



2017 Summer Reading Grade 7

Summer Reading Purpose Statement

Literacy involves reading, writing, speaking, listening and thinking. As we prepare our students for the skills needed to be successful in the 21st Century, it is important that we provide opportunities for our students to engage in the activities that will help to build this literacy skill set. Reading over the summer is a good way to practice English and prepare to participate in a shared literacy community in the fall.

Middle School Summer Reading Requirements

- ♣ Each student **reads 2 books** during the summer
- ♣ One book is chosen from the Grade 7 list. Each selection is conducive to making connections with curriculum and provides depth and understanding for a variety of class discussions throughout the year
- ♣ An additional book is chosen by the student to read and the student should be prepared to share with classmates in the fall

By asking students to read over the summer, we believe that we can help to develop a lifelong habit of reading.

Student Assignment

1. Review the book summaries for each title
2. Select one book from the Grade 7 list
3. Write your answers to the guiding questions and bring the answers to school in the fall
4. Select another book of your choice to read that is of an appropriate topic and reading level
5. Have your parents sign the attached permission form approving the title and completion of the independent book choice. Return the permission form in the fall.
6. Be prepared to write about and discuss your summer reading in the fall

Students should be prepared to take part in organized response and classroom work with summer reading books immediately upon return to school in the fall. Any assessment will count for no more than 10% of the student's first quarter grade.

Your teacher may provide information about book sales before the end of school.

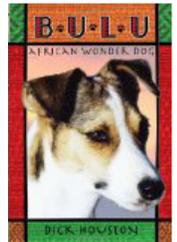
Grade 7 Summer Reading List

There is additional information and questions about each book on the following pages.



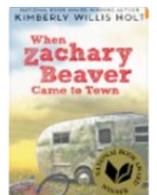
Elephant Run
By Roland Smith

Bulu: African Wonder Dog
By Dick Houston



Deadly
By Julie Chibbaro

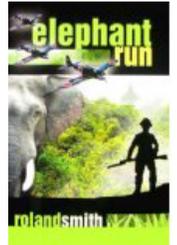
When Zachary Beaver Came to Town
By Kimberly Willis Holt



2017 Summer Reading Grade 7

***Elephant Run* by Roland Smith**

ISBN: 978-1423104018



Summary: (Adapted from back cover)

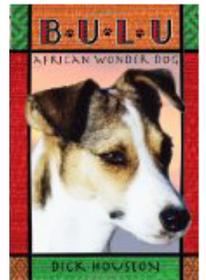
At the height of the London blitz in 1941, bombs are being dropped from the night sky, blanketing the city of London. When fourteen-year-old Nick Freestone's home is demolished, his mother decides the situation in England has grown too unstable. Nick will be safer, his mother hopes, living with his father in Burma on the family's teak plantation. Nick arrives at the plantation eager to learn about the timber elephants raised and trained there, and to spend time with his father. But before he can settle in, trouble erupts in the remote Burmese village. Japanese soldiers invade, and Nick's father is taken prisoner. Nick is stranded, forced to work as a servant for the new rulers. As life in the village grows more dangerous for Nick and his friend Mya, they plan a daring escape through the jungles of Burma, determined to rescue their families. But to succeed, they will have not only the threat of enemy soldiers, but also the dangers of their journey through the wilderness.

Questions:

1. If you were in a situation like Nick, how would you react to the Japanese soldiers invading the plantation and taking your father prisoner? What would be your reaction to working as a servant for the new rulers and the things they expect you to do? Explain.
2. How would you describe Nick's relationship with Mya? How does their relationship change throughout the book? Use evidence from the text to support your thinking.
3. What would be the hardest part for you if you were living through this situation? What were Nick's days like as a captive of the Japanese?
4. What major role did the elephants play in the story? Provide evidence from the text to support your thinking.

***Bulu: African Wonder Dog* by Dick Houston**

ISBN: 978-0375847240



Summary: (From Booklist)

In the Nyanja language, bulu means "wild dog", and that's what Steve and Anna Tolan named the beloved little Jack Russell mix they adopted. disregarding warnings about the dangers of raising a dog in the bush, the Tolans moved from England to rural Zambia to fulfill their lifelong dream of setting up an animal rescue and conservation center. What they never imagined were the incredible bonds Bulu would create, and the roller-coaster adventure of his life in the wild. He nursed and protected other animals in their care and had amazing radar to sense when dangerous predators were close. On various occasions his wanderlust led him directly into confrontations with attacking lions and a spitting cobra, in which he barely escaped with his life, Bulu's energy, high spirits, and loyalty to his masters make the book read like a praise song to dogs. Houston's account is an animal-lover's delight, complete with the action-adventure of surviving the bush, fighting poachers, and spreading a message of conservation.

