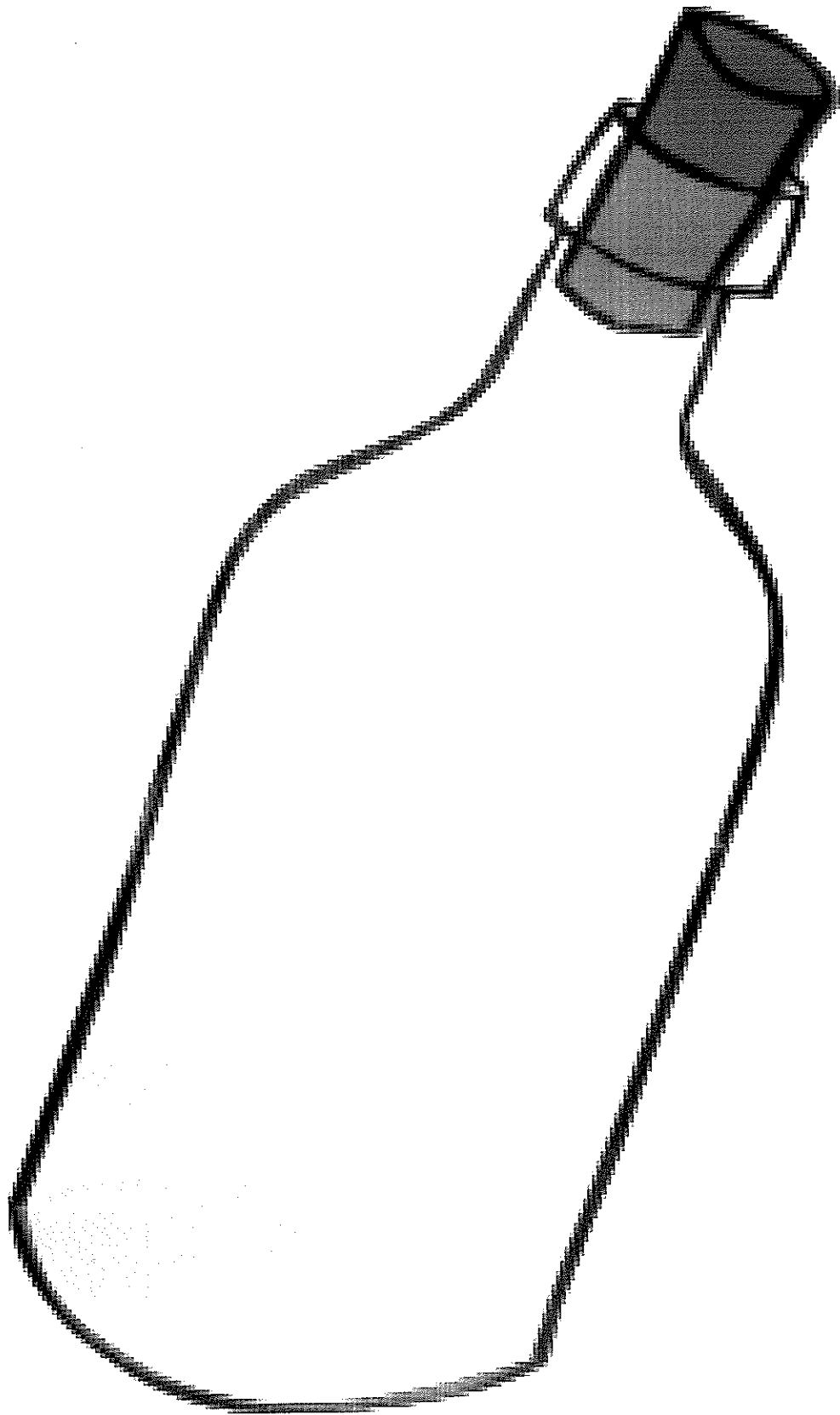
7. While diving for lobster, what happens to Phillip?

8. What does Phillip do to solve the problem of his rescue smoke not being seen?

9. Describe the ways that Phillip changes while he is on the cay:

10. What happens to Timothy?

11. What happens to Phillip?



Write a message in the bottle that Phillip could have sent to help his father find him. Use text evidence to describe the location so that all the essential information would be read by the receiver of the bottle.