



Dear Incoming 8th Grade Class of 2021,

Congratulations! You have successfully met the criteria to advance into your final year of your Middle School career! This year will be an exciting time as you continue to make memories, but will also be one that requires great resilience, as you work towards achieving your academic goals and demonstrating preparedness for your High School career. This year will also be one where you reflect on the values and vision of Dr. King as you delve into conversations on social justice.

One of our primary goals is to develop lifelong readers and learners. Summer reading is an opportunity for you to practice the comprehension, analytical, and note-taking skills learned throughout the year while reading a thought-provoking and enjoyable book. The book, *Stamped: Racism, Antiracism, and You* by Jason Reynolds and Dr. Ibram X. Kendi has been chosen by our staff.

Stamped equips readers with vocabulary like “segregationist”, “assimilationist”, and “**anti-racist**” in accessible language for young readers. It equips them with examples of each and an understanding of how these labels are fluid. This book will allow students, teachers, and the BelovED community at large to have a common language and a guide we can use to make progress and dialogue moving forward as we combat racial injustice together. In conjunction with this reading, scholars will be completing a *Stamped Image Gallery Journal* in order to foster their vocabulary and critical thinking skills while concurrently building essential writing skills -- summarizing, analyzing, and citing textual evidence. All directions and rubrics are in the pages below.

Keep in mind that this assignment is a chance for you to put your best foot forward and demonstrate that you’re ready to tackle the challenges of your final year in Middle School.

Please email me your summer assignment by the first day of school. Your assignment will be deducted 10 points for each day late. Should you have any questions, do not hesitate to email me. We look forward to building on the foundation you have helped establish during the summer.

Sincerely,

A handwritten signature in black ink that reads "Jomayra I. Torres".

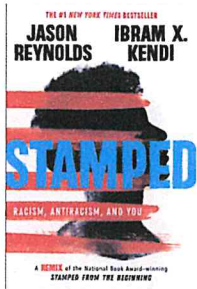
Jomayra I. Torres, M. Ed.

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8th Grade Summer Reading Task



- ★ **Task 1:** Read *Stamped: Racism, Antiracism, and You* by Ibram X. Kendi & Jason Reynolds.

Don't fret, this is not a history book. I repeat...

This is NOT a history book.

This is a book about the here and now.

A book to help us better understand why we are where we are.

A book about race.

The construct of race has always been used to gain and keep power, to create dynamics that separate and silence. This is a remarkable reimagining of Dr. Ibram X. Kendi *Stamped from the Beginning*, winner of a National Book Award. It reveals the history of racist ideas in America and inspires hope for an antiracist future.

Stamped takes you on a race journey from then to now, shows you why we feel how we feel, and why the poison of racism lingers. It also proves that while racist ideas have always been easy to fabricate and distribute, they can also be discredited.

- ★ **Task 2:** *Stamped* Image Gallery Journal

PROCEDURE: For your Image Gallery Journal, [click on the following link in order to view the *Stamped* Image Gallery...](#)

Your project consists of a detailed summary, analysis and most importantly, cited textual evidence. This process is meant to help you develop a better understanding of the text by incorporating objective analysis and personal analysis. You will find that this is a useful way to process what you're reading, prepare for class discussions, and gather textual evidence. The journal outline is in the pages below. To review, include the following for each image:

- ❖ Write a 3-5 sentence summary of EACH image on a separate sheet of paper/Google doc. [The first image has been done for you below as an example].
- ❖ Include at least two sentences of analysis and/or reflection on the topic or person. Ask yourself questions such as: How did this topic or person influence or change the world around them? Was it successful? Why or why not? How are the effects of this topic/person felt today? Explain.
- ❖ Each summary and analysis MUST include cited textual evidence for support. This is essential to your grade, understanding, and ability to contribute to class discussions.

- ❖ Use the chart below to summarize and analyze EACH image. An example of the first image has been provided for reference.

Example

Summary (Introduction by Ibram X. Kendi)	Quotation w/ page	Analysis or Reflection
<p>Ibram Kendi’s purpose in the Introduction to his novel is to educate young readers about the history of racism. By understanding its history, readers can better understand its place in the world today. People fall into one of three racial categories: segregationists, assimilationists, and antiracists--the antiracists try to transform racism. By understanding these ideas, readers are better equipped to help build an antiracist America.</p>	<p>“To know the past is to know the present. To know the present is to know yourself” (p. ix, first paragraph of the Introduction).</p>	<p>Kendi begins his Introduction with this seemingly cryptic quotation in order to communicate his central idea; acknowledging and understanding America’s racist past is crucial to understanding the present, and thus essential to creating an American society free from racism and prejudice. It is up to us as young scholars to educate ourselves and find the courage to fight for an equitable society for ourselves and for future generations.</p>

		Demonstrates a logical and clear plan of organization
		Provides cited textual evidence with page number
		Comprehensive analysis or reflection that actively shows critical thinking of topic
		Includes numerous facts, examples and details to support analysis or reflection

Thematic Essay Rubric

Name : _____

HR: _____

	10-8	7-6	5-4	3	1	0
Summary	Shows a thorough understanding of the topic	Shows a good understanding of the topic	Shows a satisfactory understanding of the topic	Shows limited understanding of the topic	Shows very limited understanding of the topic	Shows no understanding of the topic
Completion of task	Addresses all aspects of the task	Addresses most aspects of the task	Addresses many aspects of the task	Addresses some aspects of the task	Minimally addresses some aspects of the task	Does not address any aspect of the task
Analysis / Reflection	Shows an excellent ability to analyze, evaluate, compare and/or contrast issues and events	Shows an ability to analyze, evaluate, compare and/or contrast issues and events	Shows an ability to analyze or evaluate issues and events, but not in any depth	Develops a faulty analysis or evaluation of issues and events	Minimally develops a faulty analysis or evaluation of issues and events	Lacks an analysis or evaluation of the issues and events
Cited Textual Evidence	Richly supports the topic or problem with relevant facts, examples, and details	Includes relevant facts, examples, and details, but may not support all aspects of the theme or problem evenly	Includes some facts, examples, and details	Includes few accurate or relevant facts, examples, or details	Includes little accurate or relevant facts, examples, or details	Includes no accurate or relevant facts, examples, or details
Organization	All paragraphs are structured correctly	Most paragraphs are structured correctly	Some paragraphs are structured correctly	Few paragraphs are structured correctly	Very few paragraphs are structured correctly	No paragraphs are structured correctly

Teacher Score: _____ / 50

Student Score: _____ / 50