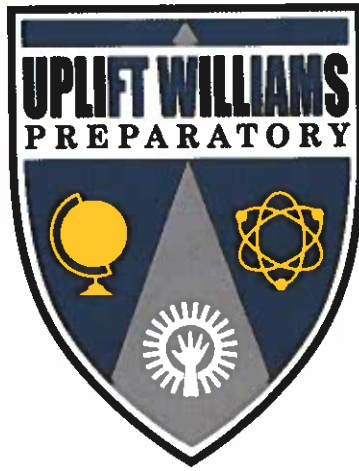


Name: \_\_\_\_\_

# Williams Middle School

## Rising 7<sup>th</sup> Grade Summer Homework



### Instructions

- You have ELA, Humanities, Math, and Science summer work in this packet.
- You can complete the work on separate pieces of paper or you can do the assignments electronically and save them.
- All summer assignments will be due to your Middle School Advisor Friday August 13, 2021 [you can turn your assignments in as early as the first day of school, August 9, 2021, but the final date we will accept assignments will be Friday. This will be your first grade in each of the classes listed above.]

If you have any questions, you may e-mail any middle school leader:

Mrs. Bracher, Director: [kbracher@uplifteducation.org](mailto:kbracher@uplifteducation.org)

Mr. Hamlin, Dean: [jhamlin@uplifteducation.org](mailto:jhamlin@uplifteducation.org)

Mr. Sapp, Dean: [bsapp@uplifteducation.org](mailto:bsapp@uplifteducation.org)

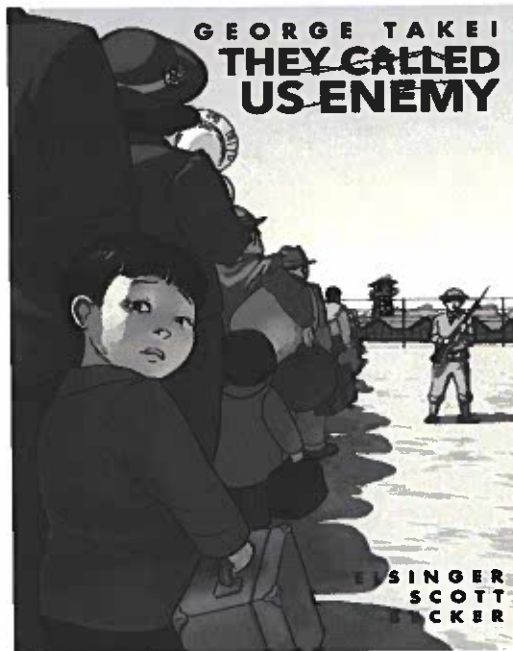
# UPLIFT 7TH GRADE ELA 2021 SUMMER READING ASSIGNMENT

Due: Monday, August 9th, 2021

## DIRECTIONS

Read *They Called Us the Enemy* then answer the Questions After Reading (page 2) and complete the Alternative Book Report (page 3).

## *They Called Us the Enemy* by George Takei



In 1942, at the order of President Franklin D. Roosevelt, every person of Japanese descent on the west coast was rounded up and shipped to one of ten "relocation centers," hundreds or thousands of miles from home, where they would be held for years under armed guard. *They Called Us the Enemy* is Takei's firsthand account of those years behind barbed wire, the joys and terrors of growing up under legalized racism, his mother's hard choices, his father's faith in democracy, and the way those experiences planted the seeds for his astonishing future.

## A NOTE TO PARENTS

To share in the reading with your scholar, click [here](#) to access a discussion guide for *They Called Us the Enemy* from the Japanese American National Museum.

## Questions After Reading

### **PART 1: QUESTIONS AFTER READING**

After finishing your graphic novel, pick one question from each section (Comprehension, Author's Craft, and Characters & Setting) to answer.

Each answer must be at least 6 sentences in length. Your work must show care for content, quality, grammar, and mechanics. You must use text evidence from throughout the entire book to support your answers; be sure to include page numbers with your text evidence.

#### **Comprehension**

- A. Choose another book you have read. Consider the following: characters, setting, problem, solution, events, themes, etc. How were these books the same? How were they different? Use details from each text to support your answer.
- B. What was the central conflict in the story? Did the conflict in the story remind you of another conflict, either in your own life, in another story you have read, or in the world? How?

