WINTER STUDENT ENRICHMENT
RESEARCH QUEST & READING LOG
8TH GRADE

Reading/English Language Arts

Detroit Public Schools Community District
Office of Literacy
Department of Curriculum and Instruction

Adapted from Prince George’s County Public Schools
NOTE TO STUDENT

You've learned so much in school so far! It is important that you keep your brain active over the winter to be ready for the New Year. In this package you will find a calendar of activities to last you all Winter Break. This year we have also incorporated a fun project for you to complete. Create a journal that you can use to note your thoughts, ideas, and any work you complete.

Directions:
Family should preview the calendar together. There are activities that may require advance planning, or you may want to consider working together with other families and friends on some activities.

- Student should read for at least 30 minutes each day.
  - Students will need a Reader’s & Writer’s Journal to complete this winter work. Your journal will be your special place for your daily calendar work and writing. Students can purchase a journal or they can make one by stapling several pieces of paper together or by using a notebook/binder with paper. Student should be creative and decorate the journal. Specific journal tasks are given some days, but students may also journal after each day’s reading, notice things that stood out, questions that they have, or general wondering about the text.
- Each journal entry should:
  - Have the date and assignment title.
  - Have a clear and complete answer that explains the students thinking and fully supports the response.
  - Be neat and organized.
- Use the chart in this package to record all of the books read during Winter Break.
### Quest Task Calendar

**Direction:**

This first calendar provides guidance to create a video based on historical events related to your U.S. History studies. More details on this task are on the next page.

The second calendar (p. 8) is a log upon which you should note the time you spend reading.

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**Day 1**
- Plan for your video. Will you use live action, stop motion, or, perhaps, an app?
- Review models of scripts. Find nonfiction.

**Day 2**
- Continue to plan for your video. Will you use live action, stop motion, or, perhaps, an app?
- Review models of scripts. Find historical resources.

**Day 3**
- Begin your research, citing the sources used. Brainstorm ideas for your video. Will you use original video, existing clips, or a combination?

**Day 4**
- Continue research as needed. Begin to outline the script or storyboard (purpose, characters/historical figures, purpose, etc.).

**Day 5**
- Use your ideas and notes to outline the script or storyboard for your video. Be sure to note any stage directions, dialogue, props, sound effects, etc.

**Day 6**
- Continue to develop your script/storyboard. Rehearse as needed. Plan out what to film and when. Use your ideas and notes to outline the script or storyboard for your video. Be sure to note any stage directions, dialogue, props, sound effects, etc.

**Day 7**
- Continue to develop your script/storyboard until it is complete. Rehearse as needed. Plan out what to film and when. Make and send invitations to friends and family to view your video.

**Additional**
- Begin to film/edit.

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**Read for 30 minutes daily**

**Additional**
- Finish filming and make any necessary edits.

**Additional**
- Show your video! Share the inspiration for your masterpiece! Celebrate your success!

**Additional**
- Reflect on your experience as a researcher, writer, and director. Add your reflection to your script as an introduction or preface.
TASK DETAILS AND CONSIDERATIONS

The purpose of this “research quest” is to give students an opportunity to research and to refine their knowledge about a topic that is of interest. The learning activities below will assist students as they write and develop a video about their chosen topic.

Additionally, one of the PARCC assessment tasks revolves around research. Completing this packet offers students useful practice.

If access to technology is not available, please consider a “low tech” version of this project: The script can be performed as a Readers’ Theatre (www.aaronshep.com/rt/Tips.html).

In this packet, there is a sampling of resources for the Declaration of Independence that can be used if students do not have access to the Internet or public library during the Winter Break.

Consider working on this portion of the “history quest” with a partner or two. Be sure that all group members will do their part!

- Use the calendar on pages 3-4 as a general guide to complete your project. Evaluation criteria can be found on page 7.

- Your video may be historical non-fiction, or you may choose to develop it as historical fiction. The final product should be 7-10 minutes in length. You might also skim through your History textbook for ideas.

- If you aren’t sure how to conduct research, refer to Unit 10 of your RELA textbook, Literature. You may refer to either your textbook or to the online version (http://my.hrsw.com).

- Use information from websites to provide the historical background for your video. Some suggestions are listed below.
  - [http://www.americanhistory.si.edu/exhibitions/category.cfm?category=online](http://www.americanhistory.si.edu/exhibitions/category.cfm?category=online) (Be sure to choose from the right era.)