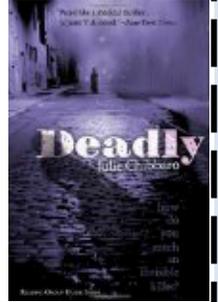
Questions:

1. Bulu is curious and becomes "a problem" on walks in the bush. Eventually, the Tolans come to appreciate Bulu's curious nature and realize he is being protective. Give at least 3 examples from the text that support Bulu's personality.
2. The Tolans create the Chipembele Wildlife Education Center to teach children how to conserve Luanguwa's fragile resources and wild animals. They also want to teach how communities use or abuse a natural resource - water, trees, soil, wildlife. In your opinion, how do we impact our environment here in Dublin? Do you think we can make a difference in preserving the world? Why or why not? Support your response with evidence from the text.
3. Steve Tolan states, "Maybe a bit strange, but, by golly, Bulu, we're a family." He also comments, "Families aren't so much about blood. They're about heart." After reading about Bulu, do you agree or disagree? Support your response.

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***Deadly* by Julie Chibbaro**

ISBN: 978-0689857393



Summary: (Adapted from Amazon.com)

If Prudence Galewski is ever going to get out of Mrs. Browning's esteemed School for Girls, she must demonstrate her refinement and charm by securing a job appropriate for a young lady. But Prudence isn't like the other girls. She is fascinated by how the human body works and why it fails.

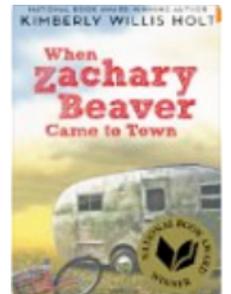
With a stroke of luck, she lands a position in a laboratory, where she is swept into an investigation of the fever bound to change medical history. Prudence quickly learns that an inquiry of this proportion is not confined to the lab. From ritzy mansions to ... rundown tenements, she explores every potential cause of the disease. But there's no answer in sight—until the volatile Mary Mallon emerges. Dubbed “Typhoid Mary” by the press, Mary is an Irish immigrant who has worked as a cook in every home the fever has ravaged. Strangely, though, she hasn't been sick a day in her life. Is the accusation against her an act of discrimination? Or is she the first clue in a new scientific discovery? Prudence is determined to find out. In a time when science is for men, she'll have to prove to the city, and to herself, that she can help solve one of the greatest medical mysteries of the twentieth century.

Questions:

1. Throughout the story, we are exposed to many stereotypes of women during the time period. How do you see Prudence working to break those stereotypes? How does her search in finding a “job that's meaningful” unfold? Explain.
2. Mary Mallon is a disease “carrier” and becomes known as “Typhoid Mary.” Was she a villain, a victim, or both? Explain using text evidence to support your thinking.
3. Characters often change and grow in response to challenges they face. What challenges did Prudence face and how do they change her? Support your response with evidence from the text.

***When Zachary Beaver Came to Town* by Kimberly Willis Holt**

ISBN: 978-0312632120



Summary:

Summer in the tiny Texas town of Antler is traditionally a time for enjoying Wylie Womack's Bahama Mama snow cones and racking up the pins at Kelly's Bowl-a-Rama, but this year it's not going well for Toby Wilson. His 13-year-old heart has been broken twice: once by his mother, who left him and his father to become a country stinger in Nashville, and then again by his crush Scarlett Stalling, the town beauty who barely acknowledges Toby's existence. But when Zachary Beaver, “The world's Fattest Boy,” comes to Antler as part of a traveling sideshow, Toby begins to realize that there might just be people who have it worse than him. By reaching out to Zachary in small ways - such as helping him realize his lifelong dream of being baptized - Toby is better able to put his own problems into perspective. At the baptism, Toby finally feels at peace: “Zachary smiles and I wonder if he's feeling different. Because standing here waist deep in Gossimer Lake.... I'm feeling different - light and good and maybe even holy.” By summer's end Toby's friendship with Zachary has provided him with the emotional stamina to begin dealing with his mother's decision and to gracefully accept the fact that Scarlett will forever be just beyond his reach.

Questions:

1. How is Toby's family different from Cal's family? How are Toby's parents different from each other?
2. Why does Toby think that standing up for Zachary Beaver is different from fighting for himself?
3. What has Toby learned from the summer he met Zachary Beaver? Support your response with evidence from the text.
4. What elements do you feel are important in a friend?



Independent summer Reading Parent/Guardian Permission Form

All Dublin Middle School Language Arts students are required to read a book of their choice over the summer as part of our summer reading program. This book may be fiction or nonfiction, classic or contemporary, serious or funny.

We would like students to consider books that will be appropriate for a school setting and sufficiently challenging in terms of reading level. Students will have an opportunity to share this summer read with other students in the class during the first week of school.

All students are expected to bring this permission form to their English teachers on the first day of school.

Please print.

Student's name: _____

Title of the Book: _____

Author: _____

I have reviewed my student's Independent Choice Book and have determined that it is appropriate for my child's middle school Language Arts classroom and this assignment. I can verify that my child has completed the reading of this book.

Signature of the Student: _____ Date: _____

Signature of the Parent/Guardian: _____ Date: _____