#### **Author's Craft**

- A. What is the theme of the book? How did the author develop this theme over the course of the book? What do you think the author wants you to gain from this story?
- B. How did the author choose to tell the story? In first or third person? From whose point of view? Why do you think the author chose to tell the story that way? How does the perspective influence how events are described?
- C. What was the tone of this book? The mood? Did it remain consistent throughout the piece or did it change? How did the author establish each?

#### **Character & Setting**

- A. How did the main characters change from the beginning of the story to the end of the story? How did their actions and behavior change? Their morals, values and beliefs? How would you describe the main character now that you have finished the story?
- B. Pick a character. How did you feel about this character at the beginning of the story? In the middle? At the end? Did your opinion of this character change as you read? Why or why not?
- C. How did the author make the setting realistic or believable? What elements did he/she choose to include? Was the setting essential to the story, or could the story have been set at another time or in another place? What makes you think that?

# Alternative Book Report

## **PART 2: ALTERNATIVE BOOK REPORT**

After finishing your graphic novel, complete *one* project from the list below. Your completed project must include at least 3 direct quotes from the text.

To complete the project, select a significant character from your graphic novel then complete the prompt using the character you selected. Your work must show care for content, quality, grammar, and mechanics.

### **Character Astrology Signs**

After reading brief descriptions of the astrology signs, figure out which sign you think your character was born under. Write an explanation of why you think he or she fits the sign. Be sure to consider his or her actions, attitudes, and thoughts from throughout the book.

### **College Application**

Create a college application for your character. On the application include *Name, Academic Rank in Class, High School Courses Taken and Grades, Extracurricular Activities, and Work Experience*. Then write a short essay (from his or her point of view) describing an experience, event, or person that had a significant impact on his/her life?

### **Movie Recommendations**

Pick four movies you would recommend to your character. Give a brief summary of each movie and explain why you think your character should see it. Be sure to consider the character's likes and dislikes when making recommendations.

### **Dream Vacation**

Pick a dream vacation destination for your character, describe it, and write a brief explanation of why he or she would want to go there. Then create a 5-day itinerary for his or her trip. Be sure to select activities you think your character would enjoy.

### **Current Events**

Select three current events articles you think your character would be interested in reading. Then explain how your character would respond to each of the stories and the opinions your character would have about what was happening in the story.

### **Design a Bedroom**

Design your character's bedroom. Draw it or write about it, making sure to include an explanation of why you designed the room as you did. Consider what he or she might keep in the closet, hang on the walls, or decorate the space.

# HUMANITIES CONNECTIONS TO LITERATURE

## HUMANITIES CONNECTION ASSIGNMENT PART 1

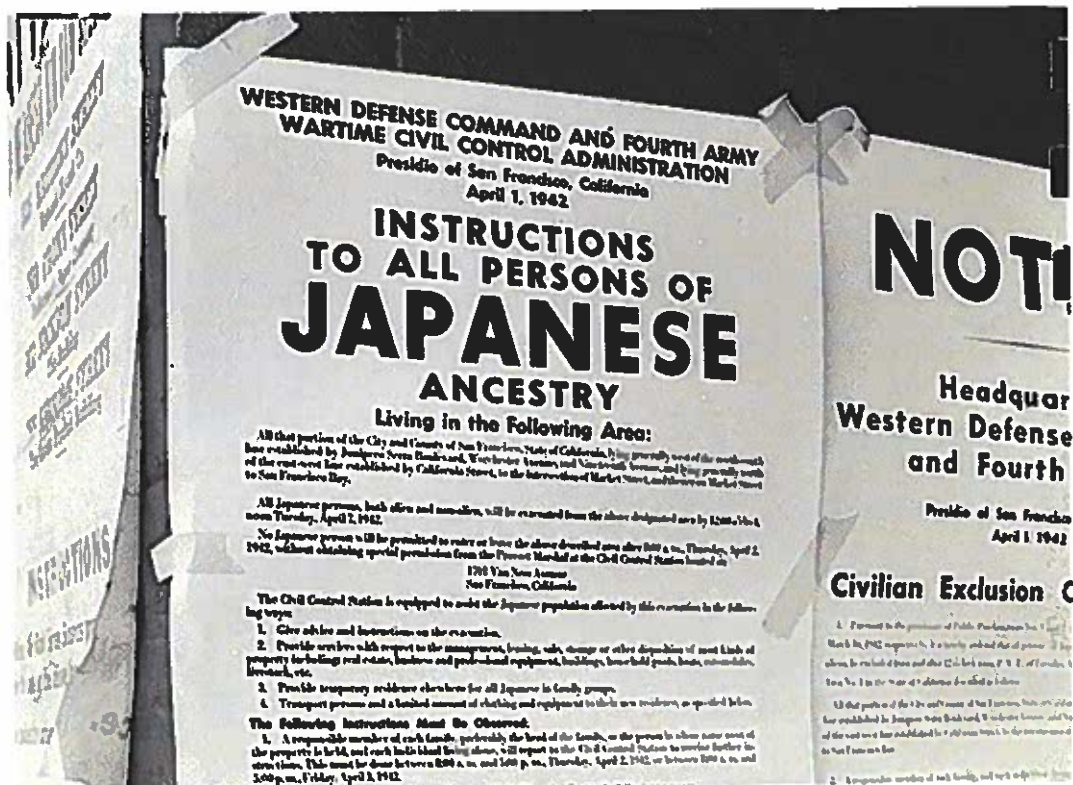
The following is a non-fiction article that gives you an overview of historical events described in *They Called us the Enemy*. When reading about historic events, non-fiction can provide additional historic context or background evidence that can enhance your understanding of the story. Read the article below and answer the guiding questions provided.

