

8th GRADE SUMMER READING ASSIGNMENTS 2023

Mara Leonard

kittredgeteachermara@gmail.com

- This summer you will read two books.
 - One book will be any book of your choice that is 280+ pages long and 7th-grade reading level or above.
 - The other book is titled **Monster** (it is assigned)
- *For Monster, you will need to answer 4 out of 9 questions. (See questions on page 3)*
- *For the free reading book, you will need to do a Slideshow (digital book report).*
 - *The slide show must be at least 10 slides long (see page 11).*
 - *You have done this already many times, so I will allow you more flexibility in what you choose to present about the book to the class. You can choose the things you think are important, but if you need some guidance, you can look at page 3 for guidance.*
- *You will need to do one creative project. You can choose either book to do this project on. (see page 6)*

You will present the slideshow and project when you return from the summer. This will be during the first week (or two) of school.

Here is a schedule of dates for when you should have things completed and turned in to Google Classroom:

June 6 — Choose books (order your book so it arrives by July 8)

*June 9 — Begin reading **Monster** (by this date or sooner)*

July 30 — Finish Monster & Start Questions

July 7 — Finish Questions

July 8 — Start Free-Reading Book (you might want to start your project if it is on Monster)

Aug 5 — Finish Book

Aug 5 — Create a Google Slideshow for your free-reading book.

August 12 — Finish slideshow.

by Aug 12 — Begin Project

by Aug 27 — Finish project

Adjust this schedule to fit your reading speed. If you are a fast reader, you could begin your projects earlier so you can either spend more time on it or get it over with sooner. Make sure everything is completed by August 27 and turned in to Google Classroom! Be ready to present on Tuesday when we return.

Monster

(Name)
Summer Reading #1
Literature
(Date)

Monster Questions

Choose 4 questions to answer and write a full paragraph on, using evidence from the book (this means at least one quote for each paragraph). Your answers only need to be one paragraph long.

For each question do the following:

- a) Use the prompt in answering the question to create a topic sentence/thesis for your paragraph.
 - b) Answer in paragraph format with complete sentences
 - c) Elaborate and Explain your opinion/ideas with details (this should be a few sentences long). *Paraphrase any important information for the text the reader needs to know in order to understand the relevance of the quote you will provide.*
 - d) Use contextual evidence (choose at least one example from the book to QUOTE)
 - i) Provide the context of the quote (tell me what is happening in the part of the book that the quote is taken from) *ie., introduce the quote.*
 - ii) "Quote the text" and provide any additional examples.
 - iii) Cite the quote (Provide the page number in parentheses)
 - iv) Explain/interpret the quote (tell me in your words what is being said or done in the part you have quoted and why this is significant).
 - e) Explain how the evidence supports your opinions or ideas and how it answers the question.
1. *Monster* uses a mixture of a third-person screenplay and a first-person diary format. Explain your initial response to this format and whether or not your impression changed as you read (basically what did you think of it and how did it affect the story for you). **Make sure to still use contextual evidence (follow the format above) in your paragraph.**
 2. Why do you think the author chose this format to tell the story (What was the purpose and how might it have been a vehicle to convey a specific message or elicit a desired response from a reader?) **Make sure to still use contextual evidence (follow the format above) in your paragraph.**
 3. Describe where Steve is being incarcerated and the things he has to experience while in detention (jail). Then explain whether or not you feel this is a fair and appropriate form of punishment/reform. Explain why or why not. **Make sure to use contextual evidence (follow the format above) in your paragraph.**
 4. After reading this book, what is your impression of the justice system & why? (Explain your opinion and give examples to support your ideas) **Make sure to use contextual evidence (follow the format above) in your paragraph.**

5. We actually never really find out if Steve is guilty or not. There are lots of hints and clues. Taking those hints and clues, determine whether you think he is guilty of a crime. Imagine that you were a juror for his trial and decide: Is Steve guilty of murder or a lesser crime or not guilty of anything at all? Why do you think this? **Make sure to use contextual evidence (follow the format above) in your paragraph.**
6. If Steve were guilty (let's say irrefutable evidence came up to support the prosecutor's case), what would his sentence be? Pretend you're the judge who can sentence him to any form of punishment you deem suitable. You get to determine where he is sent, for how long and how severe his punishment should be or if he should be given an opportunity to reform himself rather than be punished. In your answer: 1) Explain what should happen to him and why. Explain why you think this is a fair punishment. 2) Compare your sentence to what you believe (or what Steve believes) would likely happen to him if he were found guilty in the American Court system and explain why you think this. 3) Then explain why you think this is fair or unfair. **Make sure to use contextual evidence (follow the format above) in your paragraph.**
7. Some people suggest that *Monster* should replace *To Kill a Mockingbird* in schools. Do you agree or disagree? (Consider these questions: Is *Monster* an adequate or even more appropriate replacement for *To Kill a Mockingbird*? Or would it be a good book to teach side-by-side with *To Kill a Mockingbird* as we are doing in our class? Or is it not a book you think is worthy enough to be taught in class?). **Make sure to use contextual evidence (follow the format above) in your paragraph.**
8. Free Write: Come up with your own question and answer. This could be anything you want to say about the book (this could be your overall response or impression of the book, or it can be something you noticed, something that made an impression on you, something that you liked or didn't like, etc.). **Make sure to use contextual evidence (follow the format above) in your paragraph.**
9. How is *Monster* relevant and meaningful? (What modern issues in the real world might it address, reflect or question?). **Make sure to use contextual evidence (follow the format above) in your paragraph.**
10. Why do you think Walter Dean Myers named his book *Monster*? **Make sure to use contextual evidence (follow the format above) in your paragraph.**
11. Discuss at least one major theme or message in the novel or discuss something that this novel opened your eyes to, taught you or enlightened you on. Explain how and why it did this. **Make sure to use contextual evidence (follow the format above) in your paragraph.**

CREATIVE PROJECT

CREATIVE PROJECT

Options & Ideas

Creative Writing

Write a 5+ page story inspired by the book you just read

1. First, create a **cover page** with:

Title of your story
by Your name
inspired by the novel *Title of Book*
by *Author's name*
2. Then, include a page with a short paragraph that briefly explains how this story was inspired by the book you read.
3. Finally, include your story.
4. You might want to add illustrations to your story (optional) or an illustrated cover page (optional).

* Remember, you will be projecting your story on the big screen and reading it to us out loud in class.

Types of writing ideas for your creative story:

- Create an additional chapter or a short sequel for the novel. You will continue writing the novel as though you were the author writing an additional chapter or as though you were starting the second book in a series. The story would be a continuation of where the novel left off.
- Write a spin-off of this story. Using the same world that the author of the novel created, you will write your own story. You will have different characters and different events, but the world will be the same —or—You will use the same characters from the novel you read but these characters go through something different and new. Perhaps you will even introduce new characters to this story.
- Rewrite a portion of the story from the voice or perspective of a different character. You can choose a particular scene in the story to rewrite.
- Write a prequel to the story.
- Completely rewrite the ending! Rewrite the last chapter(s) of the story. Make the ending completely different from the original. (Make sure to explain how and why you have changed this ending).
- For Monster, write a story of your own in the style of Monster with alternating script and diary formatting.
-

Turn the nonfiction book into a 5+ page historical fiction story:

- Bring to life a particular event or real person that you read about. Choose the setting, historical figures, time period, problems, and themes found in the nonfiction book you read to create a fictional book that incorporates elements mainly found in fiction books such as the thoughts, motivations and emotional responses of the characters, detailed imagery that evokes the senses, dialogue, non-historical characters that interact with historical ones (like you could place yourself in this story), etc.,

Interview the Author of the book or One of the Characters in the book:

You will need to **write out the interview** and then **film yourself acting this out**. You can have yourself play both parts (but this will take quite a bit of editing) or enlist a friend to play the other part. You will be presenting the recording to the class as your presentation. Don't forget props and costumes.

- During the interview, you will introduce the author, Genre and Title of the book and a wee bit of background information on the person/character being interviewed as though you were writing this interview for a magazine or talk show.
- Then you will ask them questions about the important incidents in the book and/or about writing the book, which your character or author will then answer.
- Create a 2-page interview (or longer) and then actually record the interview. If you play both roles, please get into character by changing your costume and voice so we can distinguish between the interviewer and the interviewee.

Example:

"It is June 21, 1970, and I am sitting here today with Sgt. Bryant, author of the critically acclaimed war memoir *To Save One's Soul*. He has recently returned from his call of duty in Vietnam and graciously agreed to an interview in spite of extensive injuries he is still recovering from.

Interviewer: Sgt. Bryant, I am thrilled you could make it here today, especially considering that you have just recently recovered from surgery as a result of your encounter with an exploding grenade upon which you threw yourself in order to save your fellow soldiers. It is a miracle you are alive to tell your tale. How has your recuperation been?

Sgt. Bryant: Yes, thank you Nick for asking and for having me here today. I am doing well, but the recovery is slow and it has been hard for me to overcome the changes it has caused. As you know, I lost both legs and an arm. At first I was extremely depressed and wasn't certain if I would ever feel normal again.

Interviewer: But now you seem to be very upbeat. What has helped you with recovering your sense of self?

Sgt. Bryant: I am glad you asked me this question because many of our young men have come back with similar injuries and are too trying to cope with the same and I hope my story can be an inspiration for others. I was able to find purpose in life through...

Interviewer: On page 25 of your memoir, you mention ...how did this ...

Graphic Novel or Illustrated Summary

Only choose to do these artistic options if you plan to spend time on the artwork and produce quality pictures. I will be grading you on the quality of the artwork and the effort you put into it. I also expect this

to be colored. You may use paper or do this digitally. Whatever format you choose, make sure you are able to present these via a slideshow presentation or something similar that we can project from the computer to the screen in the classroom. If you do this by hand, you will need to take photos of the finished product and upload them to a slide presentation.

Turn the entire book or a chapter of the book into a graphic novel.

1. Create an illustrated cover page with the title of the book and author. Followed by “Adapted into a graphic novel by Your Name). Make sure you add an illustration.
2. Turn the entire book or an entire chapter into a graphic novel:
 - a. If you do the **entire book**, then make sure to also **include a paragraph review on the book** (explaining what you thought of the book and why). Add this paragraph to the end of the graphic novel you created.
 - b. If you do only a **chapter**, then **add a summary and review of the book**. Briefly summarize the part of the story before the chapter you turned into a graphic novel, and then summarize the part after it. Place the illustrations between your two summaries. Then you will also have to add a review at the end.
 - c. Your illustrations should take up at least 6 pages and a total of at least 36 different boxes.

Create an Illustrated Book Review and Summary

1. Create an illustrated cover page:
 - Title it: *An Illustrated Book Review and Summary of Title of the book by Author’s Name.*
 - Then add an Illustration
 - Followed by *Written & Illustrated by Your Name*
2. For the project, **summarize each chapter** (a short paragraph each) **and then add an illustration to each summary** (or to every other summary depending on how many chapters there are).
3. You should have at least 10 detailed illustrations for this project (perhaps one every chapter or two).
4. Make sure to title the illustrations and explain briefly what each is depicting.

Movie/Play

Turn the Story —or a Chapter of the Book— into a script/play that you act out or a movie that you and film (you may use puppets or act in it), or that you animate.

- Turn the story into script format and then act it out with friends or animate it with puppets, animation drawings, or stop motion as a movie.
- Turn in both the script and the video of your performance

Create a diary written by a character in your book

- Write a diary that one of the book’s main characters might have written surrounding the book’s events.
- It should be done from that person’s point of view revealing all the major events in their life and their feelings about these events. Include their hopes, dreams, problems, concerns and frustrations. Remember that the character’s thoughts and feelings are very important in a diary.
- The entries in your diary should stretch out over the entire period of time that the novel covers -- from the beginning of the novel to the end.
- Write dates or headings for the entries.

- Organize the diary – make sure it is in proper order.
- Create a cover for your diary (enjoy illustrating this cover too if you choose)
 - On the cover page include A Title of your making, *under the title*: “written by (your name),” *under that* “inspired by (theTitle of the Book) by (Author’s Name).” Then include a character sheet with information on this character, who they are in the book. Explain how you are taking the experiences of this character and are putting them in diary format.

Create a game or fun activity based on this book that we must play (no Kahoots or Kahoot-like games).

This should be a game that you come up with yourself. You will have to teach us the game and then have us play it. Some students have created games with actual game pieces and cards, others have created computer games that we could play, it is up to you. One student had us “choose our own ending” type of game. Some students do codebreaking activities or CIA sort of forensic science activities. It all depends on the book.

Before we play the game, make sure to explain which book this game relates to and then explain how your activity relates to the book.

An Art Project.

You might create your own art project and/or have us do an art project based on the book. Make sure to explain the directions and expectations clearly (bringing in an example of what you want us to do is always a good idea) and then also, make sure to explain what book you based this project on and how it is inspired by the book.

that you have us do. Make sure your directions are clear and that you explain which book this art project was inspired by and how it relates to that book. You may not turn in collages or AI-generated work. All work must be done by you. You may use AI to give you ideas, but the execution must be done by you and by hand. You may use digital drawing programs like Procreate to create your drawings or animations, but these must be done by your own hand (no cutting and pasting except reference photos that you use to help you draw).

For each project, make it clear to us during the presentation which book the project relates to and in what way it relates to the book.

DIGITAL BOOK REPORT (Slideshow)

CRITERIA FOR SLIDESHOW

Criteria For the Digital Book Report (SLIDESHOW):

Use Google Slides

For each book Create 10+ slides (not including cover slide)

Each slide must have a picture on it. Each slide must have at least one well-positioned photo or artwork that is relevant to the information on the slide. (Sometimes, Gifs, video clips, memes, and clip art can also work, but should always be relevant). Make sure the picture is large and clear enough to see when projected. More than one picture is good as well. The more visually interesting the slide, the better

- *Font Should be large (20-24 is a good size)*
- *Bullet points are better than paragraphs. No more than 5 sentences or 5 bullet points per slide.*
- *Your written information can be brief and to the point.*
- *Avoid writing paragraphs and long sentences! —I suggest using bullet points and not paragraphs except for the synopsis. You may use multiple slides for one paragraph. It is okay to break the paragraph up this way. It will be much better for us as we won't be able to see all the information on the projection if the font is too small. I rather you use multiple slides so that you can add more visuals and keep the visuals large rather than try to cram it all on one slide.*
- *Make sure you have a Title Slide: A Slide with the Title of the Book and Author (plus a picture or illustration)*
- *You may break your slides into multiple slides. You don't need to try to shove everything about one topic onto one slide, you may use multiple slides for it. For example, if you want to explain the Historical Context in three slides instead of one, that is acceptable too.*
- *You may do more than 10 slides*
- *Make your slides as visually appealing as possible. Add cool animations and effects, if you know how.*
- *When adding a photo, it is good to title it and explain what the picture represents and/or how it relates to the subject matter on your slide.*
- *Your slides might follow this format (or something similar):*

Book Report Format (optional)

Remember that you don't have to follow this format exactly. You may choose to create other slides that you think feature the story better (just make sure it is 10+ slides long). If you want some guidance, here is an Optional Format you can follow:

Fiction Books

1. Title Page:

- Title of the Book
- Author's name
- Genre (*Science Fiction, Fantasy, Dystopian Fantasy, Memoir, etc.*)
- Your Name
- Add a picture or visual of some sort

2. Author and/or Information on this book:

- Author: Information about this author. (Who they are, when and where they were born, types of books they write, what they might be famous for or known for, things that have influenced them, Any awards or best-selling novels, and any background information about them that might be interesting to the audience).
- **Info on this book** (optional): This is where you tell us any background information we should know about. Things such as the history of the book, any controversy surrounding this book, or any accolades it has received would be interesting. For instance, is it a banned book? Has it won any awards? Is it a bestseller? etc.,) If it was banned or controversial, explain why and what you think about this.

3. Setting: Explain where and when this story takes place.

- If it is a fantasy or science fiction story, describe the world in which this story takes place and the unique/interesting things about this fantastical world. You might need more than one slide to really explain and describe all the cool aspects of this fantasy or sci-fi world.
- If it is a historical fiction novel, you would want to explain the time period in which this takes place. Make sure to include any historical context we should know (meaning describe the things that are going on in this time period that have an effect on the main character and events in the book). **You might want additional slides that go into more detail about the Historical Context of the book.**
- **You might also need additional slides that explain various other settings in the book or important landmarks where key events take place.**

4. Synopsis: A short summary of the plot. Tell us who and what this story is about

5. Conflict/Theme: Explain the major issues, problems or themes in this book? All stories have conflict. Think about what the main problem of this book is and/or the major themes in this book. Themes might include resilience, self-acceptance, perseverance, family, love, growth, good overcoming evil, etc.,

6. **Main Character(s):** Describe this character, their personality, and their situation. Provide your impression or opinion on this character (ie., were they well developed, interesting likable, round/flat, static/dynamic, etc..)

Optional: important things we should know about them

- **Other Important Characters or figures we should know about:** If there are a number of important characters, you might want to introduce them and give them each their own slide.,
7. **Anything that is interesting about the book, the characters, the setting, or anything else the reader should know or might want to know.** Anything that makes this story unique or makes the world the author has created unique. *For example, in Keeper of the Lost Cities, the characters all have certain powers. You could devote a number of slides explaining the special powers of the characters. Other important or interesting things would be that the main character was a genetically engineered elf who has brown eyes when all other elves have blue eyes, or that she was raised by adopted parents in the human world and had no idea she was an elf, or that when an elf dies their DNA is mixed in with a seed, which turns into a tree that represents their unique features and qualities. These are all curious things that make this world and this story unique. The audience might be intrigued.*
8. **Writing Style:** Quote a short paragraph (like 5-10 sentences) that captures the writing style and voice of the author. Describe this style (*simple, formal, fast past, descriptive, full of imagery, full of literary devices like metaphors, easy, hard, sophisticated vocabulary, wordy, confusing, slow, boring, show-not-tell, too much "telling" and not enough "showing" etc..*) and the literary techniques the author uses like dialogue, narration or descriptive language to build characterization and move the story along. **Explain what you thought about the writing style. What was your opinion?**
9. Things you **enjoyed** about the book, and/or Things that **shocked/surprised** you, and/or Things that you **learned**, and/or Things that **inspired** you.
10. **Review:** Review the book.: What was your response to the book or your overall impression? How many stars or points would you give it, etc., & **Recommendation:** Would you recommend this book to your classmates? Why or why not? You might even recommend other books similar to this one or other books that this author has written.

You are welcome to add additional slides if you have more to discuss

REMEMBER: Make sure that EVERY slide has a picture or at least one visual on them.

Try to fill up at least half of each slide with a picture or visual of some sort. Colorful backgrounds (that don't interfere with our ability to read the words on the slide) are good. Design elements, special layout, and other visual details are fun too. Try to make the slides as visually appealing as possible. Add background, animations, pictures, etc., to each slide

Historical fiction Books

1. **Title Page:**
 - Title of the Book
 - Author's name
 - Genre (*Science Fiction, Fantasy, Dystopian Fantasy, Memoir, etc.*,)
 - Your Name
 - Add a picture or visual of some sort
2. **Author:** Information about this author, awards
3. **Synopsis:** Who and/or What is this book about?
4. **Setting:** When and where does it take place?
5. **Historical Context:** Background Information or anything else we should know about the time period this book takes place. Any important history we should know to understand the setting, environment, plot, characters and the problems they face.
6. **Synopsis:** What this story is about and in what
7. In what way is this both historical yet also fictional?
8. **Main Character:** Important Things we should know about the main character or the person this book is about. Provide your impression or opinion on this character (ie., were they well developed, interesting likable, round/flat, static/dynamic, etc.,)
9. Things you **enjoyed** about the book (including writing style), Things that **shocked/surprised** you, Things that you **learned**, or Things that **inspired** you.
10. **Review:** Review the book.: What was your response to the book or your overall impression? How many stars or points would you give it, etc., & **Recommendation:** Would you recommend this book to your classmates? Why or why not? You might even recommend other books similar to this one or other books that this author has written.

You are welcome to add additional slides if you have more to discuss

REMEMBER: Make sure that EVERY slide has a picture or at least one visual on them.

Try to fill up at least half of each slide with a picture or visual of some sort. Colorful backgrounds (that don't interfere with our ability to read the words on the slide) are good. Design elements, special layout, and other visual details are fun too. Try to make the slides as visually appealing as possible. Add background, animations, pictures, etc., to each slide

Autobiographies/ Biographies/ Memoirs

1. **Title Page:**
 - Title of the Book
 - Author's name
 - Genre (*Science Fiction, Fantasy, Dystopian Fantasy, Memoir, etc.*)
 - Your Name
 - Add a picture or visual of some sort

2. **Author:** Tell us who this book is about and what makes this person important, special or interesting.

3. **Setting:** Where does this story take place (Area on the globe, Country, State, City). In what time period does this person live? What is their environment like?

4. **Historical Context:** Create a slide that provides more details about the period of time (and environment) in which this story takes place. Explain how the author's environment, situation or condition affects them. This would be something that actually affects the author in some way. Explain the effect it had on them or how the environment influenced the story. (This might be war, famine, social unrest, racism, oppression, etc.)

5. **Synopsis:** Summarize what happens in this book and what this person goes through.

6. **Perseverance vs. Conflict:** What type of problems or conflicts did this author have to face/overcome and how did they deal with these problems and/or overcome the

Slides 2-6 might be blended or reorganized to avoid redundancy. It doesn't matter if you change things around or combine things as long as you have at least 5 slides on this information and that your slides include information on the author, their world, the time period, the problems they faced, and the way they overcome those problems. We need Don't be repetitive. If you already said it earlier, don't say it again.

7. **Additional Info:** You can write anything here, but it might be about things you **enjoyed** about the book (including writing style), Things you might change. Things that **shocked/surprised** you, Things that you **learned**, or Things that **inspired** you.

8. **Takeaway:** Tell us what you learned from their story, or tell us what the author hopes the reader will learn from their story, or

9. **Inspiration or Impression of Author:** Explain your opinion on this person, or explain how you were inspired by this person, or detail your impression of this person that this book was written about.

10. **Review:** Review the book.: What was your response to the book or your overall impression? How many stars or points would you give it, etc., & **Recommendation:** Would you recommend this book to your classmates? Why or why not? You might even recommend other books similar to this one or other books that this author has written.

REMEMBER: Make sure that EVERY slide has a picture or at least one visual on them.

Try to fill up at least half of each slide with a picture or visual of some sort. Colorful backgrounds (that don't interfere with our ability to read the words on the slide) are good. Design elements, special layout, and other visual details are fun too. Try to make the slides as visually appealing as possible. Add background, animations, pictures, etc., to each slide

SUGGESTED BOOKS

Recommended Books to Choose From

(These are not required. You may do a different book that is not on this list)

Recommended NONFICTION Books

(those in bold type come highly recommended by past students)

- ***I am Malala*** —Malala Yousafzai (highly recommended, though I am deliberating on adding this to our class reading list cause it is a favorite of so many)
- *(Anne Frank: The Diary of a Young Girl) –We will likely do this in school together so if you do this in the summer, I will make you read another book about the Holocaust during school)* —Anne Frank
- ***Becoming Kareem: Growing up on and Off the Court***—Kareem Abdul-Jabbar
- ***The Keeper: The Unguarded Story of Tim Howard (Young Reader Edition*** —geared towards middle school & Upper Elementary students) –Tim Howard
- or-
- *The Keeper: A life of Saving Goals and Achieving Them* (the same book as the above but a bit longer and geared to those with a little higher reading and maturity level) —Tim Howard
- ***The 57 Bus: A True Story of Two Teenagers and the Crime That Changed Their Lives***—Dashka Slater
- ***A Long Way Gone*** —Ishmael Beah (The story of a child soldier)
- ***Red Scarf Girl*** —Ji-Li Jiang
- ***Chinese Cinderella: The True Story of an Unwanted Daughter*** —Adeline Yen Mah
- ***Being Jazz: My Life as a (Transgender) Teen*** — Jazz Jennings
- ***I Will Always Write Back***— Martin Ganda and Caitlin Alifirenka
- *Glimmer of Hope: How Tragedy Sparked a Movement* — The founders of March for Our Lives (Teen led movement against gun violence)
- *Claudette Colvin Twice Toward Justice* —Phillip M. Hoose (*Civil Rights Movement*)
- *We Are Displaced* —Malala Yousafzai

- *Just Mercy* (Adapted for Young Adults): A True Story of the Fight for Justice—Bryan Stevenson (Racial Biases in the Criminal Justice System)
- *I've Lived a Thousand Years* — Livia Bitton Jackson (Holocaust Memoir)
- *Weedflower*—Cynthia Kadohata (*Japanese Internment*)
- ***Most Dangerous: Daniel Ellsberg & the Secret History of the Vietnam War***—Steve Sheinkin
- *The Boys Who Challenged Hitler: Knud Pedersen and the Churchill Club* —Phillip Hoose
- *We Will Not Be Silent: The White Rose Student Resistance Movement that Defied Adolf Hitler* —Russell Freedman
- ***The Port Chicago 50: Disaster, Mutiny and the Fight for Civil Rights***—Steve Sheinkin
- ***Undefeated: Jim Thorpe and the Carlisle Indian School Football Team***—Steve Sheinkin
- ***The Notorious Benedict Arnold: A True Story of Adventure, Heroism & Treachery***—Steve Sheinkin
- ***Bomb: The Race to Build and Steal the World's Deadliest Weapon***—Steve Sheinkin
- *Charles and Emma: The Darwins' Leap of Faith*—Deborah Helligman
- ***Night***—**Eli Weisel** (best for a mature student as this is a memoir about the Holocaust)
- ***Narrative of the Life of Frederick Douglass***—Frederick Douglass (*for an advanced reader*)

Historical Fiction

- ***Resistance*** — Jennifer A. Nielsen (*historical fiction*)
- ***Code Talker***—Joseph Bruchac (*historical fiction*)
- ***The Seeds of America Trilogy: Chains; Forge; Ashes*** —Laurie Halse Anderson
- ***Alan Gratz books*** (*like Refugee, Prisoner B-3087, Grenade, Samurai Sword Shop, Ground Zero, etc.,*)
<https://www.publishersweekly.com/pw/authorpage/alan-gratz.html>
- *Once* — Moritz Gleitzman (*historical fiction*)
- *Jefferson's Sons* — Sally Hemming
 - *This story of Thomas Jefferson's children by one of his slaves, Sally Hemings, tells a darker piece of America's history from an often unseen perspective-that of three of Jefferson's slaves-including two of his own children. As each child grows up and tells his story, the contradiction between slavery and freedom becomes starker, calling into question the real meaning*

of “life, liberty, and the pursuit of happiness.” This poignant story sheds light on what life was like as one of Jefferson’s invisible offspring.

- *Johnny Tremain* —Esther Forbes
- *The Hired Girl* —Laura Amy Schlitz (historical fiction)
- *A Night Divided* — Jennifer A. Nielsen (historical fiction)
- *Shooting Kabul* — N.H. Senzai
- *Under the Persimmon Tree* —Suzanne Fisher Staple
- *Words in the Dust* — Trent Reedy

Fiction Books

(The ones in bold have been class favorites)

Mystery —Adventure—Intrigue—Espionage

- ***The Mysterious Benedict Society***
- ***The Wig in the Window* —Kristen Kittscher**
- ***Spy School Series* — Stuart Gibbs**
- ***Charlie Thorne* —Stuart Gibbs**
- ***One of Us is Lying* —Karen McManus**
- *Sweetness at the Bottom of the Pie—A Flavia de Luce Mystery* —Alan Bradley
- *Escape from Mr. Lemoncello’s Library—Chris Grabenstein (middle school)*

Fantasy

- ***Scythe* — Neal Shusterman (fantasy)**
- ***Eragon* —Christopher Paolini (fantasy)**
- ***Keeper of the Lost City* —Shannon Messenger (fantasy)**
- ***Cinder (or other books in the Lunar Chronicles series)* — Marissa Meyer (fantasy/SciFi)**
- ***Ember in the Ashes* (fantasy)**
- ***Children of Blood and Bone* — Toni Adeyemi (fantasy)**
- ***The Red Queen* —Victoria Aveyard (fantasy)**
- ***Ink Iron and Glass* — Gwendolyn Clare (fantasy)**
- ***A Wrinkle in Time* —Madeleine L’Engle (fantasy)**
- ***Harry Potter* — JK Rowlings (fantasy/middle school)**
- ***Shadow & Bone* —Leigh Bardugo (fantasy)**
- ***The Princess Bride* — William Goldman (humor/fantasy)**
- *Unwanted* —Lisa McMann (fantasy/middle school)
- *Graceling* —Kristin Cashne (fantasy/middle school)
- *The Golden Compass* —Philip Pullman (fantasy/middle school)
- *The Great Hunt (Wheel of Time book 1)*—Robert Jordan (Fantasy)
- *Ages of Oz: A Fiery Friendship*— Gabriel Gale (Fantasy)
- *Dragonsong* —Anne McCaffrey (fantasy)
- *Summer and Bird* —Katherine Catmull (fantasy)

- *Jasmine Throne* —Tasha Suri
- *City of Bones* —Cassandra Clare
- *Wizard of Earthsea* —Ursula Le Guin (fantasy)
- *The Princess Academy* —Shannon Hale
- *Rick Riordan books*

I have a number of other fantasy books in my library students can borrow

Dystopian Fiction

- *Divergent* —Veronica Roth (dystopian)
- *Matched* — Ally Condie (dystopian)
- *The Hunger Games* —Suzanne Collins (dystopian)
- *The Red Queen* — (fantasy+dystopian)
- *The Maze Runner* —Debra Bogart (dystopian —Violence Alert)
- *Legend* —Mary Liu (dystopian)

SciFi

- *Ender's Game* —Orson Scott Card (Sci fi)
- *War of the Worlds* —(modern classic)
- *Cinder (and other books in the Lunar Chronicles)* —Marissa Meyer

Books that take place in historical settings:

<https://bookriot.com/historical-fiction-books-for-middle-school-readers/>

<https://readingmiddlegrade.com/middle-grade-historical-fiction-books/>

Fiction

- *The Thing About Jellyfish* —Ali Benjamin
- *Tangerine* — Edward Bloor
- *The Fault in Our Stars* —John Greene
- *Little Women* —Louisa May Alcott (a classic)
- *Black Beauty* —Anna Sewell (a classic)
- *Hatchet* —Gary Paulsen (Newbery Medal/adventure)
- *Lord of the Flies* —William Golding (a classic)
- *Flowers for Algernon* —Daniel Keyes (a classic)
- *On the Come Up* —(language alert! Lots of bad words)
- *All the Stars Denied*—Guadalupe Garcia McCall
- *One Crazy Summer*—Rita Williams Garcia
- *Finding Langston* —Lesa Cline Ransom
- *Out of Left Field* —Elen Klages
- *The Night Diary* — Veera Hiranandani
- *Stella by Starlight* —Shannon M. Draper
- *The Length of a String* —Elissa Brent Weissman

- *Mapping the Bones*—Jane Yolan
- *Code of Honor* —Alan Gratz
- *Internment*— Samira Ahmed
- *The Curious Incident of the Dog in the Night-time* —Mark Haddon (dark humor)
- *The Absolutely True Diary of a Part-time Indian* —Sherman Alexie (middle school)
- *The False Prince*—Jennifer A. Nielsen (middle school)
- *Al Capone Does My Shirts* —Gennifer Choldenko (middle school)
- *Out of Left Field* —Ellen Kages (middle school)—Golden Poppy book Award
- *Color Me In* —Natasha Diaz
- *Tradition* —Brendan Kiely (mature themes alert!)
- *Maybe he just likes you* — Barabara Dee
- *The Things She’s Seen* —Ambelin Kwaymullina
- *Far From the Tree* —Robin Benway (National Book Award)
- *White Fang AND Call of the Wild* (read both) —Jack London (classic/adventure)
- *A Separate Peace* —John Knowles (a classic)
- *A Tree Grows in Brooklyn* —Betty Smith (a classic)
- *Bless Me, Ultima* —Rudolfo Anaya (a classic)
- *My Ántonia*—Willa Cather (a classic)
- *The Devil’s Arithmetic* —Jane Yolen (Holocaust theme/fantasy)
- *The Book Thief* —Markus Zusak (Holocaust theme/magical realism)
- *Number the Stars* — (Holocaust)
- *Girl Used Up* —April Henry
- *Turtles All the Way Down* —John Greene
- *Scars Like Wings* — Erin Stewart
- *Wonder* —R.J. Palacio (and other books in this series are good)
- *Song for a Whale* —Lynn Kelly
- *The Mighty Miss Malone* —Christopher Paul Curtis
- *Crow* —Barbara Wright
- *Esperanza Rising* —Pam Muñoz Ryan
 - *Esperanza thought she’d always live with her family on their ranch in Mexico—she’d always have fancy dresses, a beautiful home, and servants. But a sudden tragedy forces Esperanza and Mama to flee to California during the Great Depression, and to settle in a camp for Mexican farm workers. Esperanza isn’t ready for the hard labor, financial struggles, or lack of acceptance she now faces. When their new life is threatened, Esperanza must find a way to rise above*