

## SUMMER READING LIST 2009 - Grade 7 and Grade 8

\*\*\*Students entering **grades 7-8** are **required** to read at least two books. All students will read ***Three Cups of Tea*** (assignment follows the choice book list below) and one other book from the following list. Unlike in previous years, we are limiting book choices to this list. See attached assignment guidelines for response activities for the CHOICE book. The assignment is also available for download at Mr. Gallo's website (<http://mr.gallo.tripod.com>).

### REQUIRED READING - All students must read and respond to this book:

Mortenson, Greg and Relin, David Oliver. ***Three Cups of Tea: One Man's Journey to Change the World...One Child at a Time*** (*The Young Reader's Edition*). Penguin Group, 2009.

### **PLUS**

### CHOOSE ONE BOOK FROM THE FOLLOWING LIST:

Ayer, Eleanor. ***Parallel Journeys***. Simon & Schuster, 2002. Growing up in Germany in the 1930s, Alfons Heck was a Nazi, Helen Waterford a Jew. In alternate chapters, the two describe what it was like on opposite sides of the Holocaust.

Bloor, Edward. ***Tangerine***. Harcourt, 1997. Twelve-year-old Paul's family revolves around his football-hero brother, and fails to notice Paul as he fights for the right to play soccer after his bad eyesight disqualified him.

Budhos, Marina. ***Ask Me No Questions***. Atheneum, 2006. After September 11th, 2001, Nadira's Bangladesh family, living in New York City, become extremely anxious when their visas expire, leading to a series of actions and reactions that bring terror and sorrow.

Chima, Cinda Williams. ***The Wizard Heir***. Hyperion, 2007. Sixteen-year-old Seph McCauley is sent to the Havens, a boys' school in Maine, after being kicked out of several private schools for his untrained magical powers; but his headmaster, Gregory Leicester, has his own mysterious agenda when he agrees to help Seph channel his magic.

Cisneros, Sandra. ***The House on Mango Street***. Vintage Books, 1991. Here is Sandra Cisneros's greatly admired and best-selling novel of a young girl growing up in the Latino section of Chicago. Acclaimed by critics, beloved by children and their parents and grandparents, taught everywhere from inner-city grade schools to universities across the country, and translated all over the world, "The House on Mango Street" has entered the canon of coming-of-age classics even as it depicts a new American landscape.

Denenberg, Barry. ***Stealing Home***. Sagebrush Education Resources, 1990. Jackie Robinson was a great athlete, but his destiny went far beyond the baseball diamond. As the first black man to play in the all-white baseball leagues, he was a symbol of courage, hope, and unity for all black and white Americans, and for people throughout the world. A fresh new biography of an American hero.

Dumas, Alexandre. ***The Three Musketeers***. First published 1844. Young d'Artagnan comes to Paris to join the Musketeers; there he and his new friends Athos, Porthos, and Aramis, serve King Louis XIV and try to foil the evil plots of Cardinal Richelieu with lots of swordplay.

Draper, Sharon M. *Fire from the Rock*. Penguin, 2007. In 1957, honor student Sylvia Patterson is thrilled to be chosen to be among the first African American students to attend the all-white Central High School in Little Rock Arkansas, but threats of violence by racist mobs cause Sylvia to reconsider.

Gallo, Donald. *First Crossing: Stories about Teen Immigrants*. Candlewick, 2004 Short fiction stories highlight the extreme challenges often faced by many teen immigrants in America. Contributors are prominent authors of young-adult literature, including Pam Muñoz Ryan, Lensey Namioka, David Lubar, and Elsa Marston.

Grimes, Nikki. *The Road to Paris*. Putnam, 2006. Inconsolable at being separated from her older brother, eight-year-old Paris is apprehensive about her new foster family but just as she learns to trust them, she faces a life-changing decision.

Haddix, Margaret Peterson. *Uprising*. Simon & Schuster, 2007. Newly arrived in New York from Italy in 1911, Bella gets a job at the Triangle Shirtwaist Factory working long hours under terrible conditions alongside hundreds of other immigrants. When a spark ignites a bit of cloth, the factory becomes engulfed in flames.