### Franklin D. Roosevelt Signs Executive Order 9066

**More than 100,000 Japanese Americans were "interned" during World War Two.**

In 1941, a major war was being fought between the Axis nations of Germany, Japan, and Italy, and the Allies, which included France, England, Canada, and the Soviet Union. The U.S. did not enter the war until after December 7, 1941. On that day, the nation of Japan attacked the naval base at Pearl Harbor, Hawaii. After this attack, U.S. President Franklin D. Roosevelt asked Congress to declare war against Japan. A couple of months later, President Roosevelt took another step that changed the lives of Japanese Americans forever.

At the outbreak of the war, about 110,000 Japanese Americans lived on the West Coast. About 65 percent of them were already U.S. citizens. But government officials worried that Japan would invade California, Oregon, or Washington. Some of President Roosevelt's advisors warned him that Japanese Americans might sabotage, or purposely do damage to, war efforts. On February 19, 1942, President Roosevelt signed Executive Order 9066. This order authorized the U.S. military to take charge of any group of people that might be a threat during wartime. The order



did not mention Japan or Japanese Americans. But the whole idea behind it was to remove people with Japanese ancestry from the West Coast.

### 1. What was the reason given for the Executive Order 9066 being issued?

Starting in April of 1942, signs were posted in San Francisco, Los Angeles, Seattle, Portland, and other cities where Japanese people had settled, instructing people to gather up their belongings and move away. They had to leave their businesses, homes, and most of their possessions behind. Some were able to start over in other communities. But some of these communities started refusing to admit anyone of Japanese ancestry. So families with nowhere to go were rounded up and sent to military-run internment camps. Internment means imprisoning people in large groups without trials. One of these families was the Mochida family from California. Mr. Mochida was a successful farmer and business owner, who, like many others, lost all of his property. More than 100,000 people of Japanese descent were sent to the internment camps. Most were U.S. citizens.



The internment camps were not run exactly like prisons. Families could stay together. They could play baseball and other games, and they ran their own communities like small towns. But the interned people were not really free, either. No one was allowed to speak Japanese, supposedly to keep them from plotting against the U.S. No one was permitted to leave the grounds, except to go to a hospital. The facilities were horrid. The temporary housing used tarpaper for walls and had neither running water nor cooking facilities. Many people got sick due to the unsafe conditions.

The internment camps were closed starting in January of 1945, after a court decision saying that the government could not lock up loyal U.S. citizens. Japanese Americans were allowed to go back home. For most of them, however, there was no home to go back to. Many families' homes and businesses had already been confiscated, or taken from them. It is estimated that Japanese Americans lost property worth well more than \$400 million during this time. Many had lost their jobs as well, some simply for being Japanese during wartime.

**2. What challenges faced Japanese Americans after being released from the internment camps?**

In 1976, President Gerald Ford officially rescinded, or took back, Executive Order 9066. And in 1989, President George H.W. Bush signed an order to compensate families who had been interned in the camps, for the loss of their land and possessions.

