

7th Grade Summer Challenge Missions
Calling all Q-dents!

This summer, we have a new challenge for our amazing 7th grade Q-dents! Please read over and complete **ALL FOUR QUESTS** described in this packet.

Feel free to contact Rebecca and Arana if you have any questions! Send us an email: Arana (ashapiro@q2l.org) or Rebecca (rrufo-tepper@q2l.org).

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

Quest #1: Characters Wanted!

Turn this in to your BSP teacher.

Quest 1 Instructions:

_____ **Step 1: Select** at least ONE book from the reading list. (Attached).

_____ **Step 2: Read** your selected book. Parents and students may read the book aloud together.

_____ **Step 3: Create a collage** that you feel best represents this character.

- Use magazine cut outs, words, drawn images or photographs
- Think about how the character would present themselves to others and how you, as a reader, perceive the character to be whether it is physical, emotional, the setting, their actions or their thoughts.
- For example, you may cut out a pen for a character that loves to journal, or a Civil War general for a character that loves history. You might select adjectives that describe the character, to verbs that show something they do. Perhaps you have found a quote that you can imagine the character saying.

_____ **Step 4: Write** an analysis of the character. Describe your character in detail. Be sure to use information from your character chart. Explain the meaning behind the images, words, and symbols on your collage. Your written piece must be at least 1 page typed, 2 page written. Remember, you are describing this character to someone who many not have read this book.

Quest #2: Spacenaunts!

Turn this in to your SFTM teacher.

Quest 2 Instructions:

_____ **Step 1: Select** a place to visit. This could be a garden, zoo, monument, park, museum, subway stop, etc. (Any place will do!)

_____ **Step 2: Photograph** this space OR **Draw** a detailed image of this space.

_____ **Step 3: Write** a 50-100 words description of your selected space. Make sure to connect your description to the 5 senses (sight, sound, taste, touch, smell)

_____ **Step 4: Label** your photo or drawing AND description with the name of the location.

_____ **Step 5: Create** a Systems Diagram of the place. (See sample.)

_____ **Step 6:** Use the information from your photo or your drawing AND your Systems Diagram to **create a collage** (no larger than 9"x12") that you feel best represents this space

- Use magazine cut outs, words, drawn images or photographs
- Think about how the space is presented and how you, as a participant within this space, perceive this space in relation to the 5 sense (sight, sound, taste, touch, smell)

_____ **Step 7: Earn** bonus points! Select another place complete steps 2- 6 again.

Quest #3: Skills Review!

Turn this in to your CW Teacher.

Quest 3 Instructions:

____ Complete the 5 tasks in the CW7 Task Packet

Quest #4: Experiment!

In this Quest, your job is to conduct an experiment from the list provided to you. After you have conducted the experiment, create a poster that outlines what you did and what you observed. Turn this in to your TWTW teacher!

Quest 4 Instructions:

_____ **Go to** <http://www.sciencebob.com/experiments/index.php>

_____ **Choose** one of the experiments. With a grown-ups help, gather the materials you will need to complete this experiment.

_____ **Complete** the experiment. Consider photographing the steps of your experiment.

_____ **Be sure to read** the entire explanation of the lab, including the "How it works" section.

_____ **Create** an 11" x 17" poster (2 regular sized piece of paper taped together!) that includes:

- Your name
- The title of your experiment
- The steps of the experiment
- A specific materials list, with exact measurements of each of the experiment's components.
- Colorful Illustrations or photographs of your observations
- A written explanation of what you observed.

Your poster will be graded on:

Requirements: Does it include all of the above components? _____

Design Aesthetic: Does it look professional, colorful, and is your writing legible? _____

Spelling and Punctuation: Did you proofread and fix errors? _____

Scientific Explanation: Did you accurately and clearly explain what happened? _____

Bonus Quest:

_____ Earn bonus points! For extra credit, create an interview where you are interviewing the character from the novel you read for Quest 1 to let a reader learn more about them. Ask questions that have to do with the plot and actions of the novel, as well as things outside of the novel that you can make an inference for. This can be done as a podcast, a written interview, a website, a video or in any medium that you see fit.

READING LIST FOR QUEST #1:

Select at least ONE book from the reading list. Read your selected book. Parents may help students in reading the books, if needed.

Option #1: *Faith, Hope, and Ivy June* by Phyllis Reynolds Naylor

Hardcover– \$11.55 on www.amazon.com

Approximate level – Grade 5 and up

Review from *School Library Journal*:

Naylor takes up the issues of crossing class lines with a solid portrayal of Ivy June -- from rural coal country in Kentucky -- staying with an upper-middle-class family for two weeks over spring break, and the return visit of the daughter of that household, Catherine. The living situations of the seventh graders are at two extremes and yet both girls have the humanity and distinctness that allow them to escape the confines of representing their classes. Make no mistake, this is Ivy June's story, and her hardships and family challenges are front and center in a way that Catherine's own family woes are not.

The exchange program set up by the schools is a perfect showcase for looking at the role of wealth and poverty in our assumptions about one another. Ivy June's discomfort at having the wrong shoes is comparable to Catherine's squirming at being unable to wash her hair daily. Neither manages to overcome her own class assumptions. Despite the challenges, this is a warm and tender story of learning to care about the needs of the "other" while gaining appreciation for your own values and strengths.

