



The Highbridge Green School Name: _____

The Highbridge Green School 6th Grade Summer Homework

Congratulations!

You have been selected to be a part of the 2017-2018 6th grade class of The Highbridge Green School. This means you must be incredibly special and smart, and this summer will be your first chance to show us just how wonderful and amazing you really are. You will do this by completing your very first 6th grade assignment – your summer homework. Below are the directions and an explanation of each part.

DUE DATE:

- Your summer homework is due on the **1st day of school**.
- There will be a celebration for those who choose to complete it on time, and there will be consequences for those who choose to turn it in late.

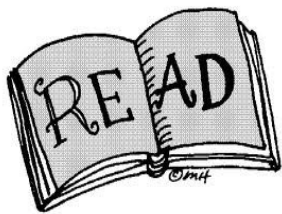
EXPECTATIONS FOR GETTING HELP AND GETTING IT DONE:

- You must complete this work **on your own**. You can ask your family to help you understand the directions, but the actual work must be done by **only you**.
- If you need help, or you get confused about the directions. You should send an email to: info@highbridgegreen.com, or call **(718) 410-5770**.



Part A: My Argument Writing Practice

The purpose of this practice writing assignment is to get a sample of your best writing. We will use this sample to help us know how best to help you become a better writer and thinker. It is important that your work on this assignment be the **best work that you can do on your own**.



Part B: My Favorite Book Project

The purpose of this project is to make sure you keep reading and thinking thoughtfully about books over the summer. The summer is often when many kids forget what they learned, or go backwards in their reading level. Don't let this happen to you!

Name: _____
6th Grade Argument Writing Practice



PURPOSE:

The purpose of this Baseline Diagnostic is to get a sample of your best writing. We will use this sample to help us know how best to help you become a better writer and thinker. It is important that your work on this assignment be **your best work**.

TASK:

For this writing assignment, you will **read an informational text** and **write an argument essay** that addresses the below question:

Focus Question: How does the danger of lead still affecting our water today?

Be sure to support your argument with reasons and **evidence from the text**.






DIRECTIONS:

1. **Complete all parts** of this writing assignment to the best of your ability.
2. Complete the below **assignment checklist** to make sure you have done everything you need to do.

Assignment Checklist:

- I have read the informational text on lead.
- Underline the important details of the text & circle anything confusing!
- I have used my planning page.
- I have written my writing response.
- I have completed my reflection.

Some Keywords that will help you with the reading

Some keywords	Definition	Picture
Lead	Lead is a soft metal that is used to make pipes. The reason why they liked to use lead for pipes is because they are easy to mold and bend.	
Lead pipes	Pipes that are made out of the lead material.	
Flint Michigan	City in Michigan where lead was found.	
Corroded	Old and rusty pipes that are making the water dirty.	
Toxic	Harmful, dangerous, poisonous	

The dangers of lead go back 100 years and are still affecting water today



The people of city of **Flint** which is in Michigan, were angry when their drinking water was poisoned. Lead from old pipes leaked (traveled/flowed) into the water because the water was not cleaned correctly. Flint's government was responsible for water safety.

The same thing happened in Washington, D.C., more than 10 years earlier. In both cities, the water was not treated correctly. The **corroded** pipes are the ones that make the water dirty. These lead pipes can be found all across the United States. For example, if the pipes are old and rusty that means that they are damaged and they leaked poisonous lead into the water.

“Why were there **lead pipes** in so many places to begin with?” asked Richard Rabin. He fights against the use of lead.

Companies Knew The Dangers

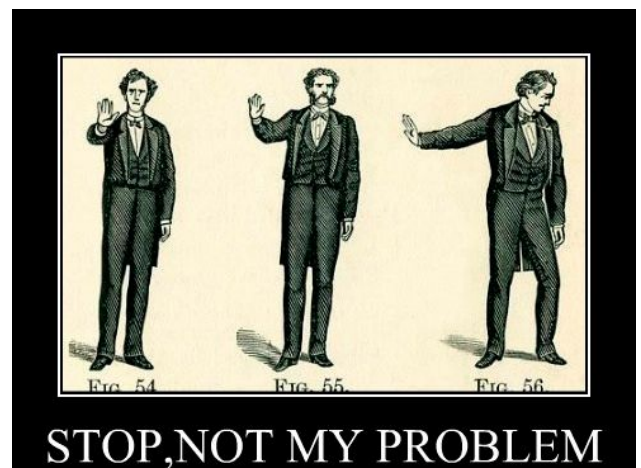
Rabin said that in the 1900s, lead companies knew lead was **toxic**, and ignored it. Instead, they kept selling lead products to Americans. They sold lead paint for homes, leaded gas for cars and lead plumbing in communities.

