

Quest to Learn School for digital kids

8th Grade Summer Challenge Missions

Calling all Q-dents...

This summer, we have a new challenge for our amazing 8th grade Q-dents! Please read over and complete **ALL THREE MISSIONS** described in this packet. Feel free to contact Rebecca and Dan if you have any questions. Send us an email: Rebecca (rrufo-tepper@q2l.org) or Dan (dokeefe@q2l.org).

Students should bring their projects with them on the first day of school.

MISSION #1: Civil War Investigation

There are two quests for Mission 1. Complete both and turn into your BSP teacher.

Quest 1 Instructions:

_____ **Step 1: Visit** and explore the website www.pbs.org/civilwar/war/

_____ **Step 2: Read** the background on the Civil War on the website.

_____ **Step 3: View** several Civil War images by clicking the "Images of the Civil War" button on the left side of the page.

_____ **Step 4: Select** THREE images that you find most interesting. **Print** these images out **OR** (if you can't print them) **write** down the title of the images and a short description of the image.

_____ **Step 5:** Write **two paragraphs** explaining

- 1) Why you picked these images
- 2) What you learned about the time period of the Civil War from them
- 3) What you think the point of view of the photographer was

Quest 2 Instructions:

_____ **Step 1: Select and Read ONE** of the following novels of your choice:

- *The River Between Us* by Richard Peck (ISBN 0-14-240310-5)
- *Shades of Gray* by Carolyn Reeder (ISBN 0-689-82696-6)
- *Soldier's Heart* by Gary Paulsen (ISBN 978-0-440-22838-7)

Parents and students may read the book aloud together.

Book descriptions may be found on page **3** of this packet.

_____ **Step 2: Complete** the questions on pages **4 to 5** of this packet.

MISSION #1: Book Descriptions-(Select One)

Option #1: The River Between Us by Richard Peck

From Booklist: _At the start of the Civil War two mysterious young women get off a boat in a small town in southern Illinois, and 15-year-old Tilly Pruitt's mother takes them in. Who are they? Is the darker-complexioned woman the other woman's slave? Tilly's twin brother, Noah, falls in love with one of them--rich, stylish, worldly Delphine, who shows Tilly a world of possibilities beyond her home. When Noah runs away to war, Tilly and Delphine go after him, find him in the horror of an army tent hospital, and bring him back; but their world is changed forever. Peck's spare writing has never been more eloquent than in this powerful mystery in which personal secrets drive the plot and reveal the history. True to Tilly's first-person narrative, each sentence is a scrappy, melancholy, wry evocation of character, time, and place, and only the character of Delphine's companion, Calinda, comes close to stereotype. A final historical note and a framing device--a grandson writing 50 years after the story takes place--make the reading even better, the revelations more astonishing. It's a riveting story that shows racism everywhere and young people facing war, not sure what side to be on or why. --*Hazel Rochman*

Option #2: Shades of Gray by Carolyn Reeder

From Publishers Weekly: The Civil War has left 12-year-old Will Page an orphan, and he is sent to his mother's relatives in the country in Virginia. Prepared to hate his uncle, a "coward" who refused to fight for either side, Will slowly comes to respect the man's position. And as he fits into the hardworking farm routine, the boy discovers, to his surprise, that physical labor (which his parents' slaves used to do) can be rewarding. Will's coming-of-age story revolves around overcoming his prejudices about Yankees and Confederates. Thoughtfully told, the novel captures the hardships that followed the last war fought on U.S. soil. But Will's maturation feels too carefully mapped out, leaving the impression of didactic lessons learned; he seems less a real person than an example of error rectified.

Option #3: Soldier's Heart by Gary Paulsen

From Amazon.com review: In spare, almost biblical prose, Gary Paulsen writes of the horrors of combat in a Civil War novella that puts a powerful, more contemporary spin on Stephen Crane's classic *The Red Badge of Courage*. Based on the life of a real boy, it tells the story of Charley Goddard, who lies his way into the Union Army at the age of 15. Charley has never been anywhere beyond Winona, Minnesota, and thinks war would be a great adventure. And it is--at first--as his regiment marches off through cheering crowds and pretty, flag-waving girls. But then comes the battle. Charley screams, "Make it stop now!" disbelieving that anything so horrible could be real. Paulsen is unsparing in the details of what actually happens on the battlefield: the living men suddenly blown into pieces, the agony and fear, the noise and terror, the stinking corpses. After many battles, Charley is wounded and sent home an old man before he is 20, his will to live destroyed by combat fatigue--leaving him with a "soldier's heart." Paulsen has received the Margaret A. Edwards Award, the ALAN Award, and several Newbery Honor awards for previous work, but this superb, small masterpiece transcends any of his earlier titles in its remarkable, memorable intensity and power. --*Patty Campbell*

MISSION #1: Quest 2 Questions

DIRECTIONS:

On the following pages you will find extended responses that are based on your summer reading selection. **TYPE** your answers to the questions.