**3. The last paragraph refers to an order to “compensate” or repay those who had been interred in the camps. This repayment included \$20,000 to each individual who were interned. Do you think the apologies and repayment made up for what happened to the interned people?**

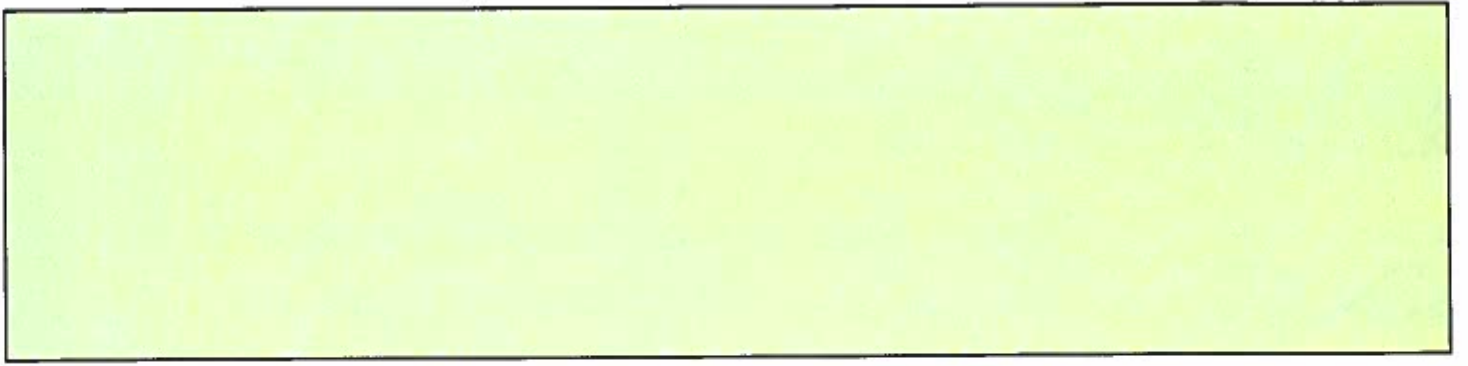
Article Source: NewsCurrents Read to Know, Feb 16, 2015



Watch [this video](#) that expands on the history and effects of Executive Order 9066 and incarceration of Japanese Americans. After you watch answer the following questions:

**4. What additional information did the video give you that you think is valuable to understanding the problems faced by those who were forced to live in the camps?**





