

## Fort Worth Academy of Fine Arts 7<sup>th</sup> Grade Summer Reading Packet, 2018

Students,

Welcome to FWafa Summer Reading! This year, we have made a few changes and improvements to help you be successful and get the most from your summer reading assignments.

All incoming 7<sup>th</sup> graders must complete three assignments over the summer. You may use a new, used, borrowed, or digital copy of the assigned books. For your convenience, Amazon links are provided below.

- For English 7:
  - Read and complete a reading report on *From the Mixed-Up Files of Mrs. Basil E. Frankweiler* by E. L. Konigsburg. Amazon link: [https://www.amazon.com/Mixed-Up-Files-Mrs-Basil-Frankweiler/dp/0689711816/ref=sr\\_1\\_1?s=books&ie=UTF8&qid=1525821622&sr=1-1&keywords=from+the+mixed+up+files+of+mrs+basil+e+frankweiler](https://www.amazon.com/Mixed-Up-Files-Mrs-Basil-Frankweiler/dp/0689711816/ref=sr_1_1?s=books&ie=UTF8&qid=1525821622&sr=1-1&keywords=from+the+mixed+up+files+of+mrs+basil+e+frankweiler)
  - After reading Konigsburg's book, complete a web research activity on the Metropolitan Museum of Art.
- For Texas History:
  - Read and complete a project on *Dark Water Rising* by Marian Hale. Amazon link: <https://www.amazon.com/Dark-Water-Rising-Marian-Hale/dp/0312629087>

All submitted work is expected to be timely, well-prepared, and original. For English, summer reading counts as 20% of your first 6 weeks grade. For Texas History, your project counts for 35% of your first 6 weeks grade. Late work will be heavily penalized, and work that is found to be plagiarized will result in a grade of ZERO. If you are brand new to FWafa (admitted after August 1, 2018), you may be eligible for an extension on the due date of summer reading assignments but you must contact the teachers directly to arrange this extension and an alternative due date.

Read EVERYTHING in this packet before emailing either Ms. Wojcik or Mr. Zamora. If you still have questions, you may contact us at [Christianne.Wojcik@fwafa.org](mailto:Christianne.Wojcik@fwafa.org) (English 7) or [Roy.Zamora@fwafa.org](mailto:Roy.Zamora@fwafa.org) (Texas History). You should allow at least 72 hours for teachers to reply during the summer months.

For English, you are also HIGHLY encouraged to follow the "Summer Reading with Ms. Wo" read-along program. This is a series of reading guides that will help

you complete Konigsburg's book over a period of 3 weeks with reading support from me. You can begin the reading guides at any point in the summer, but the earlier the better. They contain a specific reading assignment, one week at a time, in Konigsburg's novel. Reading these guides is completely OPTIONAL but I think you'll find them very helpful.

Here are the weblinks to the reading guides for *From the Mixed-up Files of Mrs. Basil E. Frankweiler*:

Week One: <https://mailchi.mp/e431055c8ee8/konigsburg-1>

Week Two: <https://mailchi.mp/0ce2cb27dc8c/konigsburg-2>

Week Three: <https://mailchi.mp/f88f7bface2e/konigsburg-3>

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Below, you will find important information on Turnitin.com, assignment expectations, and the report forms required for all three assignments (English book, Web Research, History book). Read all information carefully.

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PLEASE NOTE:

1. Read all report forms BEFORE you start a book. This will help you to better plan your report and know what details to read for. There are also pieces of the report for English that need to be done as pre-reading activities.
2. Read the grading rubric before you start a report so that you will know how to get the highest score.
3. It is a good strategy to complete a DRAFT of the book report as you read. You should edit the report when you finish the entire book.
4. Do not copy information about the books from ANY source. Do not use sources other than the book unless the question asks you to (pre-reading questions only). Answers for all report questions OTHER THAN PRE-READING must come from your own reading of the text. Reports that are found to contain plagiarized information (writing that is not your own—whether from an online source, another student paper, etc) will receive a failing grade. When you are asked to quote from the book on the report, use correct punctuation to indicate that you are quoting.

Your English Report and Web Research are submitted electronically to Turnitin.com. There is information below on how to register for a Turnitin.com account (there is no charge for an account). Your reports must be typed in Word, Google Docs, or a similar format. Handwritten reports will not be accepted.

**The report forms must be submitted English 7 summer reading book/activity to Turnitin.com by 11:59pm on Sunday, August 19, 2018).**

Your history project is due week one of the fall semester. Follow the instructions on the report form prepared by Mr. Zamora.