QUESTION ONE

HISTORICAL DETAILS

AS YOU READ your book, compile a list of **historical details about the Civil War and life in the 1860s**. For example, you may record details about forms of transportation, technology, battles, clothing, food, entertainment, etc...

- You may use as many details as you want, but you must have a **minimum of 15 details** total.
- Please record the **page number** and write down the **sentence**.

Examples:

Food

1. "He took his bread and cold potatoes and chicken and left home walking down the road for Fort Snelling..." (p. 5).

Clothing (Soldiers)

1. "And the boys had thrown away their coats and blankets before they reached Donelson; but now the fort was taken, and supplies for the Confederates could no longer be brought in either by railroad or by river" (p. 64)
2. "They were issued new uniforms - heavy wool, proper blue, with black leather belting - and, more important, they were finally paid after nearly three months." (p. 41)

QUESTION TWO

CONFLICT

In every story the main character must face a conflict. There are two types of conflict:

- 1) *External* - A struggle with a force outside one's self.
- 2) *Internal* - A struggle within one's self; a person must make some decision, overcome pain, quiet their temper, resist an urge, etc.

Write a three paragraph response as follows:

- In **the first paragraph**, please describe the main conflict that the main character in your selected book faces (Tilly, Will, or Charley).
- In **the second paragraph**, please describe:
 - Is this an external or internal conflict?
 - How does the character resolve, or deal with, the conflict?
- In **the third paragraph**, please describe:
 - What does this conflict teach us about the time period of the Civil War?

