



LOUDONVILLE CHRISTIAN SCHOOL 7TH GRADE SUMMER READING LIST

Book One: Read **one of the following** books:

- ***The Giver*** by Lois Lowry. This well-written science fiction favorite describes a futuristic society and one young man's rise to a position of power. He soon learns his new role is more than he ever imagined.
- ***Tom Sawyer*** by Mark Twain. This timeless tale describes a young boy's adventures of growing up in the rural South. This hilarious and poignant novel examines issues many young people face as they move from childhood to young adult maturity.
- ***Call of the Wild*** by Jack London. There once was a sweet St. Bernard-Collie (dog) owned by Judge Miller. But not for long. He was stolen, sold, mistreated . . . but does he have hope for a happy tomorrow? A classic dog story.
- ***Anne of Green Gables (Series-Pick One)*** by L.M. Montgomery. A young orphan living on Prince Edward Island finds a family through unexpected ways. She builds a home and a family, makes lasting friendships, and faces the hurdles of school life and matures into a young woman.

Book Two: You pick it! Select your own piece of literature independently OR from the recommended reading list below. Be sure that it meets the following requirements:

- New—cannot be something previously read
- At least 150 pages of text
- Any genre (autobiography, novel, Christian living, etc.)
- On or above grade level (if in doubt, research reading levels online)
- Parent approved (signature required before reading)
- You **may** select another novel from the required list (above), if desired.

Recommended 7th grade books:

- ***Chains*** by Laurie Halse Anderson. Historical fiction set during the time of the American Revolution but with an important difference--the narrator is a slave who tries to obtain her own freedom just as the colonists seek theirs.
- ***A Day No Pigs Would Die*** by Robert Newton Peck. This book tells the moving story of a boy whose father helps him to mature and grow through his work on the family farm. He makes a difficult decision but also learns a valuable lesson.
- ***The Land*** by Mildred Taylor. This book is one in the trilogy written by the same author recounting one African American family's story of life in the United States following the Civil War and prior to the Civil Rights movement.

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- *A Christmas Carol* (Unabridged) by Charles Dickens. Charles Dickens' classic Christmas tale of life restored from greed and selfishness. Students who make this selection **MUST** read the unabridged version. Enjoy!
- *The Watsons go to Birmingham* by Christopher Paul Curtis. A rollicking growing-up story told with humor and pathos. The Watson family experiences the joys of family life as they cope with the injustice of racism.
- *Letters from Rifka* by Karen Hesse. In an unexpected turn of events, a young Jewish girl is forced to stay behind while her family immigrates to America. This is the adventurous story of her young life and the passion she has to survive and be reunited with her family.
- *Julie of the Wolves* by Jean Craighead George. Julie finds both solace and a deep connection with wolves in this story of Eskimo culture and one young woman's instinct to survive in a harsh environment.
- *Clover* by Dori Sanders. A young girl loses her father in a tragic accident and must face life with her new stepmother as both struggle to adjust to the culture and racial climate of the Deep South. This is a very engaging growing up story.
- *White Fang* by Jack London. The story of a man and his faithful friend, a wolf dog named White Fang that has a story of his own . . .
- *Ella Enchanted* by Gail Carson Levine. Ella is given the "gift" of obedience . . . but is always obeying orders really a gift?
- *Hoot* by Carl Hiaasen. A story of a community's greed, and their lack of concern for the well-being of wildlife, such as owls. A young boy stands up for truth—but will his voice be heard?
- *Hatchet* by Gary Paulsen. Brian Robeson boards a plane to visit his father in Canada . . . but his plane doesn't arrive at its expected destination. This is a story of *survival*.

Expectations and format for book one (required reading): Write a **typed response** for your required reading selection that responds to the questions below. Use the following requirements:

- Font size - 12 point
- Times New Roman
- Show **clear understanding** of the assignment and the text.
- Show **thoroughness** and depth of analysis (details and examples but not plot summary).
- **Edit carefully** for effective use of punctuation, spelling, capitalization, sentence structure, and usage.
- **Revise** for clear and accurate ideas.
- Staple student and parent **signature document to front** of final printed project.
- Maximum length of written response: **two pages**



NOTE: Your typed response is **due the FIRST day** of English class.
Ten points will be deducted per day late.

Directions: For book one, answer the following questions. Please number each answer.

1. Give the **title** and **author** of the book and the **date** you finished reading. (5 points)
2. When and where does this story take place? (**Setting**) What other events were happening in the world during this time period? (**Context**) (10 points)
3. Who is/are the **main character(s)**? Who is the **opposing character** who makes challenges for the main character? (5 points)
4. What are some of the **hardships or challenges** the main character faces? Refer to at least **two specific events** in the story. (20 points)
5. What does the main **character learn about himself/herself** and life as he/she faces these challenges or hardships? (Ex: patience, determination, acceptance of others, etc.) Use at least **three specific examples** from the story to support your answer. (30 points)
6. Write a brief paragraph showing how this story **reminds you of something else** you have read or experienced (something from the Bible? real life? a movie? a play? another book?) Think in terms of setting, characters, conflicts, etc. Be sure you use specific details from **both** pieces. (15 points)
7. Give this **book a rating** (4* the highest and 1* the lowest) and tell in a **few sentences** why you rated it this way. (15 points)

Book two (student selection): **Be prepared to write an **in-class response** after reading your selected literary work. To be prepared for this in-class response, be sure you know the following information about your book.

- **Characters**
- **Setting:** the time and place
- **Context:** the important outside events occurring around the characters that influence the ideas in a literary work (i.e: a war, a government change, racial discrimination, a financial crisis, etc.)
- **Plot:** the events in a literary work and their sequence
- **Themes:** a major overarching or underlying idea in a literary work; an idea that an author repeats, revealing it as significant for readers to consider (ex: love, friendship, bitterness, hatred, despair, suffering, marriage, hope, death, faith, etc.)

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- **Motifs:** an image, sound, action, idea or figure that repeats. It has symbolic significance and contributes toward a theme. Though similar to theme, it is not a central idea in a story; instead, it develops or explains a theme
- **Symbols:** An object representing another to give it a deeper and more significant meaning that is different from its literal sense. (Sometimes an idea, action, or event can have symbolic value) (ex: a dove could symbolize peace; a rose could symbolize hope or love; a chain could symbolize union or imprisonment, etc.)

Important Reminder: Accessing any information through outside sources, **including online material**, is **strictly prohibited** because it defeats the purpose of the assignment.

Doing so will result in a **zero** for a major project grade.

Reminder: All books should be new - not previously read.

I read the books:

- 1) Circle: *The Giver* **OR** *Tom Sawyer* **OR** *Call of the Wild* **OR** *Anne of Green Gables*
- 2) _____

I read (**no films** or **re-read**) _____% of my two books and answered all of the questions requested before the first day of school.

Student Signature: _____

I confirm that my child completed his/her summer reading and had my approval for both reading books before he/she began reading.

Parent Signature: _____

***Staple this ½ sheet to the front of the final copy**