



Summer 2025

Dear Incoming 8th Grade Student,

We look forward to you being enrolled in the upcoming school year at Calvary Academy middle school. You will be responsible to **complete one book reading during the summer** and one of the 2 project options listed below, which will be *due on the first full day of school*.

Read one of the books below and **select 1 of the 2 project options** listed to present evidence of reading the book. The attached Plot Diagram will help you with your project.

**8<sup>th</sup> Grade:**

**1. Girls Choices (select ONE from this genre of Historical Fiction/Nonfiction): \***

(Summer project requirements for these books can be found on the website under Current Families>Documents & Forms>Required Reading)

- |  |               |
|--|---------------|
| a. <u>Before We Were Free</u> *  | Julia Alvarez |
| b. <u>Between Shades of Gray</u> *   | Rupa Sepetey  |
| c. <u>Hang a Thousand Trees with Ribbons – The Story of Phyllis Wheatley</u> * | Anne Rinaldi  |

**1. Boys Choices (select ONE from this genre of Historical Fiction/Nonfiction): \***

(Summer project requirements for these books can be found on the website under Current Families>Documents & Forms>Required Reading)

- |   |                           |
|---|---------------------------|
| a. <u>Gifted Hands – The Ben Carson Story</u> * | Greg and Debra Shaw Lewis |
| b. <u>Prisoner B-3087</u> *                     | Alan Gratz                |
| c. <u>The Boy Who Dared</u> *                   | Susan Campbell Bartoletti |

Select **ONE project** from the following two options:

**Project Option #1: TV NEWS SCRIPT:**

You are a TV reporter for a news station and you have been sent out to get a story on the main character of the book you read this summer.

Begin with an **introduction** ... "Good Evening, this is \_\_\_\_\_ from Channel \_\_\_\_ coming to you live from \_\_\_\_\_ to report on \_\_\_\_\_."

**Write a news script** in which you develop 10 interesting questions that you can ask your main character that reveal the following: (1) main character's personality, (2) role that the minor characters played in the story, the major elements of the story, (3) exposition (setting, conflict, inciting incident), (4) rising action, (5) climax, (6) falling action, (7) resolution. Your character's answers to each question must be thorough, accurate and complete, and **approx. 7-10 sentences (single spaced, 12 font, Times New Roman) for each response**.

**Project Option #2: DIARY:**

**Create a Diary** – telling the story, not from the main character's perspective but from a **minor character's point of view**. Your diary entries must include all the elements of the story such as exposition (characters, setting, conflict), inciting incident, rising action, climax, falling action and resolution. This project needs to read like a diary so include a good character description of the minor character you select and the other characters of the story so we can better understand the plot from your character's point of view. **You must have a minimum of 10 entries, approximately 7 to 10 sentences for each entry (single spaced, 12 font, Times New Roman).**

Have a blessed summer! In His Service,

Mrs. Susan Greenwood  
Upper School Supervisor

**TITLE:** \_\_\_\_\_ **AUTHOR:** \_\_\_\_\_

Complete the plot diagram to focus on elements of fiction.

Main events of the rising action:

---

---

---

---

---

---

---

---

---

---

Main events of the falling action:

---

---

---

---

---

---

---

---

---

---

**CLIMAX**

Greatest point of tension / action:

**RISE ACTION**

**FALLING ACTION**

**EXPOSITION**

**RESOLUTION**

Setting (where and when): \_\_\_\_\_

Point of View: \_\_\_\_\_

Characters Introduced: \_\_\_\_\_

---

---

**INCITING INCIDENT:** \_\_\_\_\_

**CONFLICT:** \_\_\_\_\_

---

---

How is the conflict dealt with?

---

---

How has the protagonist changed? What lesson has the protagonist learned?

---

---

---