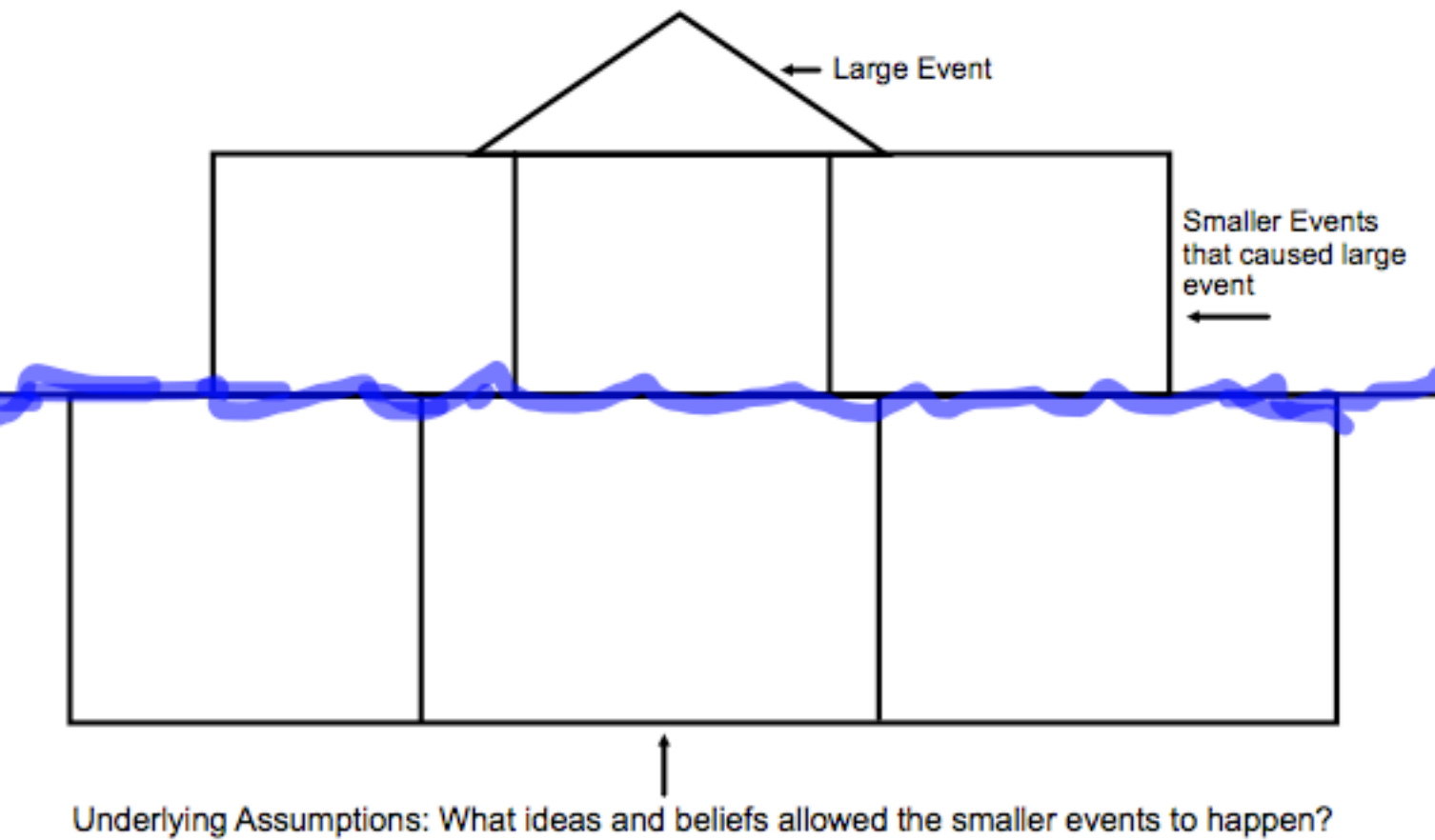
QUESTION THREE

SYSTEMS ANALYSIS

When looking at history, sometimes we focus too much on individual events instead of patterns and relationships. An iceberg diagram is a systems-thinking tool that we can use to look at not only the surface level of an event, but also the other events that may be hidden beneath the surface and lead to a larger event.

Please pick a big event that you learned about in your book and put it on the top of the iceberg diagram on the next page. Next, fill in the middle boxes (just above the "water" line) with the smaller events that you think played a part in leading up to this bigger event. Finally, fill in the bottom of the iceberg with the ideas and beliefs that people had during the time period that you think contributed to the events (small and large) occurring.

Iceberg Diagram



MISSION #2: Change Agents Continued...

There is one quest for Mission 2. Complete it and turn it in to your TWTW teacher.

For your final mission in TWTW7 this year you had to create a project to teach others about global climate change and, hopefully, make a positive change in people's behavior. For this Mission, we would like you to continue the work you started by sharing your project** with at least TEN people and documenting your results (see table on p. 8 to collect results).

Once you have shared your project, you should collect data at the end of the summer from as many people as you can on whether they changed their behavior.

Once you've collected your data, you should make bar graphs that present your results. Then, write a letter to your 8th grade TWTW teacher in which you:

1. Describe your change agents project
2. Explain what you did in your everyday life this summer to stop global climate change
3. Explain how you "spread the word" with your creative project
4. Include the bar graphs with your data results and explain your results.

Steps:

_____ **1: Share** your TWTW7 change agents mission with at least 10 people.

_____ **2: Document** your results on the table on p. 8 of this packet.

_____ **3: Make** bar graphs that present your results.

_____ **4: Write** a letter to your TWTW Grade 8 teacher that answers the four questions above and includes your graphs.

**note: If you no longer have your project, you can just share a description of your project with people and talk about it. You can also create a new project if you wish.

MISSION #2: Data Table

Names of people you showed project to	Did they agree to change their behavior? (yes/no)	Follow up several weeks later: did the person report a change in behavior? (yes/no)	Gender Male/ Female	Age
<u>1.</u>				
<u>2.</u>				
<u>3.</u>				
<u>4.</u>				
<u>5.</u>				
<u>6.</u>				
<u>7.</u>				
<u>8.</u>				
<u>9.</u>				
<u>10.</u>				
<u>11.</u>				
<u>12.</u>				
<u>13.</u>				

Mission #3: Poison and Poker

Quest 1: Poison

In Codeworlds this past year you played the game of Poison. The rules were simple. There is a pile of normal blocks and 1 poison block. Each player must take 1 or 2 blocks on their turn, and the goal is to leave your opponent with the Poison.

A) Regular Poison

Play poison several times with your family or friends. You can use anything for the blocks. **Then answer the following questions.**

1. If there are 3 blocks, plus a Poison, and it is your turn.

- Does this make you happy?
- How many blocks would you take (1 or 2)?
- Why?

