



Summer Reading

Summer Reading List for Students Entering Grade 8

Dear 8th Grade Student,

For your summer reading assignment, you will read two books and complete several short assignments.

Language Arts Title (Mr. Hutcheson)

[*Jack London and the Klondike Gold Rush*](#) (Peter Lourie) (note: this book is available in hardcover only)

Social Studies Titles (Mrs. Schelhorn)

You will choose **ONE** of the Social Studies books listed below:

- [*The Witch of Blackbird Pond*](#) (Elizabeth George Speare)
- [*A Break with Charity: A Story about the Salem Witch Trials*](#) (Ann Rinaldi)
- [*Witch Child*](#) (Celia Rees)

Each book's assignment is detailed on a separate page of this packet. Be sure to read all of the instructions, paying close attention to all of the requirements!

All of these books are available from Amazon, Barnes & Noble, and other major booksellers.

If you have any questions through the course of summer, please let us know, and we'll be happy to help!

Enjoy your summer and happy reading,

Mr. Hutcheson (jhutcheson@montgomeryschool.org)

Mrs. Schelhorn (hschelhorn@montgomeryschool.org)

Jack London and the Klondike Gold Rush

For each part of the book, refer to the instructions below. **Before you begin reading, be sure to check out the “Travel Routes to the Klondike” map on page xiii.**

PART ONE *August 7-September 8, 1897: From the Coast of Alaska over the Mountains to Lake Lindeman*
Pages 1-52

- After reading part one, you will complete five **Nonfiction Signposts** that require you to “stop, notice, and note” items in the text. For your responses, please provide a short response to the **Signpost Question**. Your five Signposts can use any combination of the Signposts, and your response to each question should be at least three sentences in length.

PART TWO *September 9-October 16, 1897: Down the Yukon River to Split-Up Island*
Pages 53-79

- Grab your highlighters, pens, and pencils! You’re going to annotate this part and “think aloud” as you are reading the text. You can define an unknown word, comment about a part of the text, or ask the author a question. Your annotation needs to reflect an *interaction* between the reader and the text. In other words, highlighting only is not an annotation. You will need to complete five annotations for this part. Please number each annotation.

PART THREE *Late October-December 2, 1897: Dawson*
Pages 81-104

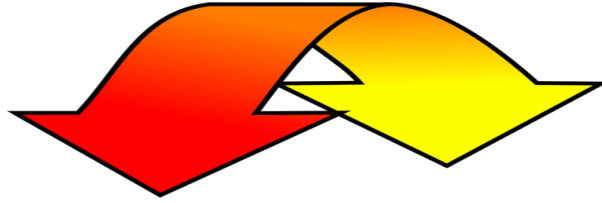
- You will have a timed multiple-choice test over this part. It will be a closed-book test, but you may use any and all notes you have taken during your reading of the text. The formatting of the notes is entirely up to you; use a system that works for you!

PART FOUR *December 3, 1897-Late January 1898: Henderson and the Creeks*
Pages 105-131

- You’re going to first read all of part four and complete five more **Nonfiction Signposts** that require you to “stop, notice, and note” items in the text. For your responses, please provide a short response to the **Signpost Question**. Your five Signposts can use any combination of the Signposts, and your response to each question should be at least three sentences in length.

For **PART FIVE** *March-July 1898: Heading Home Down the Long Yukon River* (pages 133-148) and **HOME** *1898-1899* (pages 149-154),

- You’ll have another timed multiple-choice test over this part. It will be a closed-book test, but you may use any and all notes you have taken during your reading of the text. The formatting of the notes is entirely up to you; use a system that works for you!



Read about the Nonfiction Signpost here

and answer the question that follows!