Hatch, Robert. *The Hero Project: 2 Teens, 1 Notebook, 13 Extraordinary interviews*. McGraw-Hill, 2005. Brothers Robert and William Hatch embarked on an ambitious project of interviewing their modern-day heroes, asking them, "How have you made America a better place?" Interviewees include Lance Armstrong, Yo-Yo Ma, Jackie Chan, Madeleine L'Engle, and Archbishop Desmond Tutu.

Hesse, Karen. *Witness*. Scholastic, 2003. Hesse uses poetry and 11 character voices to tell the story of the Ku Klux Klan's infiltration of a small town in Vermont.

Hughes, Dean. *Soldier Boys*. Atheneum, 2001. Two boys, one German and one American, are eager to join their respective armies during World War II, and their paths cross at the Battle of the Bulge.

Keyes, Daniel. *Flowers for Algernon*. Houghton Mifflin Harcourt, 2005. With more than five million copies sold, *Flowers for Algernon* is the beloved, classic story of a mentally disabled man whose experimental quest for intelligence mirrors that of Algernon, an extraordinary lab mouse. In poignant diary entries, Charlie tells how a brain operation increases his IQ and changes his life. As the experimental procedure takes effect, Charlie's intelligence expands until it surpasses that of the doctors who engineered his metamorphosis. The experiment seems to be a scientific breakthrough of paramount importance--until Algernon begins his sudden, unexpected deterioration. Will the same happen to Charlie?

Konigsburg, E.L. *The View From Saturday*. Thorndike Press, 2000. Four children are joined together by Mrs. Olinski to form a team, "The Souls," to compete in the academic bowl. We meet them as we hear the questions they are given in the finals, and discover their relationship to each other. As the four stories proceed, the teacher begins to understand why these four were selected and how they support each other and earn the respect of the other students

Levine, Gail Carson. *Fairest*. Harper Collins, 2006. Aza, who is not the fairest, is valued for her beautiful singing voice in this fairy tale that include gnomes, magic mirrors and a bumbling good fairy, Lucinda.

Hunt, Irene. *No Promises in the Wind*. Penguin Group, 1984. A young man struggles to find a life for himself in the turbulent depression of the 1930s.

Levitin, Sonia. *Journey to America*. Simon & Schuster, 1987. A Jewish family fleeing Nazi Germany in 1938 endures innumerable separations before they are once again reunited.

Lipsyte, Robert. *The Contender*. HarperCollins, 1987. Alfred Brooks is scared. He's a highschool dropout and his grocery store job is leading nowhere. His best friend is sinking further and further into drug addiction. Some street kids are after him for something he didn't even do. So Alfred begins going to Donatelli's Gym, a boxing club in Harlem that has trained champions. There he learns it's the effort, not the win, that makes the man -- that last desperate struggle to get back on your feet when you thought you were down for the count.

Lowry, Lois. *The Giver*. Houghton Mifflin Harcourt, 1993. Jonas's world is perfect. Everything is under control. There is no war or fear of pain. There are no choices. Every person is assigned a role in the community. When Jonas turns 12 he is singled out to receive special training from The Giver. The Giver alone holds the memories of the true pain and pleasure of life. Now, it is time for Jonas to receive the truth. There is no turning back.

Lupica, Mike. *Heat*. Philomel Books, 2006. Pitching prodigy Michael Arroyo is on the run from social services after being banned from playing Little League baseball. Rival coaches doubt he is only twelve years old, but he has no parents to offer them proof.

Peck, Robert Newton. *A Day No Pigs Would Die*. Random House Sprinter Books, 1994. Robert Newton Peck's novel about Vermont farm boyhood has become a celebrated classic, captivating readers year after year with its quiet humor and poignant drama. It is the timeless story of one Shaker boy and his beloved pet pig and the joys and hardships that mark his passage into manhood.

Paolini, Christopher. *Eragon*. Random House, 2003. In Alagaësia, a fifteen-year-old boy of unknown lineage finds a mysterious stone that weaves his life into an intricate tapestry of destiny, magic, and power, peopled with dragons, elves, and monsters. Series

Perez, N.A. *Breaker*. University of Pittsburgh Press, 2002. After his father's death, 14-year-old Pat is forced to go to work in the coal mines that dominate his Pennsylvania town and becomes involved in the big mine worker's strike of 1902.