2. If there are 4 blocks, plus a Poison, and it is your turn.

- Does this make you happy?
- How many blocks would you take (1 or 2)?
- Why?

3. If there are 6 blocks, plus a Poison, and it is your turn.

- Does this make you happy?
- How many blocks would you take (1 or 2)?
- Why?

4. If there are 9 blocks, plus a Poison, and it is your turn.

- Does this make you happy?
- How many blocks would you take (1 or 2)?
- Why?

5. If there are 11 blocks, plus a Poison, and it is your turn.

- Does this make you happy?
- How many blocks would you take (1 or 2)?
- Why?

6. If there are 10 blocks, plus a Poison, and we are about to play each other, would you like to go first or second?

- Why?

B) Modding Poison

The game of Poison can be modded, of course. *What if you could take up to 3 blocks at a time on your turn?* First of all, **what would you call this game?** (make up a name)

Next, **answer the following questions about the modded game.** *Remember, you can now take up to 3 blocks at a time.*

1. If there are 6 blocks, plus a Poison, and it is your turn.

- Does this make you happy?
- How many blocks would you take (1 or 2?)
- Why? (*Sentences, please*)

2. If there are 8 blocks, plus a Poison, and we are about to play each other, would you like to go first or second?

- Why? (*Sentences, please*)

Quest 2: Poker Hands

You're going to be thinking about some Poker problems. There are many different versions of Poker, but you don't need to know anything about them to answer the questions below-- except for two things: **1)** the cards in a normal deck, and **2)** the Poker hands.


What's in a deck:

There are 4 suits (Clubs, Diamonds, Hearts, and Spades).

There are 13 cards in each suit (2,3,4,5,6,7,8,9,10,Jack,Queen,King,Ace).

Therefore, there are 52 cards in the entire deck (4 times 13).

We will sometimes be abbreviating with different letters for the suits:

C=Clubs	
D=Diamonds	
H=Hearts	
S=Spades	

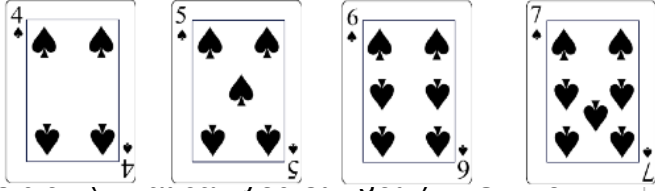
The hands:

In Poker, everything is based on a 5 card hand. The best possible hand is a straight flush (woohoo!). The worst possible hand is "nothin" (boohoo...). Here's the full list, with examples:

<i>Worst</i>	<i>Examples</i>	<i>Details</i>
1 Pair	(3H, 2S, JackD, 3C, KingS)	[A pair of 3s]
2 Pair	(3D, 3S, JackC, QueenS, QueenH)	[2 pair, 3s and Queens]
3 of a Kind	(7D, 7H, KingC, AceS, 7S)	[Three 7s]
Straight	(8S, 9D, 10C, JackC, QueenC)	[All in a row. Suit doesn't matter.]
Flush	(4H, 3H, 10H, 2H, 7H)	[All the same suit--hearts]
Full House	(2H, 2D, 5D, 2S, 5C)	[Three 5s and two 2s]
4 of a Kind	(5D, 5C, 5S, JackD, 5H)	[Four 5s]
Straight Flush	(6H, 7H, 8H, 9H, 10H)	[All in a row, all the same suit]
<i>Best</i>		

1st Poker Problem

Let's say you are randomly dealt these 4 cards. Pretty neat. 1 more card will be dealt, to give you a five-card hand.



1. Which poker hands are still possible? Which are impossible at this point? **List them.**

Possible:

Impossible:

2. Choose one of the hands that are still possible and **estimate the probability that you will get it.** Your estimate should be a percentage.

Estimated Probability (%) of getting a _____ : _____

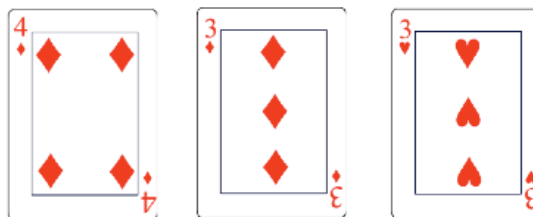
How did you arrive at your estimate?

