



2019 Summer Reading Guides

Rising Seventh Grade

The following study guide and questions offer suggestions which should help you in your understanding of the Summer Reading selections. Plan to take some notes as you read so that, even if you read the books early in the summer, you will have some material to review before the test or essay on each book.

Tips for reading all Summer Reading selections:

1. Read the study guide questions before you begin reading the book so you will know what to think about and look for while you are reading.
2. Have a pen or pencil ready to jot down notes.
3. Using a highlighter is good for marking the important passages and ideas in the book.
4. Write notes and questions to yourself in the margins of the book.
5. Look up meanings of words you do not know.
6. Use an encyclopedia or atlas to help you think about the setting and context of the book.
7. Read the front and back covers of the book and read the preface or introduction.
8. Reread a passage or chapter if you need to.
9. Discuss the book with others who are also reading it; discuss the study guide questions as well.
10. Keep a list of the questions that you have as you read the book; write down the page numbers about which you have questions. These questions may be asked the first day of the class in the fall.
11. Think especially carefully about the ending of the book; it usually has enormous clues about the major themes or ideas of the book.
12. Enjoy reading the book.

Seventh Grade North Carolina History — Required

Serafina and the Black Cloak by Robert Beatty

ISBN: 9781484709016

Part 1: Novel Analysis

Directions: Answer in complete sentences/paragraphs.

1. Where do Serafina and her father live? What is her father's job?
2. What happens to the little girl? What do we learn her name is?
3. What is Serafina's back story?
4. What happens to Braeden and Serafina in the woods?
5. What did Serafina find in the woods? How did she find her way home?
6. What did Mr. Thorne call Mr. Rostonov and why was that unusual?
7. Describe Serafina's theory about who the Black Cloak man is and her evidence.
8. What was Serafina's plan to get the Black Cloak Man? Who did it turn out to be?

9. What happened with the lioness and after in the clearing? What happened when the cloak was destroyed?
10. What did Serafina find out about her mother?
11. What happened to Serafina in the end?

Part 2: Character in a Bag Assignment

Objective: Student will accurately describe and explain the significance of a character from the novel *Serafina and the Black Cloak*.

Project Instructions:

1. Explore and research a character from the novel using the attached character profile worksheet.
2. Create a minimum of 10 replica artifacts to be put in your brown bag for presentation to the class.
3. Give a short speech to the class while presenting the material (documents/artifacts) from the bag.
4. Decorate the bag symbolizing the character.
5. Submit a 5 question quiz adequately covering the material presented.

Presentation audience expectations: Students should take notes or inquire about the character in order to prepare for the assessment that follows all presentations.

CHARACTER PROFILE

WHAT DOES YOUR CHARACTER DO TO SHOW HIS PERSONALITY?

WHAT DOES YOUR CHARACTER LOOK LIKE ON THE OUTSIDE?

NAME

CHARACTER TRAITS

WHAT DOES YOUR CHARACTER SAY TO SHOW HIS PERSONALITY?

HOW DOES YOUR CHARACTER CHANGE, OR WHAT LESSON DOES YOUR CHARACTER LEARN?

The worksheet features a central stick figure with a large circular head, a simple body, and two arms. The figure is enclosed within a dashed-line border. A vertical line extends from the top of the head to the first question. A diagonal line extends from the top of the head to the right side of the head. The figure's arms are extended horizontally, each ending in a small circle. The text prompts are placed around the figure: two at the top, one on the head, one on the chest, one on the left arm, and one on the right arm.

Seventh Grade English (College Preparatory)—Choose 1

07 English College-Prep: CHOOSE ONE

Summer Assignment: In addition to completing the three discussion questions for the book you choose, please choose a character in your chosen book and complete ONE of the following projects:

1. Create a smash book that reflects your character's personality and life. Complete at least 5 pages. (A smash book, unlike a tradition journal or scrapbook, encourages the user to add or manipulate the pages or images they use in non-traditional forms. (See <https://www.wikihow.com/Make-a-Smash-Book>).
2. Create an illustrated timeline (on posterboard). Illustrations need to be detailed and the timeline must include at least 10 scenes.

Dealing with Dragons by Patricia C. Wrede

Meet Princess Cimorene—a princess who refuses to be proper. She is everything a princess is not supposed to be: headstrong, tomboyish, smart...

And bored.

So bored that she runs away to live with a dragon. And not just any dragon, but Kazul—one of the most powerful and dangerous dragons arounds. Of course, Cimorene has a way of hooking up with dangerous characters, and soon she's coping with a witch, a jinn, a death-dealing talking bird, a stone prince, and some very oily wizards.

Discussion Questions: Please complete these and bring them to class by the end of the first week of school:

1. In what ways is this book similar to a traditional fairy tale? In what ways is it different?
2. What do you think is the most important lesson Cimorene learns?
3. Why do you think the author chose to write the book this way, instead of writing a traditional fairy tale?