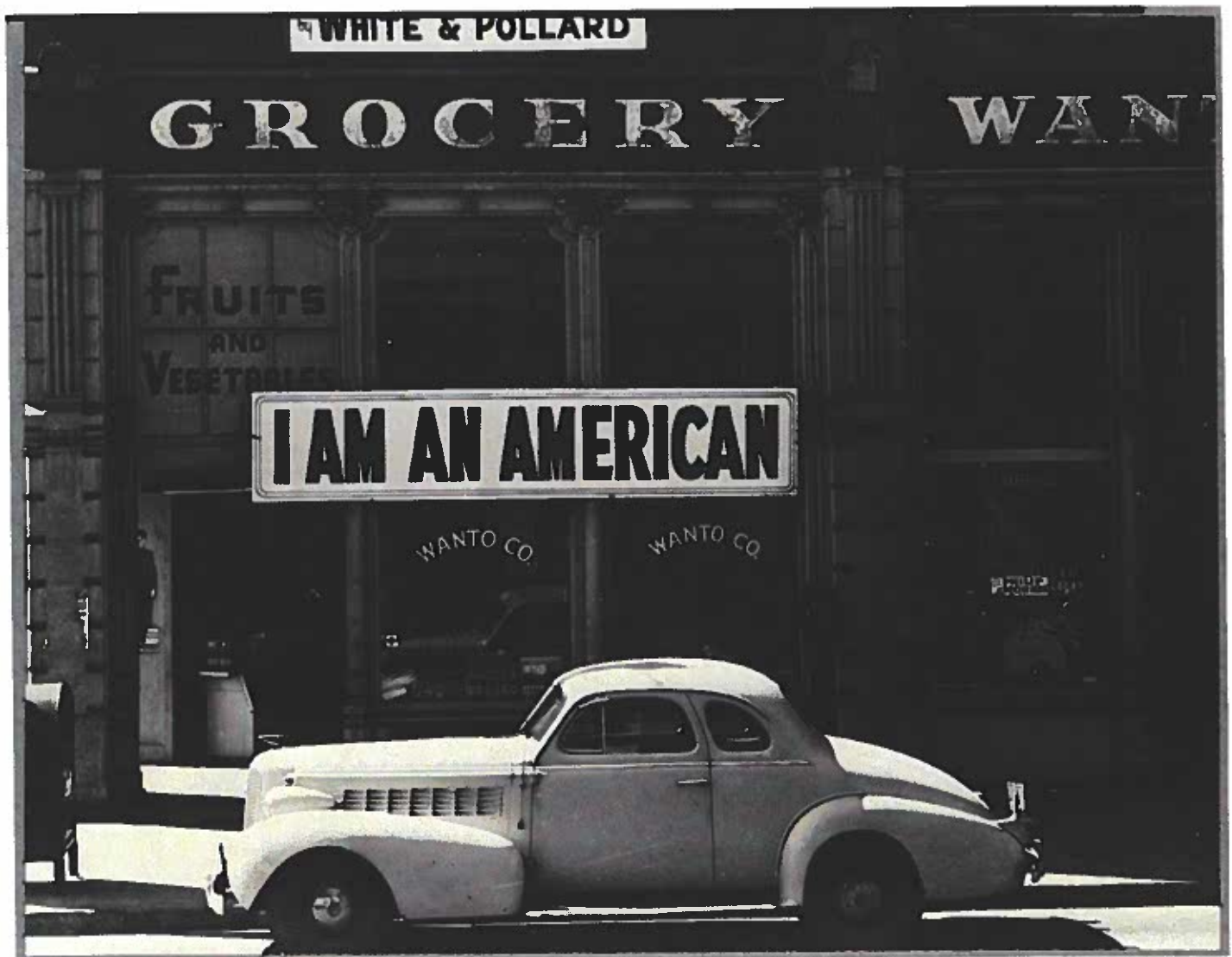
# HUMANITIES CONNECTIONS TO LITERATURE

## HUMANITIES CONNECTION ASSIGNMENT PART 2

Primary sources are the building blocks of history – original documents and objects that were created at the time under study. They are different from secondary sources, accounts that retell, analyze, or interpret events after the fact. Studying primary sources can give you a deeper understanding of the events. It is important to analyze each one to consider where the source came from, what part of the story it tells, and in what ways that sources might be useful in helping us understand what happened.

Analyze the following primary sources related to events from *They Called Us the Enemy* by answering the questions below.

### Document 1: "I am an American" Photograph, 1942



**Source Information:**

The photography was taken by Dorothea Lange while working for the War Relocation Authority in March of 1942. The photograph shows the Wanto Co. store located in Oakland, California. The business was owned by the Matsuda family. It was placed in the window of the store, on December 8, the day after Pearl Harbor. Their store was closed following orders to persons of Japanese descent to evacuate from certain West Coast areas.

**1. What are the likely reasons that the Matsuda family put this sign up in front of their store? How might those reasons be related to the timing of when they put it up?**

**2. Consider ideas around racism, loyalty, citizenship, and civil rights. What is the larger message that "I am an American" might convey to those who see the sign?**

**Document 2: "Japanese Relocation" a government produced short film.**

**Source Information:**

"Japanese Relocation" was a film produced in 1943 by the U.S. Office of War Information, the film "Japanese Relocation" addressing the internment of Japanese American citizens during World War II.

**[Click here to view the film.](#)**

**1. Considering the origin and contents of the film, what is the purpose of the film?**

**2. What is the "story" or Japanese Incarceration the film tries to tell? How do the images and music contribute to that message?**

- 3. Why would it be a bad idea for a historian to use this film as evidence for what Japanese Incarceration was like?**
- 4. What value would this film have for a historian? How should a video like this be used to help understand what happened?**

### **Document 3: "Americans in Concentration Camps" Editorial**

#### **Source Information:**

The following excerpt is from an editorial titled "Americans in Concentration Camps," written by Harry Paxton Howard in September 1942. It was published in *The Crisis* shortly after the establishment of incarceration camps for Japanese Americans. Founded in 1910, *The Crisis* is the official magazine of the National Association for the Advancement of Colored People (NAACP), an organization dedicated to promoting civil rights.