3. Which hand do you think is most likely at this point? Why?

4. Rank the possible hands from *most likely* to *least likely* at this point, and explain your decisions. Currently impossible hands should be equally unlikely. Nothin is nothin is nothin:) Feel free to use the back of the page.

2nd Poker Problem

Let's say you are randomly dealt these 3 cards. 2 more cards will be dealt, to give you a five-card hand.



1. Which poker hands are still possible? (What can you still get?). **List them.** Which are impossible at this point? **List them.**

Possible:

Impossible:

2. Choose one of the hands that are still possible and **estimate the probability that you will get it.** Your estimate should be a percentage.

Estimated Probability (%) of getting a _____ : _____

How did you arrive at your estimate?

2. Which hand do you think is most likely? Why?

3. Rank the possible hands from *most likely* to *least likely* at this point, and explain your decisions. Currently impossible hands should be equally unlikely. Nothin is nothin is nothin:) Feel free to use the back of the page.

Quest 3: Card Game Mod

Normal Card Game

Think of a card game that you already know how to play. (Cribbage, Go Fish, Crazy Eights, Spades, Hearts, Texas Hold 'Em, Five Card Draw, Gin, Spit, Uno, etc.) If you don't know any card games, look up the rules for either Go Fish or Crazy 8s. Those two games are pretty simple to learn. *(If you google "rules of card games", the first search result is very helpful.)*

Write a short letter to a friend or family member who has never played the game before, explaining the rules. **Provide an example situation** from the game that makes some rules and basic strategy clear. Definitely **use images/drawings** of the cards to make your example clearer.

Modding

Choose at least one thing to change about the card game. **Describe your mod.**

Write about your choice.

- Why did you make your choice?
- How do you think it might improve the game?
- Is there any way in which it might make the game worse?

Playtest your game with a friend or 2. During and after you have played, **collect feedback** from the person(s), and **answer the following questions:**

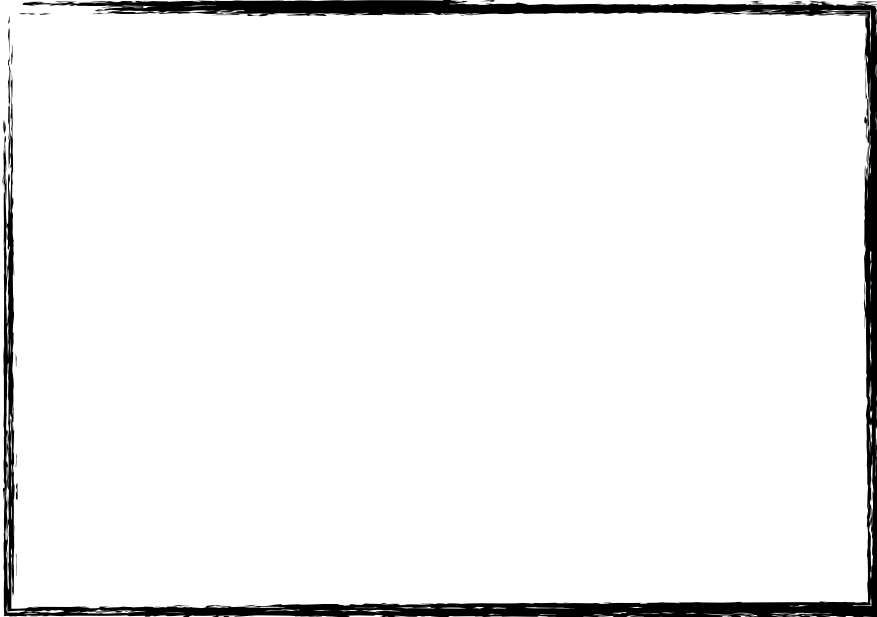
- Had they played the original game before? Did they like your mod?
- What effects did the new rules have on gameplay?
- Do you prefer the original game or do you prefer your mod? Why?

Based on the feedback, would you mod the game differently, or would you keep your mod? Why or why not?

Optional -- Pearls Before Swine

Go to <http://www.transience.com.au/pearl.html> (requires Flash). **See if you can beat him.** (BTW there is also an iphone app if you like the game and happen to be around an iphone).

Draw the game setup here:



Play the same game against someone else (That computer dude is too good-- and too mean). You can use anything for the pearls.

See if you can come up with one or more basic strategies. Write it down. (You may use diagrams, or sentences, or both).