Richter, Hans Peter. *Friedrich*. Penguin Group, 1987. A young German boy recounts the fate of his best friend, a Jew, during the Nazi regime.

Scieszka, Jon, ed. *Guys Write for Guys Read*. Viking, 2005. This collection of short stories, drawings, comics, poems, and memoirs from well-known writers of "guy" fiction, written by boys, for boys includes pieces by Daniel Pinkwater, Neil Gaiman, Will Hobbs, Stephen King, Gary Paulsen, and others.

Schmidt, Gary. *Lizzie Bright and the Buckminster Boy*. Random House, 2006. Based on true events from 1912 off the coast of Maine, this novel explores the friendship between Lizzie Bright Griffin and Turner Buckminster, the minister's son. With humor and compassion, Schmidt reveals the prejudice and self-righteousness which make the town's elders believe that displacing a community of former slaves and other "undesirables" is justified.

Stolz, Mary. *Ivy Larkin*. Harcourt Children's Books, 1986. In New York City during the Depression, 14-year-old Ivy tries to cope with feelings of not belonging in her elegant private school and with her father's losing his job.

Taylor, Mildred. *Roll of Thunder, Hear My Cry*. Penguin Group, 2002. Owning their own land is vitally important to Cassie Logan's family, giving them courage, pride and dignity. Nightriders, cross burnings, and humiliation by a white girl just because she is black show Cassie the strength of her family and its ties in a time when black families and the injustices against them are invisible to the rest of society.

Taylor, Theodore. *The Cay*. Random House Children's Books, 2002. Philip, an adolescent white boy who is blinded in a torpedo attack at sea during World War II, acquires a new type of vision, courage, and love when he is stranded on a tiny Caribbean island with Timothy, a kind, elderly black man.

Vande Velde, Vivian. *Remembering Raquel*. Harcourt, 2007. Suicide or accident? The life of Raquel Falcone, an unpopular, overweight high school freshman, is recalled by classmates, her parents, and the driver who struck and killed her as she walked home from an animated film festival.

Verne, Jules. *20,000 Leagues Under the Sea*. First published 1869. This is a nineteenth-century science fiction tale of an electric submarine, its eccentric captain, and undersea world, which anticipated many of the scientific achievements of the twentieth century.

Yee, Paul. *Dead Man's Gold and Other Stories*. Groundwood Books, 2004. These original stories blend folklore and legend with contemporary settings to create a realistic portrait of the Chinese immigrant experience. From poor villagers seeking to better their lives in the 1850s to families escaping Mao's Cultural Revolution in the 1970s, these tales describe the strength of a people in a strange new land.

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

TCCS 7/8 Language Arts  
Summer Reading Assignment- Three Cups of Tea

Please answer **ALL** questions using **COMPLETE** sentences. Be sure to focus on using correct grammar and punctuation. This assignment will be due in class on **Wednesday, September 9**.

Chapters 1-3

1. Who assists Mortenson on his way to Korphe?

\_\_\_\_\_

\_\_\_\_\_

2. What does Mortenson drink for nourishment?\_\_\_\_\_

\_\_\_\_\_

Chapters 4-5

1. How does Mortenson raise money for the school? Is he successful?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. What roles do Kishwar Syed and Jean Hoerni play in Mortenson's fundraising?\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Chapters 6-9

1. Describe how Mortenson feels before a branch of a poplar tree "smacked him in the face". How do these feelings compare to his feelings toward the end of the chapter?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. What new obstacle does Mortenson face in this chapter?\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Chapters 10-13