- Begin to research your topic. Use a variety of primary and secondary sources. Keep in mind whether or not your sources are accurate. Based on your research, script or storyboard, and film a video to share with others. In your script/storyboard, be sure to include any stage directions (see page 509 of Literature for more information.) You may want to review these resources as models.
  - Storyboard: [http://accad.osu.edu/womenandtech/Storyboard%20Resource/](http://accad.osu.edu/womenandtech/Storyboard%20Resource/)
  - Scripts:
    - *The Hitchhiker* (Lucille Fletcher), page 92 of Literature
    - *Charly* (Stirling Silliphant), page 224 of Literature

- If your family chooses to take a field trip to a museum, you can use the documents linked to this page to help you gather historical evidence: [www.smithsonianeducation.org/educators/lesson_plans/coll](http://www.smithsonianeducation.org/educators/lesson_plans/coll)ect/telsto/telsto04.htm
Be sure to include an annotated bibliography of the sources you used. You can find citation styles and a model at https://www.nhd.org/annotated-bibliography.
EVALUATION CRITERIA

From a Literacy Point of View:

- Is the main idea or topic clear and coherent, or are the ideas presented in a scattered, incoherent way?
- Is information enhanced with formatting, graphics, and other visual images?
- Is the language used precise and appropriate for the format of presentation? Does it maintain an appropriate style or tone? Does it show a command of conventions of writing and/or speaking?
- Is the annotated bibliography correct in format and content?

From an Historical Point of View:

- Is the entry historically accurate and authentic, or does it have serious errors and/or omissions?
- Is there a wide use of primary and secondary sources? Is the research balanced, and—if appropriate—does it demonstrate an analysis of all points of view?
- Does the presentation demonstrate the balance of viewpoints?
- Is the annotated bibliography correct in format and content?

Quality of Presentation:

- Is the overall organization of the quest project coherent?
- Does the final product exhibit a high degree of creativity?
- Are all aspects of the final product appropriate to the topic and to the grade level of the student(s) who created it?
- Is the presentation/performance of the quest project of high quality?
- Are all incorporated visuals, sound effects, music, and speeches clear and relevant?
READING LOG

Ideally, students in the middle grades should read for 30 or more minutes each day.

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All good books are alike in that they are truer than if they had really happened and after you are finished reading one you will feel that all that happened to you and afterwards it all belongs to you...

Ernest Hemingway
Esquire, December 1936

Looking for a “novel” idea? Browse your bookshelves at home for a title, or visit your local library or bookstore for a great read! If you need some ideas, a few authors are listed below.
Do you prefer nonfiction? Browse your bookshelves at home for a title, or visit your local library or bookstore for a great informational text.

- From your U.S. History studies
- Current events (such as presidents and political races or global warming and other environmental issues)
- Biographies of interesting people

Are you still looking for ideas?

- Prince George’s County Memorial Library suggested reading lists by grade - [http://www.pgcmls.info/website/childrens-graded-reading-lists-442](http://www.pgcmls.info/website/childrens-graded-reading-lists-442)
The following is a sampling of resources for the Declaration of Independence can be used if you do not have access to the Internet or public library during the winter break.

**DOCUMENT 1**

**An Excerpt From**

**The Declaration of Independence: A History**

Nations come into being in many ways. Military rebellion, civil strife, acts of heroism, acts of treachery, a thousand greater and lesser clashes between defenders of the old order and supporters of the new—all these occurrences and more have marked the emergences of new nations, large and small. The birth of our own nation included them all. That birth was unique, not only in the immensity of its later impact on the course of world history and the growth of democracy, but also because so many of the threads in our national history run back through time to come together in one place, in one time, and in one document: the Declaration of Independence.

**Moving Toward Independence**

The clearest call for independence up to the summer of 1776 came in Philadelphia on June 7. On that date in session in the Pennsylvania State House (later Independence Hall), the Continental Congress heard Richard Henry Lee of Virginia read his resolution beginning: "Resolved: That these United Colonies are, and of right ought to be, free and independent States, that they are absolved from all allegiance to the British Crown, and that all political connection between them and the State of Great Britain is, and ought to be, totally dissolved."

The Lee Resolution was an expression of what was already beginning to happen throughout the colonies. When the Second Continental Congress, which was essentially the government of the United States from 1775 to 1788, first met in May 1775, King George III had not replied to the petition for redress of grievances that he had been sent by the First Continental Congress. The Congress gradually took on the responsibilities of a national government. In June 1775 the Congress established the Continental Army as well as a continental currency. By the end of July of that year, it created a post office for the "United Colonies."