### **Turnitin.com Instructions**

All FWAFA middle school students will submit their English summer reading reports to Turnitin.com. Simply:

1. Go to [turnitin.com](https://turnitin.com)
2. Follow the instructions for setting up an account as a new user
3. Use the information below in your registration

When you finish a summer reading report, you will need to upload it to your turnitin.com account.

DO NOT email reports to your 2018-19 English teacher! Emailed reports will not be accepted.

#### **7<sup>th</sup> graders**

Class Name: FWAFA24

Enrollment password: FWAFA24

Class ID: 18066068

**Fort Worth Academy of Fine Arts**  
*Summer 2018 Reading Report Form*

**This form is to report your reading of *From the Mixed-up Files of Mrs. Basil E. Frankweiler*. This report is due via Turnitin.com by 11:59pm on Sunday, August 19, 2018.**

Student Name:  
Date of Report

Directions: Complete each section by typing your answers below. You must use complete sentences and strong grammar, spelling, mechanics, and sentence structure. Refer to the grading rubric to better understand expectations. Use as much space as you need for each answer.

**PRE-READING: Complete this section before you begin the book. You are expected to use a reliable source to find this information (for example: Goodreads.com).**

1. Genre: What "genre" is this book? (example: fiction, nonfiction, science fiction, historical fiction, etc)

Answer:

2. Find and read a brief biographical sketch of the author. Summarize what you read (3-4 sentences). Paraphrase but DO NOT copy your source. Please list the source of this information below your summary.

Answer:

Source of biographical information:

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3. Based on pre-reading about the author and book, make a prediction. What do you expect will be a theme/lesson explored in this book? Explain your answer. (2-3 sentences)

Answer:

**DURING READING: Complete this section as you read the book**

4. Briefly summarize the following elements of fiction. You must include the following:
  - a. Setting: Describe the time/place/historical context of the story? How is the setting alike/different from our own time/place/historical context? (2-3 sentences)

Answer:

- b. Characters: Describe the personalities of Claudia and Jamie. (Do not describe them physically – I don't care if they have blonde hair.) Explain whether or not each character changes in the course of the story—and if he/she does change, how? (2-3 sentences per character)

Answer:

- c. Conflict: What is the conflict (problem) driving the plot? Describe in detail, using at least two specific references to actual events in the text that show this conflict. The conflict is NOT that they have run away—WHY have they run away? (2-3 sentences).

Answer:

- d. Climax: What is the climax (most important point of action) of the story? What changes after this point in the action? Describe in detail, using at least two specific references to actual events in the text. (2-3 sentences).

Answer:

- e. Resolution: How is the conflict resolved? Describe in detail, using at least one specific reference to an actual event in the text. (2-3 sentences)

Answer:

5. Theme (universal meaning of the work/author's meaning): What is a lesson that the reader should learn from this book? How can you apply this lesson to real life? (2-3 sentences)

Answer:

**AFTER READING: Complete this final section after you have read the book.**

Select **ONE** of the following options to complete your report:

- A. Imagine a playlist of songs that would be appropriate for a film soundtrack of this story. Choose at least three songs from any time period and any genre. At least one of the songs must have lyrics (rather than merely an instrumental piece). List and describe each song. Explain in detail which part of the story each song connects to and why the song is an appropriate accompaniment to the story. 200+ words.

B. Write a letter to the E.L. Konigsburg. In your letter, share your opinion of the story, with specific details from the text. Explain how you feel connected to a character, problem, or theme in the story. Then, list at least three questions that you would like her to address (questions must be related to the book). Finally, make one suggestion of something that you would have liked to happen differently in the story. Make sure that you are writing in the format of a letter. 200+ words.

Grading Rubric:

Below 70%	70-79%	80-89%	90% or higher
-grammar, spelling, mechanics, and/or sentence structure errors show weak control and impede comprehension. -more than one question is blank or incomplete. -directions are not followed on one or more questions. -answers are vague and do not include enough detail to show that the student read/understands the book -evidence of plagiarism	-grammar, spelling, mechanics, and/or sentence structure errors show limited control but do not impede comprehension. -no more than 1 question is blank or incomplete. -clear attempt to follow directions. -answers are vague/general but reference the text. -quotes and paraphrasing need editing but no evidence of plagiarism.	-grammar, spelling, mechanics, and sentence structure are mostly correct. -no questions are blank or incomplete. -answers make reference to the text and include detail. -clear attempt to follow directions. -quotes and paraphrasing support answers, with no evidence of plagiarism.	-grammar, spelling, mechanics, and sentence structure are strong with no pattern of error. -no questions are blank or incomplete. -clear attempt to follow directions. -answers include details from the text and relevant explanation. -quotes and paraphrasing effectively support answers, with no evidence of plagiarism.

**Fort Worth Academy of Fine Arts**  
*Summer 2018 7<sup>th</sup> Grade Web Research Form*

**This report must be completed after reading Konigsburg’s novel and is due via Turnitin.com by 11:59pm, Sunday, August 19, 2018.**

Directions: After reading *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*, use a web browser to find the website for the Metropolitan Museum of Art ([www.metmuseum.org](http://www.metmuseum.org)). Follow the directions below.

1. From the homepage, scroll down to find the MetKids menu. Click, or go to [www.metmuseum.org/art/online-features/metkids/](http://www.metmuseum.org/art/online-features/metkids/) .
2. Select “Explore the Map”. Click on at least 5 red dots and 5 yellow dots. In the chart below, list and describe what you find at each dot. Use complete sentences in your description.

What is at the “dot”?	DESCRIPTION/EXPLANATION

3. Hop on the “Time Machine”. Explore at least 3 time periods, 2 geographies, and 2 “Big Ideas.” Write a well-developed paragraph describing what you find most interesting about the things you learn from this page. 5-7 sentences.

Answer:

4. In “Time Machine,” click on 2000-1000 B.C and “Creatures”. Start your Journey. Click on “Sphinx of Hatshepsut.” Work through the “watch, listen, discover” menu. Finally, type your answer to the “Imagine” question here:
5. Go to “Watch Videos” and select at least two videos to watch. List the title of each video you watch and summarize what you learn. 5-7 sentences for each video.

Video 1 Summary:

Video 2 Summary:

6. Go back to the main website and choose any current exhibition. Spend some time online exploring the art on display. Select ONE piece that you find particularly interesting. In a well-developed paragraph, describe the piece, why it interests you, and why you would like to see this work in real life. 5-7 sentences. Bonus: Cut and paste a picture of the work into your report!

Answer:

7. Finally, explain how you could use a website like this to research for a class at FWAF. 3-4 sentences.

Answer:

**Fort Worth Academy of Fine Arts**  
*Summer 2018 7<sup>th</sup> Grade History Project*

**This project must be completed after reading Hale's novel and is due in class for Mr. Zamora on August 20, 2018. The project is REQUIRED. The study questions are OPTIONAL and may be completed for extra credit, to be submitted on August 20, 2018.**

Final Project Due Date August 20th: Students may choose their final assessment from the menu of 10 activities. I have tried to create a variety of activities so that all students can find an activity that appeals to them. You will present and discuss your project, and myself, in the beginning weeks of school. This will be a MAJOR GRADE (35%).

Scrapbook or Memory Box: Create a scrapbook or memory box that might belong to one of the characters. It should have at least five pages or items. You will present this to the class and explain the significance of each.

In the News: Create the front page of a newspaper that tells about events and characters from the book. The page might include weather reports, an editorial, ads, etc. The name of the paper should be appropriate for the book.

Design a Timeline: Design a timeline of events from the novel. The timeline should include at least 20 events. It should have at least ten pictures and an explanation of each event.

Diorama: Create a diorama of an important scene from the book. Include a paragraph explaining the scene and reason for selecting it.

Hurricane Research: Why did this hurricane not have a name? Who names hurricanes? How do they pick the names of a hurricane? Can you use the same name twice? What is the difference between a cyclone, typhoon, and hurricane? Include any other interesting facts. Report must be at least 250 words.

Radio Performance: Write and perform a one-minute radio advertisement persuading the public why they should read this book. This may be performed in class or recorded. Turn in a copy of the script.

New Perspective: Dress up and tell the story from the perspective of a different character. Turn in a copy of the script. Presentation must last 3-4 minutes.

Make it a Movie!: Write a letter to a movie executive (Mr. Zamora) explaining why this book would make a blockbuster hit. Design the poster that will go along with the movie. (The poster may be done on paper or digitally.)

Movie Soundtrack: Make a soundtrack for the movie made from this novel. It must include at least eight songs. Turn in a list of the songs with the reasons that you selected a particular song. How did this song relate to a part of the novel? Make sure the order of the songs follows the order of events in the book.

Book Cover: Design a new cover (front and back) for the novel. Make sure to include a paragraph on the back that would capture the interest of a person reading the back. This paragraph should be 75-100 words.

## **DARK WATER RISING READING QUESTIONS (OPTIONAL)**

Below are some questions to help you understand the book. While these are not required, if you complete the guided questions and turn it in to me I will give you 20 bonus points to be used on an assignment in class. I will explain how bonus credits work in my class in the beginning weeks of school.

Directions: Answer the questions and complete the assignment as you read this novel. Write the question and answers digitally and turn in no later than AUGUST 19th, 2018, by MIDNIGHT. Email copy of your completed assignment to [ROY.ZAMORA@FWAFA.ORG](mailto:ROY.ZAMORA@FWAFA.ORG) .

### WEEK 1: CHAPTERS 1 - 8

#### Chapter 1 Questions:

1. How do you know Seth is the oldest child in his family?
2. Tell 3 facts about Galveston during 1900 mentioned in this chapter.
3. Dark Water Rising is told from \_\_\_\_\_'s point-of-view. This is called \_\_\_\_\_-person.

#### Chapter 2 Questions:

1. Would you "cotton to" being compared to chickens? Explain your answer.
2. Why did Seth think Ben and Lucas would make good doctors? Does Seth want to be a doctor? How do you know?

#### Chapter 3 Questions:

1. Why was Seth grinning at Matt after supper? Would you have grinned if that was you? Explain.

#### Chapter 4 Questions:

1. Why was having hired help an extravagance for Seth's family?

2. What simile did Seth use about how the ocean made him feel?

Chapter 5 Questions:

1. What is your impression of Henry Covington? How does Seth feel around Henry?
2. Why is important to ask BEFORE you cut lumber NOT AFTER?

Chapter 6 Questions:

1. Why does Mr. Farrell keep Henry as a carpenter?
2. To what did the author compare the connection between Zachary, Josiah, and Seth on page 49?

Chapter 7 Questions:

1. Why do you think Seth took a different route to work on p. 55?
2. Explain why all the roofs in Galveston are slate.

Chapter 8 Questions:

1. Explain Josiah's actions on page 63

WEEK 2: CHAPTERS 9-16

Chapter 9 Questions:

1. What did Seth see everywhere he looked? (p. 72)
2. Explain the simile in the last paragraph of the chapter

Chapter 10 Questions:

1. What was the problem with slate shingles?
2. How do you think the horrible sights will affect Josiah and Seth?

Chapter 11 Questions:

1. Explain Seth's decision of objects to put in his pockets. (p. 84)

Chapter 12 Questions:

1. Why did Mrs. Vedder hold a mirror to the baby?
2. What is Seth's biggest concern? (p. 96)

Chapter 13 Questions:

1. Describe the problem with the cisterns. Why is this bad for everyone?
2. Why do you think the dog was next to the girl in the mud?

Chapter 14 Questions:

1. What simile was used to describe the bodies tied to the nun's body?
2. What was the importance of Seth's action on page 110?

Chapter 15 Questions:

1. Why couldn't Josiah call Seth by just his first name? Is this still true today? Explain.
2. Why did Seth continue to call Sarah Louise's name?

Chapter 16 Questions:

1. What did the author mean on page 122 by "stories crowded the streets"?
2. Describe Aunt Julia's house after the storm.

WEEK 3: CHAPTERS 17 – 21

Chapter 17 Questions:

1. How was Matt reacting to what he had seen?
2. Why do you think Seth kept the shriveled flower petals?

Chapter 18 Questions:

1. Whose job was it to clear away the corpses?
2. What was Seth's reaction to his father leaving to rebuild the bridge? Do you agree with Seth? Explain.

Chapter 19 Questions:

1. What was Lucas's surprise?
2. What did the author mean on page 157 by this sentence: "There just weren't words big enough to speak of such things."

Chapter 20 Questions:

1. Why did Seth make a sign for Sarah Louise?
2. Describe Ella Rose's actions on page 164.

Chapter 21 Questions:

1. Henry and Ella Rose both gave similar reasons for their actions on p. 171. Explain.
2. Why are the bodies being burned?
3. Explain why the burning makes such a difference to Matt, Aunt Julia, and Ella Rose.

WEEK 4: CHAPTERS 22 – 29

Chapter 22 Questions:

1. What was wrong with eating fresh fish?
2. List 5 things that showed life was returning to normal in Galveston.

Chapter 23 Questions:

1. Should Seth's family move away from Galveston? Explain your answer.

Chapter 24 Questions:

1. Explain Seth's feelings when he realized his father was watching him work on page 194.

Chapter 25 Questions:

1. What metaphor did the author use on p. 202?

Chapter 26 Questions:

1. List 2 reminders of the hurricane and 3 ways Galveston was recovering on page 203.

Chapter 27 Questions:

1. What fraction of students was missing from school when it reopened?
2. What happened to help school become normal again?

Chapter 28 Questions:

1. What was Seth hoping to avoid on page 212?
2. What was so funny on page 213?

Chapter 29 Questions:

1. The author used metaphors on page 218: “carve away” and “sand the rough parts”. What was being carved and sanded?
2. What kind of reaction did Seth expect from his father? What reaction did he receive?