



Paul R. Smith Middle School  
Cambridge Summer Reading Project 7<sup>th</sup> Grade



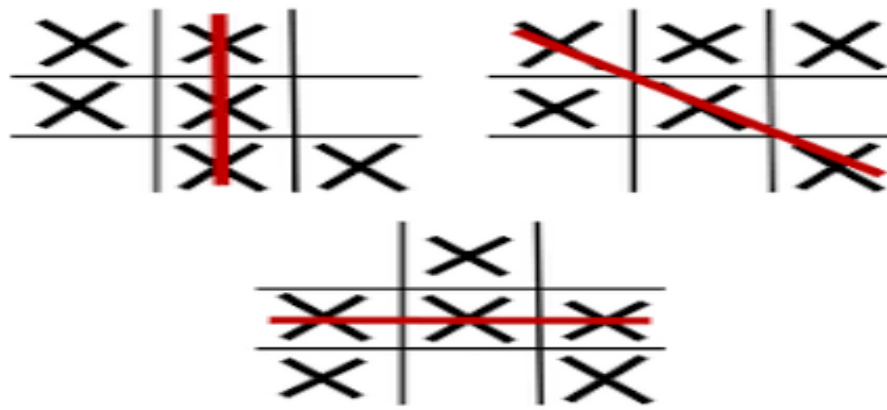
Dear Incoming 7<sup>th</sup> Grader,

Congratulations on completing your 6<sup>th</sup> grade year and your acceptance into the Cambridge Program at Paul R. Smith Middle School. We are very excited to meet you! While you are enjoying your vacations and sleeping in, we would like you to read a good book. Reading isn't really homework but a life skill that will take you on adventures, faraway lands and travel through time. The **required** historical novel we would like you to read this summer is The Lions of Little Rock by Kristin Levin. We truly hope you enjoy this book as much as we do and are looking forward to you telling us all about your summer adventures and your favorite events from the book.

When you have finished reading The Lions of Little Rock, please complete the required projects below. The projects are set-up as a Tic-Tac-Toe board. Please chose **3 projects** that would ensure a Tic-Tac-Toe win. You must complete the History project in the center then pick 2 other projects to win Tic-Tac-Toe. These projects were designed to be enjoyable to complete, so please get creative and have fun! Each project has a set of guidelines for you to follow. There is also a rubric for you to know how you will be graded. Your chosen projects will be **due on August 16<sup>th</sup>** and will be a grade for your Language Arts and History class. You be required to present one of the projects in your ELA class and turn in to your History class.

If you have any questions about the book or project choices, please email Ms. Cowden at [hcowden@pasco.k12.fl.us](mailto:hcowden@pasco.k12.fl.us) or Ms. Allison at [llalliso@pasco.k12.fl.us](mailto:llalliso@pasco.k12.fl.us) over the summer. We will try to email you back within a 48-hour time period. We are looking forward to seeing your spectacular projects next school year. Enjoy your summer!

Sincerely,  
Ms. Cowden and Ms. Allison



## Summer Reading Tic-Tac-Toe

<p>Write a poem from a character's point of view and the emotions in the novel. You must use 2 different types of figurative language or sound devices. The poem DOES NOT need to rhyme. (*20 lines or longer)</p>	<p>Create a poster detailing the plot of your novel. Include descriptions of the events in the exposition, rising action, climax, falling action, and resolution. Write a statement of the main theme with quotes from the novel for support.</p>	<p>Write a letter to the author of your chosen novel. Explain what you liked and/or disliked, ask any questions you have about the novel and characters, explain what you would have changed if you were the author, and mention at least one thing you will always remember about this novel and why. (*at least one full page and written in letter format)</p>
<p>Create a collage depicting a theme from the novel. Explain how it depicts the theme. Draw colorful pictures or use pictures from magazines.</p>	<p><b>Create a political cartoon for the novel. * See History rubric</b></p>	<p>Write a test/quiz for the book. Include 10 questions that are varied in structure such as: multiple choice, true and false, matching and short response. Create an answer key.</p>
<p>Pick 10 vocabulary words you found interesting or unknown. Create a crossword puzzle NOT a word search, using all 10 words and an answer key.</p>	<p>Write a diary entry about a main event in the novel from the main character's point of view. Include their thoughts/feelings, and questions. (*at least one page)</p>	<p>Create an illustrated book jacket for your novel. Include a blurb/summary on the back, an illustration on the front and the title on the spine.</p>

English Product Rubric: one for each product will count towards your grade.