In August 1775 a royal proclamation declared that the King's American subjects were "engaged in open and avowed rebellion." Later that year, Parliament passed the American Prohibitory Act, which made all American vessels and cargoes forfeit to the Crown. And in May 1776 the Congress learned that the King had negotiated treaties with German states to hire mercenaries to fight in America. The weight of these actions combined to convince many Americans that the mother country was treating the colonies as a foreign entity.

One by one, the Continental Congress continued to cut the colonies' ties to Britain. The Privateering Resolution, passed in March 1776, allowed the colonists "to fit out armed vessels to cruize [sic] on the enemies of these United Colonies." On April 6, 1776, American ports were opened to commerce with other nations, an action that severed the economic ties fostered by the Navigation Acts. A "Resolution for the Formation of Local Governments" was passed on May 10, 1776.

At the same time, more of the colonists themselves were becoming convinced of the inevitability of independence. Thomas Paine’s Common Sense, published in January 1776, was sold by the thousands. By the middle of May 1776, eight colonies had decided that they would support independence. On May 15, 1776, the Virginia Convention passed a resolution that "the delegates appointed to represent this colony in General Congress be instructed to propose to that respectable body to declare the United Colonies free and independent states."
It was in keeping with these instructions that Richard Henry Lee, on June 7, 1776, presented his resolution. There were still some delegates, however, including those bound by earlier instructions, who wished to pursue the path of reconciliation with Britain. On June 11 consideration of the Lee Resolution was postponed by a vote of seven colonies to five, with New York abstaining. Congress then recessed for 3 weeks. The tone of the debate indicated that at the end of that time the Lee Resolution would be adopted. Before Congress recessed, therefore, a Committee of Five was appointed to draft a statement presenting to the world the colonies' case for independence.

The Committee of Five

The committee consisted of two New England men, John Adams of Massachusetts and Roger Sherman of Connecticut; two men from the Middle Colonies, Benjamin Franklin of Pennsylvania and Robert R. Livingston of New York; and one southerner, Thomas Jefferson of Virginia. In 1823 Jefferson wrote that the other members of the committee "unanimously pressed on myself alone to undertake the draught [sic]. I consented; I drew it; but before I reported it to the committee I communicated it separately to Dr. Franklin and Mr. Adams requesting their corrections. . . I then wrote a fair copy, reported it to the committee, and from them, unaltered to the Congress." (If Jefferson did make a "fair copy," incorporating the changes made by Franklin and Adams, it has not been preserved. It may have been the copy that was amended by the Congress and used for printing, but in any case, it has not survived. Jefferson's rough draft, however, with changes made by Franklin and Adams, as well as Jefferson's own notes of changes by the Congress, is housed at the Library of Congress.)

Jefferson's account reflects three stages in the life of the Declaration: the document originally written by Jefferson; the changes to that document made by Franklin and Adams, resulting in the version that was submitted by the Committee of Five to the Congress; and the version that was eventually adopted.

On July 1, 1776, Congress reconvened. The following day, the Lee Resolution for independence was adopted by 12 of the 13 colonies, New York not voting. Immediately afterward, the Congress began to consider the Declaration. Adams and Franklin had made only a few changes before the committee submitted the document. The discussion in Congress resulted in some alterations and deletions, but the basic document remained Jefferson's. The process of revision continued through all of July 3 and into the late morning of July 4. Then, at last, church bells rang out over Philadelphia; the Declaration had been officially adopted.

The Declaration of Independence is made up of five distinct parts: the introduction; the preamble; the body, which can be divided into two sections; and a conclusion. The introduction states that this document will "declare" the "causes" that have made it necessary for the American colonies to leave the British Empire. Having stated in the introduction that independence is unavoidable, even necessary, the preamble sets out principles that were already recognized to be "self-evident" by most 18th-century Englishmen, closing with the statement that "a long train of abuses and usurpations . . . evinces a design to reduce [a people] under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security." The first section of the body of the Declaration gives evidence of the "long train of abuses and usurpations" heaped upon the colonists by King George III. The second section of the body states that the colonists had appealed in vain to their "British brethren" for a redress of their grievances. Having stated the conditions that made independence necessary and having shown that those conditions existed in British North America, the Declaration concludes that "these United Colonies are, and of Right ought to be Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved."