Option #2: *The House on Mango Street* by Sandra Cisneros

Paperback– \$7.92 on www.amazon.com

Approximate level – Grade 5 and up

From the Publisher:

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. Sometimes heartbreaking, sometimes deeply joyous, *The House on Mango Street* tells the story of Esperanza Cordero, whose neighborhood is one of harsh realities and harsh beauty. Esperanza doesn't want to belong - not to her run-down neighborhood, and not to the low expectations the world has for her. Esperanza's story is that of a young girl coming into her power, and inventing for herself what she will become. *The San Francisco Chronicle* has called *The House on Mango Street* "marvelous... spare yet luminous. The subtle power of Cisneros's storytelling is evident. She communicates all the rapture and rage of growing up in a modern world." It is an extraordinary achievement that will live on for years to come.

Option #3: *The Skin I'm In* by Sharon Flake

Paperback– \$7.99 on www.amazon.com

Approximate level – Grade 6 and up

Review from *School Library Journal*:

Seventh-grader Maleeka Madison is miserable when a new teacher comes to her depressed inner-city school. Miss Saunders evidently is rich, self-assured in spite of the white birthmark across her black skin, and prone to getting into kids' faces about both their behavior and their academic potential. Black and bright, Maleeka is so swamped by her immediate problems that Miss Saunders's attentions nearly capsize her stability. The girl's mother has just emerged from a two-year period of intense mourning for her dead husband, during which time her daughter has provided her with physical and moral support with no adult assistance. At school, Maleeka endures mean-spirited teasing about the darkness of her skin and her unstylish clothing. She seeks solace in writing an extended creative piece, at Miss Saunders's instigation, and also in the company of a powerful clique of nasty girls.

Told in Maleeka's voice, this first novel bristles with attitude that is both genuine and alarming. The young teen understands too well that her brains aren't as valuable as the social standing that she doesn't have. In the end, she is able to respond positively to Miss Saunders; she also becomes socially anointed through the affections of the most popular boy in the school. This message rings true in spite of the fact that Maleeka's salvation isn't exactly politically correct. Young teens will appreciate Flake's authenticity and perhaps realize how to learn from Maleeka's struggle for security and self-assurance.

Option #4: *The Unnameables* by Ellen Booraem

Hardcover – \$6.40 on www.amazon.com

Approximate level – Grade 6 and up

Review from Kirkus:

On Island, "thou art thy name." At age 14, residents receive their names and their vocations from the Council. A cook becomes Cook, a tanner becomes Tanner and everyone follows the rules set forth in Capability C. Craft's Frugall Compendium of Home Arts and Farme Chores (1680). Thirteen-year-old foundling Medford Runyuin hopes to be designated Carver, like his foster father. He also hopes no one will discover the Unnameable objects he's created and hidden under his bed: They could cause his exile to Mainland forever. The Council puts off naming him, however, and he must continue to work hard for acceptance. When someone nameless and possibly Unnameable enters his life, all his plans-and the islanders' way of life-could be in for drastic changes . . . but after 300 years, is that necessarily a bad thing? Booraem's debut is an ever-surprising, genre-defying page-turner. Realistic characters deal with philosophical problems in vivid, flowing prose that is evocative and often funny. A sort of combination of witch-trial-era Salem and *The Giver*, this book offers a treat with nearly every page turn.

Option #5: *All the Broken Pieces* by Ann Burg

Hardcover – \$11.55 on www.amazon.com

Approximate level – Grade 6 and up

Review from Children’s Literature:

This is a beautifully written novel in verse from a first time author. Matt is a young Vietnamese boy who was airlifted out of Vietnam in 1975. Two years later, living in the U.S. with his adoptive parents and little brother Tommy, Matt is plagued by his guilt over leaving Vietnam and his biological brother and mother, unsure how long he will be welcome in the home of his new family, and worried about some of the boys at school who seem determined to blame him for what happened to their brothers or fathers during the war. Added to that is Matt's fear of rejection; his biological father was an American soldier who promised Matt's mother that he would return for her and his sons but never did.

Matt has wonderful support, though, in the form of his adoptive parents (who are more than willing to help Matt find out what has happened to his Vietnamese mother and brother), his baseball coach and his piano teacher, a Vietnam veteran. Matt's insecurities feel real throughout, and the manner in which he resolves some of his issues are true to the character and the nature of the text. There is also the feeling that he will be prepared to handle other life challenges as they come about, and this is the real strength of the book. This is a must have in any middle school library.

Option #6: *Pop* by Gordon Korman

Hardcover – \$11.55 on www.amazon.com

Approximate level – Grade 7 and up

From the Publisher:

When Marcus moves to a new town in the dead of summer, he doesn’t know a soul. While practicing football for impending tryouts, he strikes up an unlikely friendship with an older man. Charlie is a charismatic prankster—and the best football player Marcus has ever seen. He can’t believe his good luck when he finds out that Charlie is actually Charlie Popovich, or “the King of Pop,” as he had been nicknamed during his career as an NFL linebacker. But that’s not all. There is a secret about Charlie that his family is desperate to hide.

When Marcus begins school, he meets the starting quarterback on the team: Troy Popovich. Right from the beginning, Marcus and Troy disagree—about football, about Troy’s ex-girlfriend, Alyssa, but most of all about what’s good for Charlie. Marcus is betting that he knows what’s best for the King of Pop. And he is willing to risk everything to help his friend.