

# THE SCHOOL FOR THE CREATIVE & PERFORMING ARTS

## 8<sup>th</sup> Grade Summer Reading

### TEXTS to read:

*Inside Out and Back Again* by Thanhha Lai

*A Raisin in the Sun* by Lorraine Hansberry

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The **THEMES** of your Summer Reading as well as first quarter are:

- How does one's journey determine their role in society?
  - How does one's journey shape who they become?
  - In what ways are we, as human beings, affected and changed by what is happening in our own personal world and the world which surrounds us (local, state, national and worldly events)?
  - What makes us change and grow as we travel from one stage of our lives to another?
  - How do our experiences make us who we are?
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*Inside Out and Back Again*

### **Part One: Summarize**

As you read *Inside Out and Back Again*, stop after each section to summarize in your own words the content of what you read. You will end up with eight approximately one-paragraph summaries.

Saigon, pp.1-36

Alabama, pp.145-176

Saigon, pp.37-69

Alabama, pp.177-208

At Sea, pp.73-111

Alabama, pp.209-234

Alabama, pp.115-144

From Now On, pp.237-260

### **Part Two: Respond**

1. Who were Ha's heroes? Do you think that those heroes knew that they were considered heroes? How do the people in our lives shape who we become? Give a personal example, if you can, of a hero in your life and how this hero changed you.
2. Though you may not have been bullied nor struggle with learning English like Ha, what have you struggled with or what are you dealing with currently? To what or to whom have you been drawn to help you handle these issues? Describe in detail.
3. On the opposite side, Ha takes pride in her math skills in skill when she is able to easily answer a problem that the Pink Boy cannot. What do you take pride in? What accomplishments have you had that have made you who you are today? Describe in detail.

*All three written responses should be typed or neatly hand-written.*

(*Inside Out and Back Again*, continued)

**Part Three: Create**

Write a poem:

Describe a specific challenging journey or life-changing experience of **your own** OR one that is inspired by someone else's story whether it be a family member or friend, a person you admire in the arts or in history, or a person you have heard about in the news, locally or nationally OR describe **Ha's life-changing journey**

- It could be free verse OR have a specific rhyme scheme.
- It should be approximately 20 lines in length and include vivid imagery and figurative language, especially a simile or metaphor if you can. "Paint" an image for your audience like Ha does. Carefully choose your words as all writers and poets do!
- Give it a title.

OR

Create a piece depicting a life-changing journey or significant experience that changed YOU or a family member or a friend, or Ha (from the story). This could be in the form of a drawing, a painting, a word collage, a photo collage, or any other medium you feel inspired to use!

*Note: You will informally present the poem / creative piece to the class in August.*

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*A Raisin in the Sun*

**Part One: Take notes**

Stop minimally at the end of each scene or stop every few pages if you prefer, but TAKE NOTES about what happened in that particular section of the play. Divide this part of your Summer Reading Assignment into the following SIX sections:

Act One, Scene One  
Act One, Scene Two

Act Two, Scene One  
Act Two, Scene Two  
Act Two, Scene Three

Act Three

These notes are about setting, characters, conflicts, and plot in general. Unlike with *Inside Out and Back Again*, these are simply notes about what you are reading, NOT summaries of each section.

Your notes should be thorough enough that you remember the text come August (even if you read in June!), and can ultimately be an active participant in the seminar / discussion we will have as a class about the play.

*(A Raisin in the Sun, continued)*

### **Part Two: Define Words**

As you read the play (or any text for that matter), you will most likely encounter new words.

- Write them down.
- Make a guess, using context clues, about what the word might mean.
- Then look each word up in a dictionary or online and write the “official” definition on your paper.
- Because sometimes words have more than one meaning, make sure the definition you find fits the sentence from the play.

Please note: *For this section, you will end up with at least 15 definitions but perhaps you will have (many) more. Just make sure to define any unknown words you encounter.*

### **Part Three: Write Seminar Questions**

Write TEN questions about the play which could be used in the whole-class Seminar. These questions should be ones that . . .

- are NOT answerable with “yes” or “no” or “blue” or “red” or “\$1000” or “\$3000”. In other words, a question such as “How much money does Mama receive from her husband’s insurance?” is NOT a good Seminar question. Your questions should potentially have more than one possible answer and make your classmates think critically / beneath the surface. No “superficial” questions please. These questions should be ones that might challenge your classmates’ perspective(s). Remember, when we read, we bring our own background and experiences to the words on the page. We naturally have different opinions and reactions to what we read.
- are related to the characters’ motivations and movement of the plot, especially given the historical context of the play and the playwright’s background.
- are carefully thought out and clearly written or typed.

Each question. . .

- Should include the Act and Scene (number) from which your thought (and question) arose.
- Should include the context of the scene.
- Might include an actual quote so that you can read it aloud during Seminar.

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*Bring your Summer Reading Assignment to your English 8 class on the first day of school in August! If you have any questions, please contact Miss Koch at [kochnan@cpsboe.k12.oh.us](mailto:kochnan@cpsboe.k12.oh.us), Ms. Deonier or Mrs. Jones.*