Although Congress had adopted the Declaration submitted by the Committee of Five, the committee's task was not yet completed. Congress had also directed that the committee supervise the printing of the adopted document. The first printed copies of the Declaration of Independence were turned out from the shop of John Dunlap, official printer to the Congress. After the Declaration had been adopted, the committee took to
Dunlap the manuscript document, possibly Jefferson's "fair copy" of his rough draft. On the morning of July 5, copies were dispatched by members of Congress to various assemblies, conventions, and committees of safety as well as to the commanders of Continental troops. Also on July 5, a copy of the printed version of the approved Declaration was inserted into the "rough journal" of the Continental Congress for July 4. The text was followed by the words "Signed by Order and in Behalf of the Congress, John Hancock, President. Attest. Charles Thomson, Secretary." It is not known how many copies John Dunlap printed on his busy night of July 4. There are 26 copies known to exist of what is commonly referred to as "the Dunlap broadside," 21 owned by American institutions, 2 by British institutions, and 3 by private owners. (See Appendix A.)

Appendix A

The 26 copies of the Dunlap broadside known to exist are dispersed among American and British institutions and private owners. The following are the current locations of the copies.

- National Archives, Washington, DC
- Library of Congress, Washington, DC (two copies)
- Maryland Historical Society, Baltimore, MD
- University of Virginia, Charlottesville, VA (two copies)
- Independence National Historic Park, Philadelphia, PA
- American Philosophical Society, Philadelphia, PA
- Historical Society of Pennsylvania, Philadelphia, PA
- Scheide Library, Princeton University, Princeton, NJ [The Library is privately owned.]
- New York Public Library, New York
- Pierpont Morgan Library, New York
- Massachusetts Historical Society, Boston, MA
- Harvard University, Cambridge, MA
- Chapin Library, Williams College, Williamstown, MA
- Yale University, New Haven, CT
- American Independence Museum, Exeter, NH
- Maine Historical Society, Portland, ME
- Indiana University, Bloomington, IN
- Chicago Historical Society, Chicago, IL
- J. Erik Jonsson Central Library, Dallas Public Library, Dallas, TX
- Declaration of Independence Road Trip [Norman Lear and David Hayden]
- Private collector
- National Archives, United Kingdom (three copies)

An excerpt from The Declaration of Independence

The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

He has refused his Assent to Laws, the most wholesome and necessary for the public good. He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

He has refused to pass other Laws for the accommodation of large districts of people, unless those people would relinquish the right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only.

He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public Records, for the sole purpose of fatiguing them into compliance with his measures.

He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.

He has refused for a long time, after such dissolutions, to cause others to be elected; whereby the Legislative powers, incapable of Annihilation, have returned to the People at large for their exercise; the State remaining in the mean time exposed to all the dangers of invasion from without, and convulsions within.

He has endeavored to prevent the population of these States; for that purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their migrations hither, and raising the conditions of new Appropriations of Lands.

He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary powers.

He has made Judges dependent on his Will alone, for the tenure of their offices, and the amount and payment of their salaries.

He has erected a multitude of New Offices, and sent hither swarms of Officers to harass our people, and eat out their substance.

He has kept among us, in times of peace, Standing Armies without the Consent of our legislatures. He has affected to render the Military independent of and superior to the Civil power.

He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws; giving his Assent to their Acts of pretended Legislation:

For Quartering large bodies of armed troops among us:

For protecting them, by a mock Trial, from punishment for any Murders which they should commit on the Inhabitants of these States:

For cutting off our Trade with all parts of the world:

For imposing Taxes on us without our Consent:

For depriving us in many cases, of the benefits of Trial by Jury:

For transporting us beyond Seas to be tried for pretended offences

For abolishing the free System of English Laws in a neighboring Province, establishing therein an Arbitrary government, and enlarging its Boundaries so as to render it at once an example and fit instrument for introducing the same absolute rule into these Colonies:

For taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments:

For suspending our own Legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever.

He has abdicated Government here, by declaring us out of his Protection and waging War against us.

He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives of our people.
He is at this time transporting large Armies of foreign Mercenaries to compleat the works of death, desolation and tyranny, already begun with circumstances of Cruelty & perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the Head of a civilized nation. He has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country, to become the executioners of their friends and Brethren, or to fall themselves by their Hands. He has excited domestic insurrections amongst us, and has endeavoured to bring on the inhabitants of our frontiers, the merciless Indian Savages, whose known rule of warfare, is an undistinguished destruction of all ages, sexes and conditions.

In every stage of these Oppressions We have Petitioned for Redress in the most humble terms: Our repeated Petitions have been answered only by repeated injury. A Prince whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free people.

The Second Continental Congress appointed five men to draft a Declaration of Independence. They are pictured here: Benjamin Franklin, John Adams, Thomas Jefferson, Robert R. Livingston and Roger Sherman.

Please note this is not a primary source. Currier and Ives' work is much later in history than this even occurred.

Image online, courtesy Library of Congress