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Along the eastern coast of the United States, where the numbers of Americans of Japanese ancestry is comparatively small, no concentration camps have been established. From a military point of view, the only danger on this coast is from Germany and Italy. . . . But the American government has not taken any such high-handed action against Germans and Italians – and their American-born descendants – on the East Coast, as has been taken against Japanese and their American-born descendants on the West Coast. Germans and Italians are "white." Color seems to be the only possible reason why thousands of American citizens of Japanese ancestry are in concentration camps. Anyway, there are no Italian-American, or German-American citizens in such camps.

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- 1. Does the author support the need for camps on the basis of national security. Use evidence from the text to support your response.**

**2. What is the reason that the author suggests is the reason why there were camps for people of Japanese descent, but not for people of German or Italian descent?**

SCHOLAR NAME \_\_\_\_\_



**uplift**education

**Rising 7<sup>th</sup> Grade**  
**2021 Summer Assignment**

**Math and Science**

# STAAR GRADE 6 MATHEMATICS REFERENCE MATERIALS



## AREA

Triangle

$$A = \frac{1}{2}bh$$

Rectangle or parallelogram

$$A = bh$$

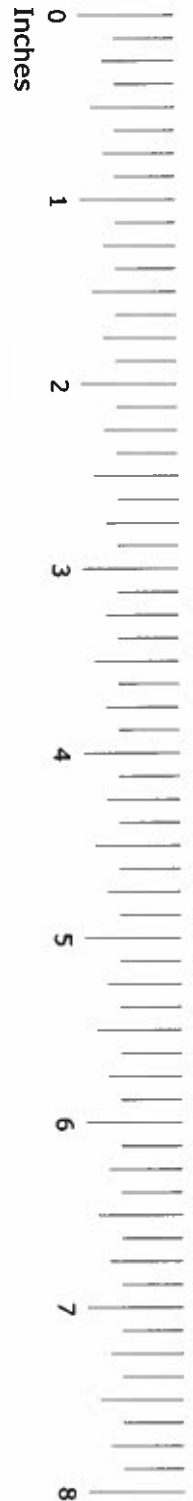
Trapezoid

$$A = \frac{1}{2}(b_1 + b_2)h$$

## VOLUME

Rectangular prism

$$V = Bh$$



# STAAR GRADE 6 MATHEMATICS REFERENCE MATERIALS

## LENGTH

### Customary

1 mile (mi) = 1,760 yards (yd)

1 yard (yd) = 3 feet (ft)

1 foot (ft) = 12 inches (in.)

### Metric

1 kilometer (km) = 1,000 meters (m)

1 meter (m) = 100 centimeters (cm)

1 centimeter (cm) = 10 millimeters (mm)

## VOLUME AND CAPACITY

### Customary

1 gallon (gal) = 4 quarts (qt)

1 quart (qt) = 2 pints (pt)

1 pint (pt) = 2 cups (c)

1 cup (c) = 8 fluid ounces (fl oz)

### Metric

1 liter (L) = 1,000 milliliters (mL)

## WEIGHT AND MASS

### Customary

1 ton (T) = 2,000 pounds (lb)

1 pound (lb) = 16 ounces (oz)

### Metric

1 kilogram (kg) = 1,000 grams (g)

1 gram (g) = 1,000 milligrams (mg)

Centimeters

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20





Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Prokaryotic and Eukaryotic Cells

Cells are the structural and functional units common to all living organisms. A cell is the smallest unit of life that is classified as a living thing. Although cells are extremely small, it is possible to measure them. The smallest metric measurement we generally use to measure length is the millimeter. However, many cells are less than a millimeter long, so they are measured in micrometers, or microns. The symbol for the micrometer is  $\mu\text{m}$ .

$$1 \text{ millimeter} = 1,000 \text{ micrometers}$$

Just how small is a micron? Let's investigate this question with several items in your classroom.

Materials:

Ruler

Any textbook

3 x 5 notecards

Notebook paper

1. How many micrometers thick is one page in your textbook?

- Measure how many pages in your textbook equal one millimeter. \_\_\_\_\_ pages
- Use the following proportion to calculate how many microns thick one page is.

$$\frac{1,000 \text{ microns}}{\text{___ pages}} = \frac{\text{_____}}{1 \text{ page}}$$

2. Use the process above to calculate the thickness of a notecard in micrometers.

3. Use the process above to calculate the thickness a sheet of notebook paper in micrometers.



Some organisms are unicellular, meaning they consist of only a single cell. There are two distinct types of cells: prokaryotic cells (e.g. bacterial cells) and eukaryotic cells (e.g. plant or animal cells.) The main difference between the two is a well-defined nucleus surrounded by a membranous nuclear envelope that is present in only eukaryotic cells. Prokaryotic cells lack a true nucleus.