<b>Criteria</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>Self-assessment</b>
Content: Is the content of the product well chosen?	Content chosen represents the best choice for the product. Graphics are well chosen and related to content.	Information or graphics are related to content, but are not the best choice for the product.	Information or graphics presented do not appear to be related to topic or task.	Content is not related to product.	
Completeness: Is everything included in the product?	All information needed is included. Product meets the criteria from the Tic-Tac-Toe board.	Some important information is missing. Product meets some of the criteria from the Tic-Tac-Toe board.	Most important information is missing. Product meets minimal criteria from the Tic-Tac-Toe board.	Product does not meet requirements.	
Creativity: Is the product original?	Presentation of information is from a new perspective. Graphics are original. Product includes an elements of uniqueness.	Presentation of information is from a new perspective. Graphics are not original but chosen well. Product includes an element of fun and interest.	Presentation of information is creative but not entirely original. Graphics are not original. Product includes minimal elements of fun and interest.	Presentation of information is not creative or original. Graphics are not original and shows very little elements of interests.	
Correctness: Is all the information included correct?	All information presented in the product is correct and accurate.	Most of the information presented in the product is correct and accurate.	Some of the information presented in the product is correct and accurate.	The information presented in the product is incorrect and not accurate.	
Communication: Is the information in the product well communicated?	All information is neat and easy to read. Product is in appropriate format and shows significant effort.	Most of the information is neat and easy to read. Product is in appropriate format and shows effort.	The information is sloppy and hard to read. Product is lacking appropriate format and has minimal effort.	The information is very sloppy and unreadable. Product shows the lack of effort and is not in the appropriate format.	

**Political Cartoon Rubric**  
**US History Cambridge 7<sup>th</sup> Grade (50pts)**

Draw a political cartoon that is connected to the characters, events, or historical themes from the book “Lions of Little Rock” using the rubric below as your guide.

The following website is an excellent resource for guiding your work: <https://www.wikihow.com/Make-a-Political-Cartoon>

	<b>10-7 points</b>	<b>4-7pts</b>	<b>3-0pts</b>
<b>Creativity</b>	The political cartoon is creative and unique in expressing an idea or topic.	The cartoon is generic, but still accurately represents an idea or topic.	Little-to-no creativity was put into the political cartoon; extremely generic.
<b>Effort</b>	Lots of effort was putting the political cartoon, clear (color is purposeful) and not sloppy.	Some effort was put into the political cartoon, not as clear-a little sloppy or rushed.	Was a quick sketch and little to any effort was put in. Just a pencil or pen was used and no color.
<b>Can I tell what this picture is about?</b>	The political cartoon is clearly drawn; the topic is easily identified and understood.	The political cartoon is not as clearly drawn, the topic is a little more difficult to identify and understand-questions need to be asked to gain understanding.	The political cartoon is not identifiable or clean in its meaning.
<b>Caption</b>	The caption is unique, creative, and enhances the idea of the political cartoon.	The caption is unclear or does not enhance the value of the cartoon.	The caption is missing or is completely irrelevant and does not relate to the political cartoon at all.
<b>Connection is made between the cartoon and the novel, “Lions of Little Rock”</b>	The cartoon clearly represents a character, event, or historical topic from the book, “Lions of Little Rock.”	The cartoon has a loose presentation of a character, event, or historical topic from the book, “Lions of Little Rock.”	There is little to no connection to the book, “Lions of Little Rock.”

**TOTAL Points:** \_\_\_\_\_/50pts

Name: \_\_\_\_\_ Score: \_\_\_\_\_

## Oral Presentation Rubric

	4—Excellent	3—Good	2—Fair	1—Needs Improvement
<b>Delivery</b>	<ul style="list-style-type: none"> <li>• Holds attention of entire audience with the use of direct eye contact, seldom looking at notes</li> <li>• Speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent use of direct eye contact with audience, but still returns to notes</li> <li>• Speaks with satisfactory variation of volume and inflection</li> </ul>	<ul style="list-style-type: none"> <li>• Displays minimal eye contact with audience, while reading mostly from the notes</li> <li>• Speaks in uneven volume with little or no inflection</li> </ul>	<ul style="list-style-type: none"> <li>• Holds no eye contact with audience, as entire report is read from notes</li> <li>• Speaks in low volume and/or monotonous tone, which causes audience to disengage</li> </ul>
<b>Content/ Organization</b>	<ul style="list-style-type: none"> <li>• Demonstrates full knowledge by answering all class questions with explanations and elaboration</li> <li>• Provides clear purpose and subject; pertinent examples, facts, and/or statistics; supports conclusions/ideas with evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Is at ease with expected answers to all questions, without elaboration</li> <li>• Has somewhat clear purpose and subject; some examples, facts, and/or statistics that support the subject; includes some data or evidence that supports conclusions</li> </ul>	<ul style="list-style-type: none"> <li>• Is uncomfortable with information and is able to answer only rudimentary questions</li> <li>• Attempts to define purpose and subject; provides weak examples, facts, and/or statistics, which do not adequately support the subject; includes very thin data or evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Does not have grasp of information and cannot answer questions about subject</li> <li>• Does not clearly define subject and purpose; provides weak or no support of subject; gives insufficient support for ideas or conclusions</li> </ul>
<b>Enthusiasm/ Audience Awareness</b>	<ul style="list-style-type: none"> <li>• Demonstrates strong enthusiasm about topic during entire presentation</li> <li>• Significantly increases audience understanding and knowledge of topic; convinces an audience to recognize the validity and importance of the subject</li> </ul>	<ul style="list-style-type: none"> <li>• Shows some enthusiastic feelings about topic</li> <li>• Raises audience understanding and awareness of most points</li> </ul>	<ul style="list-style-type: none"> <li>• Shows little or mixed feelings about the topic being presented</li> <li>• Raises audience understanding and knowledge of some points</li> </ul>	<ul style="list-style-type: none"> <li>• Shows no interest in topic presented</li> <li>• Fails to increase audience understanding of knowledge of topic</li> </ul>
<b>Comments</b>				