

Seventh Grade Summer Reading Assignment

Summer Reading Journal

Below, you will find a series of prompts which will guide your interaction with your novel. Each of the prompts will be related to an important critical reading skill that you will master throughout your middle school career. Please be sure to respond to all prompts. Your responses should be thorough, organized, and neat. You will hand this completed assignment to your English teacher on your first day of school. You will be graded on your effort and diligence with this exercise.

6th Grade Required Reading: *The Circuit* by Francisco Jimenez; Attached history articles: "Cesar Chavez and Workers' Rights" and "Immigrant Life in New York"



Requirements

- You will have **five** journal prompts to answer.
- Each journal entry should be at least 1 paragraph in length (6 or more sentences)
- Write your entries on loose-leaf paper or type it, print it out, and staple. If typed, please write in 12 pt font, Times New Roman or Arial.
- Please do not use a notebook or journal book.
- Please include your first name and the title of the book on the right hand corner of the first page. You may begin journal entry one on the first page.
- Each journal page should start with the journal entry number and the journal entry prompt.
- Follow the journal format below.

First page sample

Raymond Knight
The Circuit by Francisco Jimenez

Journal Entry #1

Write a plot summary and include the setting, point of view, and main characters.

In *The Circuit*, the story begins in....

Journal Entry # 2

Make a connection between this book and another story you have read.

The story *The Circuit* is similar to another story titled...

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Please respond to the following prompts. The information should include examples from the text and be accurate to the story. Make sure you proofread for spelling, grammar, and capitalization errors. Rewrite if necessary.

1. Write a plot summary and include the setting(s), the main characters, and the main conflict.
2. Make a connection between this book and another story you have read.
3. Make a connection between the story and the article titled, "Cesar Chavez and Workers' Rights."
4. Make a connection between the story and the article titled, "Immigrant Life in New York."
5. Did Francisco's family eventually "make a good living" in California? Why or why not? Provide two pieces of evidence from the story to support your answer.

Rubric for 7th Grade Summer Reading Assignment

Please review the rubric and refer to it as you complete your journal.

	5	4	3	2	Score
Content	The response fully answers the prompt. Examples are strong and from the text. Information is accurate to the text.	The response answers the question. Examples are good. Information is generally accurate.	The response partially answers the questions. Examples need support, are not from the text, or are inaccurate.	The response does not answer the question. There are no examples or the examples show a misunderstanding of the prompt or story.	__/5
Grammar/Mechanics	Sentences are complete. There are no spelling, capitalization, or grammatical errors.	Sentences are complete but can be rewritten to make better sense. There are few spelling, capitalization, and grammatical errors.	There are errors in sentence structure. There are spelling, capitalization, and grammatical errors.	There are many errors in sentence structure, spelling, capitalization, and grammar.	__/5
Attention to Assignment	The assignment is organized and neat. It follows the assignment requirements. It is turned in on time.	The assignment follows most of the requirements. It is mostly organized. It is legible and mostly neat.	The assignment misses many of the requirements. The organization is confusing. It is somewhat legible and neat.	The assignment does not follow the requirements. It is unorganized. It is not legible or neat.	__/5
Total					__/15

Cesar Chavez and Workers' Rights

The text and images are from "America's Story from America's Library" by the Library of Congress.



Credit: "[Cesar Chavez, half-length portrait, facing left]." Circa 1966. New York World-Telegram & Sun Collection, Prints and Photographs Division, Library of Congress.

Mexican American labor leader Cesar Chavez



Credit: Lee, Russell. "Mexican girl carrot worker, Edinburg, Texas." February 1939. America from the Great Depression to World War II: Black-and-White Photographs from the FSA-OWI, 1935-1945, Library of Congress.

Cesar Chavez struggled to improve the working conditions of farmworkers, such as these young female carrot pickers.

1975 Agricultural Labor Relations Act - a collective bargaining law for farm workers. Under the leadership of Chavez and Huerta, the UFWOC fought grape producers for better working conditions through nonviolent tactics such as protest marches, strikes, and boycotts. These tactics were usually successful and ended with the signing of bargaining agreements between the farm workers and the growers. Have you ever tried bargaining with someone for something you wanted? Were you successful?

Born: March 31, 1927

Died: April 23, 1993

Cesar Chavez was a Mexican American labor activist and leader of the United Farm Workers. During the 20th century he was a leading voice for migrant farm workers (people who move from place to place in order to find work). His tireless leadership focused national attention on these laborers' terrible working conditions, which eventually led to improvements.

Cesar Chavez spent most of his life working on farms in California, where pay was low and comforts were few. He wanted to improve the situation, so in the 1950s, he started organizing agricultural workers into a labor union that would demand higher pay and better working conditions from their employers. In 1962, Chavez and fellow organizer Dolores Huerta founded the National Farm Workers Association (NFWA).

In 1965, Chavez and Huerta agreed to honor a walkout by farm workers in Delano, California, who were in another union, the Agricultural Workers Organizing Committee. Workers in the NFWA (formed by Chavez and Huerta) were asked not to work for the Delano grape growers. This strike was called a *huelga* (pronounced WELL-guh) in Spanish. In 1966, the National Farm Workers Association joined with the Agricultural Workers Organizing Committee to form the United Farm Workers Organizing Committee (UFWOC), later renamed the United Farm Workers. How long do you think the 1965 strike lasted?

The strike that started in 1965 lasted for five years and inspired a nationwide boycott of California grapes that was supported throughout the country. There was another grape boycott in the mid-'70s, which forced growers to support the

Immigrant Life in New York

The text and image are from "America's Story from America's Library" by the Library of Congress.

Almost all [Americans] have relatives who came from someplace other than the United States. People who came to America to live are called immigrants.

From the 1850s through the early 1900s, thousands of immigrants arrived in the United States and lived in New York City. They first came from Ireland and Germany and later from Italy, Eastern Europe, and China, among other places. Because most immigrants were poor when they arrived, they often lived on the Lower East Side of Manhattan, where rents for the crowded apartment buildings, called tenements, were low.

The Lower East Side Tenement Museum is in a building that used to be a tenement, and it tells the story of immigrants in the City. It was built in the 1860s and could house 20 families, four on each floor. Each apartment had only three rooms: a living or "front" room, a kitchen, and a tiny bedroom. Often seven or more people lived in each apartment. Not only was the tenement crowded, but also, until 1905, there were no bathrooms inside the building. Residents also did not have electric power until after 1918.

The Museum has recreated the apartments to look like they did when families lived there. This photograph shows what the Rogarshevsky family's kitchen looked like in 1918. Abraham and Fannie Rogarshevsky arrived with their four children from Russia in 1901. Later, they had two more children in the United States. While they lived in this tenement, a boarder (someone who pays for food and lodging in another person's home) lived with the family. That would have made nine people living in a three-room apartment!



"The Rogarshevsky family kitchen, restored to its 1918 appearance." Photo by Carol Highsmith, for "Immigrant Life in New York," a New York Local Legacies project.

The Rogarshevsky family kitchen, restored to its 1918 appearance