The Nonfiction Signpost	The Signpost Question
<p>Contrasts & Contradictions: When the author shows you how things/people/ideas contrast and contradict one another, or shows you something that contrasts or contradicts what you already know, you need to stop & ask yourself . . .</p>	<p>What is the difference and why does it matter?</p>
<p>Extreme or Absolute Language: When the author uses language that is extreme or absolute, you need to stop and ask yourself . . .</p>	<p>Why does the author use this language?</p>
<p>Number and Stats: When the author uses specific numbers or provides statistical information, you need to stop and ask yourself . . .</p>	<p>Why does the author use these numbers or amounts?</p>
<p>Quoted Words: When the author chooses to quote someone, you need to ask yourself . . .</p>	<p>Why is this person quoted or cited and what does this add?</p>
<p>Word Gaps: When the author chooses to use a word or phrase that you don't know, you need to ask yourself . . .</p>	<p>Do I know this word from someplace else? Does it seem like technical talk for this topic? Can I find clues in the sentence to help me understand the word?</p>

Borrowed from K. Beers and R. Probst's *Reading Nonfiction* (2016)

The Witch of Blackbird Pond
A Break with Charity: A Story about the Salem Witch Trials
Witch Child

Instructions

For your Social Studies summer reading assignment, you will choose **ONE** of the novels listed above. Your reading will serve as a background and introduction to our first unit on Puritanism.

To help you decide which novel to choose, you will see a description¹ of the novel followed by reading questions. It may be helpful to know that all three novels are essentially the same length. Each description has some **key phrases printed in red** to help you identify the dilemma faced by the protagonist or main character. The reading questions you will answer are centered around the keywords or phrases printed in red. Please number your answers as they are listed below, and please respond in complete sentences.

The Witch of Blackbird Pond

Sixteen-year-old Kit Tyler is marked by suspicion and disapproval from the moment she arrived on the unfamiliar shores of colonial Connecticut in 1687. Alone and desperate, she has been forced to leave her beloved home on the island of Barbados and join a family she has never met. Torn between her **quest for belonging and her desire to be true to herself**, Kit struggles to survive in a hostile place. Just when it seems she must give up, she finds a kindred spirit. But Kit's friendship with Hannah Tupper, believed by the colonists to be a witch, proves more taboo than she could have imagined and ultimately forces Kit to **choose between her heart and her duty**.

Elizabeth George Speare won the 1959 Newbery Medal for this portrayal of a heroine whom readers will admire for her **unwavering sense of truth** as well as her infinite **capacity to love**.

Reading Questions

1. What is the mood or tone of the community in which the main character finds themselves? Why is this mood or tone important to the story?
2. What is the central event around which this story is organized?
3. Explain the conflict or dilemma faced by the main character, which is identified by the phrases in red:
 - a. On the one hand, discuss in what way(s) Kit wants to belong and what she wants to belong to
 - b. On the other hand, discuss in what way(s) she wants to be true to herself

¹ Novel descriptions are borrowed/adapted from www.amazon.com

A Break With Charity

Susanna desperately wants to join the circle of girls who meet every week at the parsonage. What she doesn't realize is that the girls are about to set off a **torrent of false accusations** leading to the imprisonment and execution of countless innocent people. Susanna **faces a painful choice**. Should she **keep quiet** and let the witch-hunt panic continue, or should she "break charity" with the group--and **risk** having her own family members named as witches?

Reading Questions

1. What is the mood or tone of the community in which the main character finds themselves? Why is this mood or tone important to the story?
2. What is the central event around which this story is organized?
3. Explain the conflict or dilemma faced by the main character, which is identified by the phrases in red:
 - a. Begin by discussing the false accusations that were being circulated. Specifically, what were the accusations, and why did the girls make them?
 - b. Discuss the choice(s) Susannah faces: why might she choose to remain quiet? And why would breaking with the group put her family at risk of being accused?

Witch Child

Welcome to the world of young Mary Newbury, where simply **being different can cost a person her life**. Hidden until now in the pages of her diary, Mary's startling story begins in 1659, the year her beloved grandmother is hanged in the public square as a witch. Mary narrowly escapes a similar fate, only to **face intolerance and new danger** among the Puritans in the New World. How long can she **hide her true identity**? Will she ever find a place where her healing powers will not be feared?

Reading Questions

1. What is the mood or tone of the community in which the main character finds themselves? Why is this mood or tone important to the story?
2. What is the central event around which this story is organized?
3. Explain the conflict or dilemma faced by the main character, which is identified by the phrases in red:
 - a. Begin by discussing the differences that appeared in this story. Specifically, what was Mary's true identity?
 - b. In relation to this story, discuss how being different could cost a person their life. Specifically, what intolerance and new danger(s) did she face?