In 1922, the League of Nations suggested stopping the making of lead paint because of health concerns. The League of Nations was a group of countries. After World War I, it worked to keep the peace. Later, the United Nations replaced it.

In 1923, the National Lead Company put an ad in a magazine. It said that "lead helps guard your health."

Scientists now say even small amounts of lead can lower a child's intelligence level. Large amounts can kill. Some historians say lead companies fought laws and rules. They also tried to make claims that lead made people ill seem unimportant.

Lead companies "denied that lead, whether it was in paint or whether it was in pipes, was making kids sick," Rabin said. He has written about what lead companies have done over the past 100 years. He wrote about how they fought to increase the use of lead pipes.



Lead Suspicions Go Way Back

Lead companies have said that they followed the law at the time. The companies said that they stopped producing lead paints years before the law required them to stop.

About 100 years ago, lead companies said their products were healthy. At the same time, reports of lead poisonings were in the news. Companies like National Lead had already taken steps to limit lead poisoning among its own workers.

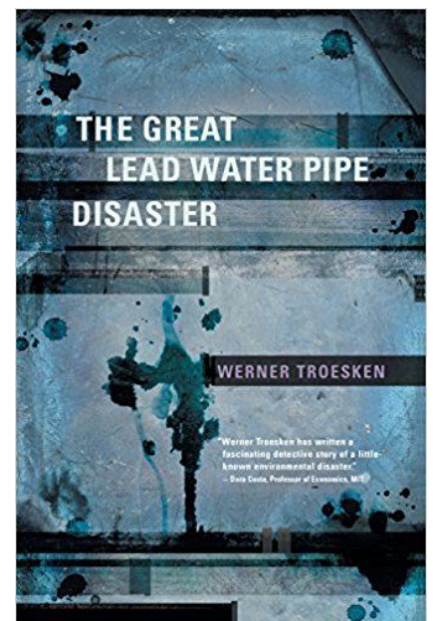
In 1923, the company said that lead in buildings helped to keep buildings clean. "Lead, therefore, is contributing to the health, comfort and convenience of people today," it said.

Back in the 1800s, some scientists already were starting to catch on to the dangers of lead. However, lead was strong and easy to work with, and indoor plumbing was necessary. It helped to keep diseases like typhoid and cholera away. Many cities put in lead plumbing.

Pipes Were A Big Problem

By 1900, 40 of America's 50 largest cities had lead pipes. Large cities like Chicago required it by law, said Werner Troesken. He is a professor and the writer of "The Great Lead Water Pipe Disaster."

Cities now treat drinking water with materials that coat the inside of the pipes. These materials stop lead from poisoning the water. The problem, as happened in Flint, is when incorrectly treated water damages the insides of those pipes.



Lead pipes were already a serious problem 100 years ago, Troesken said. He said that in places where corrosive water was more likely to leach lead out of pipes, people suffered. They did not grow up well. Many went on to low-paying jobs, did not do well in school, and were less likely to own homes.

“Nobody could see that in 1900. Nobody understood what was happening,” he said.

Scientists Prove Lead's Danger

In the 1910s and 1920s, American scientists began to understand that lead products had poisoned children.

The Lead Industries Association fought for lead companies. It knew lead was probably bad for people. The association took people who fought them to court and paid people who helped.

In the 1970s, scientists began to show how dangerous lead was to children. The U.S. government stopped allowing lead paint in 1978 and lead pipes in 1986.



PLANNING PAGE

Focus Question: How does the danger of lead still affecting our water today?

Directions:

Please use this page to plan your thoughts and prepare your ideas. You may create an outline, a web, or anything else of your choice to help you organize your ideas.

REFLECTION



Directions:

1. What do you think you did well on this assignment and why?

2. What was the hardest part of this assignment and why?

3. What was the best part of your essay and why?

4. Do you think you wrote your essay well? (circle one) YES NO KIND OF

5. Overall, how do you think you did on this writing assignment?

Circle your grade on the rubric.

4	3	2	1
AMAZING! Your essay went above and beyond what we expect a 6 th grader to do!	GOOD JOB! Your essay was exactly what we expect a beginning 6 th grader to do!	OKAY. Your essay was a little less than what we expect a beginning 6 th grader to do.	OH NO! Your essay was well below what we expect a beginning 6 th grader to do.

Please explain why you gave yourself this grade.