During an investigation on unicellular organisms, the lengths of five different organisms were recorded in microns. The measurements are shown below.

Organisms	Body Structures	Movement	Type of cell	Length in Microns
Euglena	Eyespot, Chloroplast, Nucleus, Pellicle, Contractile Vacuoles	Flagellum	Eukaryotic	35
Amoeba	Nucleus, Vacuole, Endoplasm, Ectoplasm, Membrane	Pseudopods	Eukaryotic	550
Paramecium	Contractile Vacuole, Food Vacuole, Nucleus, Oral groove, Cell Membrane	Cilia	Eukaryotic	200
Cyanobacteria	Nucleoid DNA, Ribosome, Photosynthetic Lamellae, Phycobilisomes, Plasma Membrane	Gliding (no flagella)	Prokaryotic	20
E.Coli	Cytoplasm, Ribosomes, Plasmid DNA, Nucleoid DNA, Cell Wall, Plasma Membrane, Capsule	6 Flagellum	Prokaryotic	12

- On the Euglena, the flagella measures about 51 percent of the total length. About how many micrometers is the flagella?
- What is the length of the amoeba in millimeters?
- How many millimeters will 250 E. Coli take up if they were lined up next to each other?



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Organisms and Environments

Fundamental differences in the cell (the basic unit of all life,) allow for the broadest classification of all living organisms into three domains: bacteria, archaea, and eukarya. Domains are divided into six kingdoms by identifying internal structures and functions, rather than outward characteristics of an organism.

Organisms are classified as prokaryotic or eukaryotic based upon their level of cellular organization. They can also be classified based on the number of cells in their bodies, how they obtain nutrients, and how they reproduce.

### Organism Classification by Domain and Kingdom

	Domain	Kingdom	Type of cells	Reproduction	Food source	Named species
Prokaryotic	Bacteria	Bacteria	Unicellular	Asexual	Autotrophs & heterotrophs	4,000
	Archaea	Archaea	Unicellular	Asexual	Autotrophs & Heterotrophs	
Eukaryotic	Eukarya	Protista	Uni- or Multi-cellular	Asexual & sexual	Autotrophs & Heterotrophs	80,000
		Fungi	Multicellular	Sexual	Heterotrophs	72,000
		Plantae	Multicellular	Sexual	Autotrophs	270,000
		Animalia	Multicellular	Sexual	Heterotrophs	1,324,000

Use the chart above to answer questions about the number of species in the world.

- Based on the chart above, find the sum of named organisms in the world. \_\_\_\_\_
- What percent of the named organisms are bacteria and archaea? \_\_\_\_\_
- What percent of the named species reproduce only sexually? \_\_\_\_\_
- Which kingdom make up 75.65% of the named species? \_\_\_\_\_
- What percent of the named species are from kingdoms with only heterotrophs that sexually reproduce? \_\_\_\_\_



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Organization and Interactions in an Environment

Organisms interact with both biotic and abiotic components of their ecosystem to obtain energy and materials necessary for life. The amount of available light and water affects the type and quantity of plants in an ecosystem.

Kentucky bluegrass is used on many lawns. It requires about 2.5 inches of water per week during the summer. In an investigation to see how quickly a lawn will die without the proper water supply, a student decreased the amount of water he put on his lawn and recorded the area of dead lawn growth over a period of 8 weeks.

### Effect of Watering on Lawn Growth

Week	Amount of water per week (inches)	Area of dead growth (ft <sup>2</sup> )	Area of growth (ft <sup>2</sup> )	Percent of healthy lawn
1	2.5	0	500	100
2	1.0	5	495	
3	1.0	8	492	
4	1.0	11	489	
5	0	15	485	
6	0	20	480	
7	0	35	465	
8	0	50	450	

1. If the lawn is 500 ft<sup>2</sup>, what volume of water was used on the lawn in week one?
2. What volume of water was used on the lawn in week two?
3. Calculate the percent of healthy lawn each week by dividing the area of growth by 500. Record your answers in the chart above, and record the formula you used.
4. What were the abiotic and biotic factors in the investigation?
5. What other biotic factors could be affected by the decrease in water and its effect on the lawn?