1. Why does Mortenson enlist George McCown to help pay those who were working on the bridge?

---

---

---

2. Why does Mortenson consider Haji Ali to be the 'wisest man he ever met?'

---

---

---

Chapters 14-18

1. List two details from this chapter that reveal that Jean Hoerni is proud of his role in the CAI.

---

---

---

2. List at least 3 reasons why there is a need for a water pump in Skardu.

---

---

---

Chapters 19-22

1. What does Haji Ali mean when he tells Mortenson to 'listen to the wind'?

---

---

---

2. What evidence is revealed that demonstrates that the schools are improving the lives of the students who attend them?

---

---

---

TCCS 7/8 Language Arts  
Mr. Gallo

## 2009 Summer Reading Book Report and Review Assignment

As indicated on your book list, all students are required to read two books over the summer. For **Three Cups of Tea**, students need to complete the attached reading comprehension questions as they read the book. For the second book that is chosen from the list, students will be required to write a book report / review. This second assignment needs to be completed online and is due **before Thursday, September 10**. If you are unable to access the internet from home, you are encouraged to visit a friend, relative, or the free public library to complete the assignment.

Please visit <http://tinyurl.com/summer2009bookreport-mrgallo> to complete this assignment. You will also find a link to the assignment (and a downloadable copy of this assignment and rubric) at my website: <http://mr.gallo.tripod.com>.

When you visit the assignment URL, you will be required to write the following:

**SETTING:** In most stories, the reader can tell where and when the story occurs. In at least one complete paragraph, describe where and when the story occurs and note any special or unusual features of the time or place. Be sure to mention the setting's relation to the plot, theme, and/or character actions.

**CHARACTERS:** Most stories have a main character and one or two others who are particularly important. Choose two or more important characters from this book and describe them in a complete paragraph for each of them. What do they look like? How do they act? What makes them special? What else is important about them? In your writing, be sure to compare these characters, while describing their relationship to one another.

**SUMMARY:** In at least three paragraphs, briefly summarize the book without re-telling the entire story. Be sure to mention key points and any twists that occurred. What happened at the beginning, middle, and end? If the book you read is non-fiction, please also share five or more new and interesting facts that you have learned about the subject.

**REVIEW:** On a scale of one to ten, how would you compare this book to others you have read? In a complete paragraph, say why you liked or disliked this book. Be as specific as you can and provide details to back up your point.

**OTHER WORKS:** Use the Internet or library to locate and list at least three other titles that were written by the same author that wrote the book that you read. If your author has no other published works, please note that.

**Please Note:** As all aspects of the assignment need to be submitted at the same time, it is suggested that students write or type their responses before visiting the assignment URL (<http://tinyurl.com/summer2009bookreport-mrgallo>). Students may then retype or paste their responses into the fields at the site.

If you have any questions or concerns, please be sure to e-mail me at [mrgallotccs@gmail.com](mailto:mrgallotccs@gmail.com) BEFORE the school year begins. Have a safe, fun, and literature-filled summer!

**-Mr. Gallo**

**BOOK REPORTS WILL BE GRADED BASED ON THE FOLLOWING RUBRIC:**

**Mr. Gallo's Book Report Rubric**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Your Score</b>
Setting	Incomplete or inaccurate description of setting	Adequate description of setting, but no apparent sense of its relation to events and/or characters	Description of setting with basic sense of its relation to events and/or character motivations	Thorough description of setting and its relation to the plot, theme, and/or character actions	
Characters	Incomplete description of main characters	Adequate description of main characters, but no sense of character comparison	Descriptions of main characters including some character comparison	Complete descriptions of main characters and full comparative analysis	
Summary	Inaccurate plot summary	Incomplete plot summary or re-telling of entire story	Adequate plot summary without drawing attention toward significant events	Complete plot summary with attention focused on significant events	
Review	Incomplete or missing section	Brief opinion with no supporting details or comparisons	Expresses opinion with less than 3 supporting details and shows some form of comparison.	Expresses distinct opinion and offers 3 supporting details. Demonstrates comparison scale in relation to other books read.	
Other Works	No works or incorrect / invalid works listed	One other work listed	Two other works listed	Three or more other works listed	
Originality	Report displays no evidence of original thought	Basic information and plot summary with little or no evidence of new insight	Report demonstrates a clear understanding of the book's content and offers some original insight	Evidence of high level reading comprehension is demonstrated through telling description, originality and fresh insight	
Writing Mechanics	Frequent errors in spelling, grammar, and punctuation	Errors in grammar and punctuation, but spelling has been proofread	Occasional grammatical errors and questionable word choice	Nearly error-free which reflects clear understanding and thorough proofreading	