6th Grade My Favorite Book Project

PURPOSE:

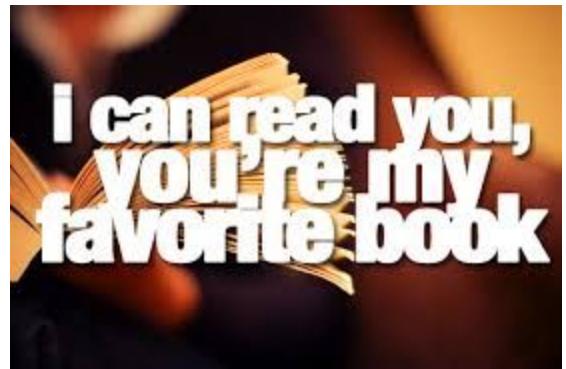
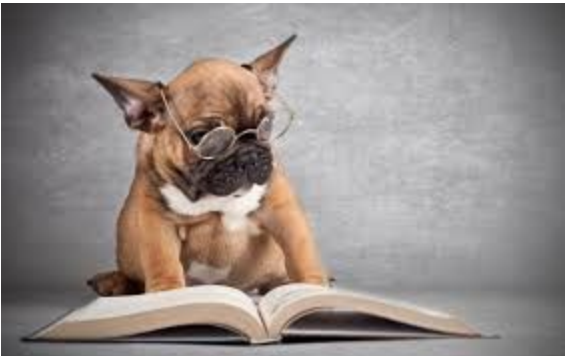
The purpose of this project is to make sure you keep reading and thinking thoughtfully about books over the summer. The summer is often when many kids forget what they learned, or go backwards in their reading level. Don't let this happen to you!

TASK:

1. Read one book, and complete 1 reading response about it.
2. Read one newspaper article, and complete 1 reading response about it.

DIRECTIONS:

1. Choose one book that you really loved reading this summer. If you need ideas for book titles, look in your "Summer Stack!" When you have chosen a favorite book, look at the list of 14 Reading Responses on the next page. Choose one reading response from the list to do about your article.
2. Choose one non-fiction article to read. You can choose it from a magazine or newspaper, or you can choose it from your "Summer Stack!" Choose one reading response from the list of 14 Reading Responses to do about your article.
3. Staple your 2 Reading Responses to the back of this packet.



13 Reading Responses

- 1. WRITE THE STORY ABOUT THE BOOK OR ARTICLE FROM A DIFFERENT POINT OF VIEW.** Take the entire book or article (or part of it) and write a version as someone else would tell it.
- 2. WRITE THE DIARY A MAIN CHARACTER MIGHT HAVE WRITTEN.** Imagine you are the person in the book or article. Write a diary for a few days or a week, as she or he would have written.
- 3. PUT TOGETHER A CAST FOR THE FILM VERSION OF A BOOK OR ARTICLE.** Decide which current actors and actresses would best play the roles. Include brief descriptions of the stars and tell why each is "perfect" for the part.
- 4. CORRESPOND WITH ANOTHER CHARACTER.** Pretend that you are one character in the book or article. Write a letter to another character or person to express your appreciation, respect or disappointment in your fellow character. Reference specific things the character did or said.
- 5. USE TWITTER TO SHARE YOUR THOUGHTS ABOUT THE BOOK.** Use Twitter to engage in a book or article debate with a classmate, friend or family member. Print the exchange.
- 6. WRITE A POEM.** Write a poem about one of the characters/people or some event in the novel or article.
- 7. WRITE A PHONE OR TEXT CONVERSATION BETWEEN TWO OF THE MAIN CHARACTERS.** Include an analysis of the conversation.
- 8. THE WRITTEN WORD VERSUS THE VIDEO.** Compare the book or article with the movie or television version of it. What aspects of the book or article have been altered for the visual performance and why? Do these alterations make the story "better"? Why or why not?
- 9. DESIGN A COMIC STRIP CREATING SOME NEW EVENT IN THE STORY.** Use an online comic strip creator or blank paper.
- 10. CREATE A MOSAIC OF QUOTES, THOUGHTS, IDEAS AND PICTURES RELATED TO THE BOOK OR ARTICLE.** If the mosaic is larger than 8X11, bring a picture of it to school.
- 11. DESIGN A FACEBOOK PROFILE FOR A CHARACTER IN YOUR BOOK OR ARTICLE.** Decide with whom your character would be friends and what he or she would list as interests, favorite quotations and website "likes."
- 12. ILLUSTRATE YOUR BOOK OR ARTICLE.** Draw and color 2-3 important parts of the book or article, then explain why each scene is important.
- 13. AUTHOR'S CHOICE - BOOK OR ARTICLE** Why did the author choose to write this book or article?

