



6th Grade Required Summer Learning Project

Alexander Graham has high expectations for literacy development. All students must be actively involved in their own reading plan as well as participating in writing assignments in all content areas. To continue learning throughout the summer, all students will participate in the summer learning project. **Rising 6th grade students are required to read one novel and one nonfiction article. Then, they must complete the project described below.** While we hope that students' summer reading will encompass more than just this novel and nonfiction article, these two will be referenced and used upon returning to school. **Students should complete this project before the start of school!**

Required Reading:

1. *Seedfolks* by Paul Fleischman (novel) ISBN-13: 978-0064472074
2. *The Great Human Migration* by Guy Gugliotta (nonfiction article from Smithsonian Magazine July 2008), available online at: <http://tinyurl.com/agsummer6>

Assignment:

Step One: Read *Seedfolks* from cover to cover. While you read the novel, take notes on the following: the setting, the characters, and the main events in the plot.

Step Two: On a piece of paper (8x11), demonstrate your analysis of the elements of fiction. You will discuss the setting, plot, characters and theme. Also, make sure your pictures are colorful, neat, and represent your best work!

Step Two: Analyze the elements of fiction in *Seedfolks*. Please address the following:

SETTING

- Write one paragraph (5-8 sentences) describing setting. Use as much detail as possible.
- Draw a picture of your favorite setting from the story.

PLOT

- Write one paragraph (5-8 sentences) detailing the plot. Remember to include what happens at the beginning, middle, and end. Make sure to do your own words. Feel free to include any quotes from the novel that you liked.

CHARACTER

- Choose three characters from the story. Write a one-paragraph (5-8 sentences) character description for each of those characters (3 paragraphs total). Make sure you include details about their physical appearance, personality and relationships with other characters.
- Draw a picture of one of your chosen characters beneath the description.

THEME

- A theme is an overall message about life. What is the author trying to tell the reader about human nature? Explain the theme in a detailed paragraph (5-8 sentences).
- Beneath the paragraph, draw a picture to represent the theme.

Step Three: Checklist! Make sure you check off that you did include each element of a fiction analysis. This is a great way to anticipate what grade you will receive.

- ___ Is your name on the paper?
- ___ Do your paragraphs have 5-8 sentences each?
- ___ Is the paper neat?
- ___ Did you include all the elements for “setting” (one paragraph description and related image)?
- ___ Did you include all the elements for “plot” (one paragraph summary)?
- ___ Did you include all the elements for “characters” (three characters, paragraph description for each and related image)?
- ___ Did you include all the elements for “theme” (one paragraph explanation and related image)?
- ___ Does this represent what a 6th grader should turn in?

Story Information Board Rubric

Project Element	15-20 points	10-14 points	5-9 points	0-4 points
Setting	The setting is described in a detailed paragraph. There is a clear, related image below the writing.	The setting is described in some detail and there is an image.	The setting isn't described with any detail, or the image is missing.	There is no description or drawing for this section.
Plot	There is a detailed paragraph describing the plot from exposition to resolution.	There is one detailed paragraph describing the plot. Some plot elements may be missing in the summary.	There is less than one detailed paragraph describing the plot of the story. Many plot elements are missing.	There is no summary for this section.
Characters	There are three detailed character descriptions.	There are two detailed character descriptions.	There is one detailed character description.	There are no character descriptions for this section.
Theme	There is a clear theme, described in a detailed paragraph. There is a related image below the theme.	The theme is mostly clear and there is an image.	The theme is unclear or no image.	There is no theme description or related images for this section.
Neatness, Grammar, Spelling	The project is neat (free from marks and tears), and free of spelling and grammar issues.	The project is mostly neat and has 1-3 spelling/ grammar issues.	The project is difficult to read, has countless spelling and grammar issues and doesn't address the task.	The project is illegible, torn and difficult to read.

Step Four: Print a copy of the nonfiction article *The Great Human Migration* by Guy Gugliotta. *This article is challenging so, as you read, use a highlighter to identify phrases/sentences that you think are important.*

Step Five: On a piece of notebook paper, answer the following questions in complete sentences.

1. Why is the migration of *Homo sapiens* considered the most important event in human prehistory?
2. How did the study of human populations change in the 1980s? What conclusion was reached based on this new technology?
3. Based on the article, when and where do anthropologists believe human civilization began?
4. Using complete sentences, explain at least one connection you can make between the novel *Seedfolks* and the nonfiction article The Great Human Migration. Think about what the characters in *Seedfolks* have in common with the first humans. Include references to materials, resources, geographic ability, inventions, art, culture, forms of entertainment, languages and/or communication skills. Example: On page 82 in *Seedfolks*, Florence shares the story of how her great grandparents walked from Louisiana to Colorado to start a new life at the end of slavery. This process of resettlement is similar to the movement of early humans from Africa to Asia during the first known migrations.