Where the Red Fern Grows by Wilson Rawls

Billy has long dreamt of owning not one, but two, dogs. So when he's finally able to save up enough money for two pups to call his own—Old Dan and Little Ann—he's ecstatic. It doesn't matter that times are tough; together they'll roam the hills of the Ozarks.

Soon Billy and his hounds become the finest hunting team in the valley. Stories of their great achievements spread throughout the region, and the combination of Old Dan's brawn, Little Ann's brains, and Billy's sheer will seems unbeatable. But tragedy awaits these determined hunters—now friends—and Billy learns that hope can grow out of despair, and that the seeds of the future can come from the scars of the past.

Discussion Questions: Please complete these and bring them to class by the end of the first week of school:

1. How is Billy's life different from that of the children in town?
2. What does Billy's treatment of Rubin tell you about Billy?
3. Why do you think the author chose to tell this story and create a character like Billy?

Seventh Grade English (Honors) — Choose 1

Summer Assignment: In addition to completing the three discussion questions for the book you choose, please choose a character in your chosen book and complete ONE of the following projects:

1. Create a smash book that reflects your character's personality and life. Complete at least 5 pages. (A smash book, unlike a tradition journal or scrapbook, encourages the user to add or manipulate the pages or images they use in non-traditional forms. See <https://thecraftyblogstalker.com/the-start-of-smash-book/>).

2. **Create an illustrated timeline (on posterboard). Illustrations need to be detailed and the timeline must include at least 10 scenes.**

***The Westing Game* by Ellen Raskin**

A bizarre chain of events begins when sixteen unlikely people gather for the reading of Samuel W. Westing's will. And though no one knows why the eccentric, game-loving millionaire has chosen a virtual stranger—and a possible murderer—to inherit his vast fortune, on things for sure: Sam Westing may be dead...but that won't stop him from playing one last game!

Discussion Questions: Please complete these and bring them to class by the end of the first week of school:

1. Why do you think Sam Westing (and the author) paired up specific heirs to compose the 8 teams at the reading of the will? The teams were: Madame Hoo and Jake Wexler, Turtle Wexler and Flora Baumbach, Chris Theodorakis and Dr. Denton Deere, Sandy McSouthers and J. J. Ford, Grace Wexler and Mr. Hoo, Berthe Crowe and Otis Amber, Theo Theodorakis and Doug Hoo, Sydelle Pulaski and Angela Wexler.
2. One reviewer claimed that *The Westing Game* met the criteria for an excellent murder mystery because it included an unusual plot, “a nutso bunch of characters” and “more unexpected twists than you can count.” Agree or disagree? Explain why.
3. Many mystery novels provide only a single point of view. *The Westing Game* provided insight into the thoughts of most of the characters. How do the multiple POVs change the experience of the story? Do you prefer multiple POVs or just one? Why?

***Hound of the Baskervilles* by Sir Arthur Conan Doyle**

*The Hound of the Baskervilles is the third of the crime novels written by Sir Arthur Conan Doyle featuring the detective Sherlock Holmes. Originally serialized in *The Strand Magazine* from August 1901 to April 1902, it is set largely on Dartmoor in Devon in England's West Country and tells the story of an attempted murder inspired by the legend of a fearsome, diabolical hound of supernatural origin. Sherlock Holmes and his companion Dr. Watson investigate the case. This was the first appearance of Holmes since his intended death in "The Final Problem", and the success of *The Hound of the Baskervilles* led to the character's eventual revival.*

*There are several film and TV versions of this book, but most tend to change or omit several major plot points.

Discussion Questions: Please complete these and bring them to class by the end of the first week of school:

1. *The Hound of the Baskervilles* is marked by the constant juxtaposition of the rational and scientific with the irrational and supernatural. How can you see this tension in the novel? In the film? Which of the two forces—science or the supernatural—triumphs at the end? Why might this tension have been especially riveting for a Victorian audience? Is that tension still relevant today?
2. *The Hound of the Baskervilles* features Holmes, a literary character so famous that most people are aware of his character before ever reading one of his stories. Moreover, this novel is one of the most popular Sherlock stories. Yet, Sherlock is largely absent for most of the novel. Why do you think Doyle chose to remove him? What is the overall effect? Do you wish there were most scenes with him? Why/why not?
3. Historians of the detective novel recognize the pairing of the brilliant Holmes with a very ordinary partner—Watson—as one of the Arthur Conan Doyle's key contributions to the genre. Why do you think their pairing works so well? How would *The Hound of the Baskervilles* be

different if Watson were taken out of the tale? Holmes remarks in another novel that Watson “sees but does not observe.” How does that make him a useful narrator for a detective story?