

Summer Reading for Incoming 8th Graders

Book: The Hobbit by JRR Tolkien

This is the required book for you to read over the summer. You will be tested on the book the second week of school, it will be an open book multiple choice test. You may find this book free online at <http://fullbooks.net/242600-the-hobbit.html>

You must pick two of the activities of the ones listed below to be turned in the first week of school.

Activities:

Dragons

Use the information given about Smaug in The Hobbit to create an encyclopedia entry about dragons: their habitat, appearance, behavior, diet and so forth. Don't forget to include a picture! There should be at least 4 dragons. This should be typed.

Runes

Dwarf runes are used for the map to make it look more authentic. These are dwarf runes that Tolkien invented, basing them on Anglo-Saxon or Viking runes. Make at least 3 messages for your classmates using the runes. The messages should be three to four sentences long pertaining to an event in the story.

A copy of the dwarf rune alphabet can be found in the Appendices of The Lord of the Rings, but if you are particularly keen, you can use the translations given in the text to solve the runes on the map and on the title page (if you have an edition that shows the original runes).

Riddles

Gollum and Bilbo have a riddle contest in Chapter 5, using riddle rhymes. Old English texts often include these types of riddles, where something is described metaphorically and often in rhyme. One Anglo-Saxon example is "I saw a woman sitting. Guess what I am," and the answer is "a hen laying eggs."

Make up at least 5 of your own riddle rhymes. As an extra challenge, try making them rhyme. These should be typed.

Book Covers

Most of the printed editions of *The Hobbit* seem to either have Tolkien's own illustrations on the cover, or else artwork by fantasy artist Allan Lee. Create your own new cover for *The Hobbit*. Include some runes somewhere in your design, as well as the author and title.

On the back should be synopsis. A synopsis sums up the plot of a written work, providing a brief description of the main events of the storyline. The synopsis should be typed.

Fold a piece of construction in half. On one side draw your cover. On the other side neatly paste your typed synopsis.

Summer Reading for Incoming 8th Graders Part 2

Book: "The Boy Who Harnessed the Wind" by William Kamkwamb and Bryan Mealer

You may read this book or The Hobbit over the summer. You will be tested on the book the second week of school, it will be an open book multiple choice test.

If you read this book, you must pick two of the activities for this book. The activities for this book are listed below. These activities must be turned in the first week of school.

Activities:

Bawo

Make and play a game of Bawo the William plays with his friends. Make sure you type the directions and rules for the game.

Windmill Model

Draw a sketch and build a model of William's windmill. Make sure you include measurements, materials, (to build and to run). Make sure your sketch is labeled. You need to explain how the windmill will work.

Growing Maize

Create a poster that compares the way maize is grown in Malawi to how it is grown around the world. Make sure it explains what type of soil is used, irrigation, etc. The lettering should be typed and neatly pasted on your poster. Drawings should be neat and colorful.

Make Magnets

Make at least 3 magnets from everyday objects the way William learned to from the physics book he borrowed. Then explain how it works and how you made it.
Typed.

Name _____

Date _____

Middle School Project Rubric

	4	3	2	1
Content	Project contains all the necessary required elements.	Project contains most of the required elements.	Project contains only a few of the required elements.	Project does not contain any of the required elements.
Neatness	Work is neat throughout the entire project.	Work is neat throughout most of the project.	Work is somewhat sloppy and difficult to read.	Work is very sloppy and difficult to read.
Organization	Project is very well-organized and easy to read.	Project is mostly well-organized and easy to read.	Project is somewhat unorganized or difficult to read.	Project is very unorganized and difficult to read.
Attractiveness	The project is exceptionally attractive and visually appealing to the reader or person viewing it.	The project is mostly attractive and visually appealing to the reader or person viewing it.	The project is somewhat attractive but can be visually distracting to the reader or person viewing it.	The project is formatted in way that is confusing to the reader or person viewing it.
Accuracy of facts	Content is accurate.	Content is mostly accurate.	Content is mostly inaccurate.	Content is inaccurate.
Language and mechanics	Project contains no errors in language or mechanics.	Project contains a few errors in language or mechanics.	Project contains several errors in language and mechanics.	Project contains many errors in language and mechanics.
Originality	Project is presented entirely in the student's own voice and in a manner that expresses the student's creativity.	Project is presented mostly in the student's own voice in a manner that is predictable.	Project is presented mostly in a voice other than the student's or in a manner that lacks originality and creativity.	Project is presented entirely in a voice other than the student's or has no creativity.
On time	Project is complete and turned in on the due date.	Project is complete and turned in 1 day late.	Project is complete and turned in 2 days late.	Project is incomplete or turned in later than 2 days past due date.
Total Score:	_____	_____	_____	_____

Comments:

Name _____

Date _____

Middle School Presentation Rubric

	1	2	3	4
Eye contact	Student does not make eye contact with audience while presenting but reads exclusively from notes.	Student rarely makes eye contact with audience while presenting, reading mostly from notes.	Student usually maintains eye contact with audience while presenting with occasional references to notes.	Student always maintains eye contact with audience while presenting.
Voice (Volume and intonation)	Student needs several reminders to speak in a volume that allows the entire audience to hear.	Student needs occasional reminders to speak in a volume that allows the entire audience to hear.	Student usually speaks in a volume that allows the entire audience to hear.	Student always speaks in a volume that allows the entire audience to hear.
Organization	Student presents information in a manner that is not well-sequenced and very difficult to follow.	Student presents information in a manner that is not well-sequenced and somewhat difficult to understand.	Student presents information in a manner that is mostly interesting and mostly easy to understand.	Student presents information in a manner that is very interesting and easy to understand.
Fluency of speech	Student hesitates throughout the presentation. Knowledge of material is questioned.	Student knows material to be delivered but delivers it with some hesitation.	Student knows material to be delivered and usually delivers it fluently (without stutters, stumbles, umms, mumbles, etc.)	Student knows material to be delivered and always delivers it fluently (without stutters, stumbles, umms, mumbles, etc.)
Accuracy of information	Student delivers information that is completely inaccurate.	Student delivers information that is mostly inaccurate.	Student delivers information that is mostly accurate.	Student delivers information that is completely accurate.
Visual aid	Student has no visual aid.	Student has visual aid but does not refer to it during presentation.	Student has visual aid but only briefly refers to it in presentation.	Student has visual aid and integrates it into presentation to increase understanding.
Evidence of knowledge of topic	Student shows poor understanding and knowledge of topic and cannot answer questions from audience.	Student shows fair understanding and knowledge of topic and can answer only basic questions from audience without much explanation.	Student shows good understanding and knowledge of topic and can answer some questions from audience in a complete and well-explained manner.	Student shows great understanding and knowledge of topic and can answer all questions from audience in a complete and well-explained manner.
Use of technology	Student cannot think of a way that technology could have enhanced the presentation.	Student does not use technology during the presentation, but can think of a way that technology could have enhanced the presentation.	Student uses technology, but its use does not enhance the presentation.	Student uses technology to enhance the presentation.
Total Score:	_____	_____	_____	_____

Comments: