

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

Date: \_\_\_\_\_

## INDEPENDENT READING

### Quarter 2

You are responsible for reading **90 minutes per week**. This is independent reading, which means you are reading on your own time. In-class SSR time **can** be included in your independent reading time. The book ***must be nonfiction***.

The book may be a memoir (such as *Unbroken* by Laura Hillenbrand), a biography, an autobiography, a collection of letters, a book about a particular historic event (the sinking of the *Titanic*, events of World War II, the Civil War, etc.). A list of 75 non-fiction books appropriate for 7<sup>th</sup>/8<sup>th</sup> graders is posted as well. Choose a book you have not read. You must fill out a Book Approval Slip and turn it in.

You will read your book over the next 6-8 weeks. Books need to be completed in order to present your final project.

**Your Book Project is due** \_\_\_\_\_

**3. Your Reading Responses (RRs) are due on the following dates (every two weeks):**

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## READING RESPONSES

**Directions:** Choose a different option for each RR. You will do a total of 4 over the course of the semester. **YOU MUST CHOOSE OPTION #8 AS YOUR LAST RR.** In other words, you must finish reading your book, and you must review it for the class.

Answer each question on your own paper in a well-written paragraph of complete quality sentences. Your responses should reflect what you have read during the two-week period. At the top of your paper, include the title and author of your book, as well as the page numbers read over the past two weeks.

Example:

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

Class Period: \_\_\_\_\_

Title of Book, Author

Pages Read: \_\_\_\_\_ to \_\_\_\_\_

### READING RESPONSE OPTIONS

#### Quarter 2

1. **Create a PowerPoint / Keynote presentation** about ten key historical (factual) events presented in your book. All the following elements need to be included in your presentation, although not in this order: at least one map, chart, three pictures, a timeline and two to three sentences explaining or describing the significance of these events in your book.
2. Examine the **types of source materials** the author uses to construct the story or narrative. You will usually find these at the back of the book. Explain how the source materials add to the story. Does the author use written or printed materials such as diplomas, cartoons, diaries, memoirs, newspapers, photos, yearbooks, memos, periodicals, reports, files, attendance records, census reports, budgets, maps, or tests? Or does the author rely on oral histories and interviews? Does the type of source material add to the book's credibility? Why or why not?
3. **Analyze the historical setting** (the era in which the book takes place). Describe the setting, researching the events in history that were going on in that particular place and time. Explain their importance to the book. What would happen if the time and/or place were different?
4. **Create a map of important places in your book.** This can be a topographical, political, economic or resource map, depending on what your book is about, or it could be a map that combines all those elements. Explain how the map relates to the events in your book, and why you chose the landmarks and what their significance is to the book.
5. **Create a timeline of events in your book.** Chart at least 15 events total -- 10 key events in the book and 5 events from the historical time period of your book's setting. Explain each event in complete sentences. Explain why you included the five historical events you chose.

6. What, historically, came as a **surprise in the book**? In other words, what did you learn about history from your book, that you had not known before? Did your book change how you view that historical time period or event? Why or why not?

7. **What is the author's perspective of the subject matter in your book?** Is the author fair? Is the author biased? Explain why and how. How does the author build his / her case for the information presented in your book?

8. *Once you have completed your book you may choose this option.* **Review the book.**

Provide a summary of the book and its plot, so future students can judge if they'd like the story. Include a list of characters and a brief description of each. Include a picture of the cover page. List the author's name, total number of pages, the genre, and whether the book is in a series. If it's in a series, you need to list the other books in the series, as well. Give your opinion about the book, by citing at least three (3) examples and one (1) quote from the book to support your opinion. Would you recommend it to others? Why or why not? Cite at least two reasons why or why not.

*This response will stay in classroom in a notebook for other students to read. It is your recommendation (or not) to future classes to read the book!*

# INDEPENDENT READING PROJECT OPTIONS

## Quarter 2

**Introduction:** When most people think of *non-fiction*, they think of textbooks. In reality, non-fiction can be an exciting telling of a true event or an interesting person's life. For your second quarter reading project, you will explore different *points of view* in non-fiction.

First you must identify the *point of view*, or perspective, of the **author**. Does the author have an opinion about the topic or subject matter that he or she wants to communicate in the book?

Then, ask yourself, from which point of view is your book being told? Is the narrator and the author the same? Is it written in first-person (via letters, a memoir, an autobiography, etc.)? Or does it have a narrator who tells the story of an important event, someone else's life, etc.?

For your project, you will change the *point of view* of how the events or people in your book are presented.

**1. Be a TV or radio reporter** and give a report of a scene from the book as if it is happening "live." The format for this option can be a video, voice recording (only) or live presentation using PPT or Keynote backgrounds with your voice-over comments, embedded music clips, etc. You must turn in a written script of your "live" broadcast.

**2. You are a songwriter in the historical era of your book.** Write three (3) songs about major historical events or about scenes from your book. Many song lyrics are also poetry, so yours should be poetry with a *beat*. You will need to read/perform your lyrics aloud to the class.

**3. You are a photographer** in the era of your book. What photographic images would you choose to tell the tale of your book? Research on the Internet at least 10 photos from your book's historical era. You will need to explain about each photo: where it was taken, what it shows, how it pertains to your book. Cite where you get each photo and include a bibliography for your images. Write 4-5 sentences about each photo and why you selected them to illustrate your book. You may use PowerPoint for this presentation.

**4. Be a parent, grandparent or great-grandparent** of one of your book's characters. What historical events have you lived through, prior to the events described in the book, and what lessons have you learned, that would apply to what happens in your book? (Example: Veterans of the Korean War frequently had sons or daughters in the Vietnam War, and Albert Henry Woolson, who died in 1956, was the last surviving member of the Union Army who served in the Civil War!) Is there anything you can say to change the course of history in your book? You will offer your advice aloud to the class. A written "script" of what you plan to say is also required.

**5. Be a medical professional** – You are a doctor, nurse or a battle medic (a soldier trained in basic life-saving techniques on the battlefield). Research the medical procedures used in the time period of your book. Then present a report to the class on a major health concern caused by events in, or present at the time of, your book.