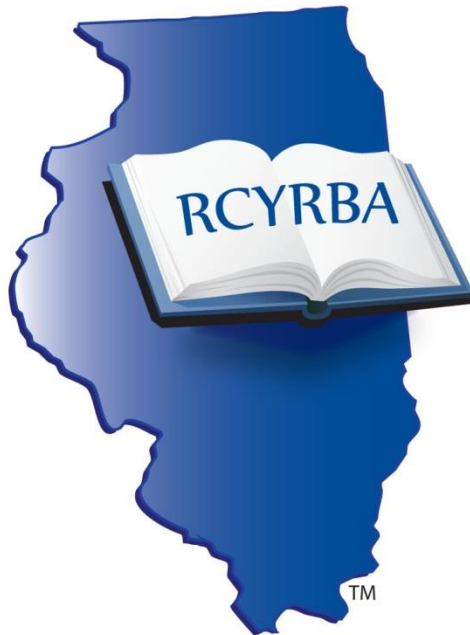


LET'S TALK ABOUT BOOKS

Rebecca Caudill Young Readers' Book Award List 2018

Suggestions for Use



Edited by Ellen Popit

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Introduction

The Rebecca Caudill Young Readers' Book Award (RCYRBA) is now celebrating its twenty-ninth year! Twenty titles are nominated each year, and any students in grades four through eight in participating Illinois schools and public libraries who have read or heard three books may vote for the most outstanding book in February. The winner is announced in March. Children are encouraged to read the books on this list and share their thoughts and reactions with others, thus making the reading experience more enjoyable.

This packet of materials is meant to be a guide for librarians and teachers to help children enjoy and interpret what they read. It is designed as a beginning step when looking in depth at the books on the Rebecca Caudill Young Readers' Book Award Master List for 2018. It is hoped that the packet will start creative thoughts flowing in librarians, teachers, and children, who are trying to read books enthusiastically and with joy. All the materials developed are meant to be used "with" children and not given to them in isolation.

The following suggestions for the twenty titles on the 2018 RCYRBA Master List were developed by a group of librarians and teachers. Information is provided in nine areas: a summary, questions for students, journal starters, and activities designed to extend the book into other curricular areas, reading recommendations, promotional booktalks, related materials, web sites, and book review citations.

Summary: The summary provides an overview of the book for anyone who has not read a particular title.

Questions: The questions included are primarily open-ended with neither a right nor a wrong answer. Since readers' reactions to stories are different, they should be encouraged to express different points of view. The questions encourage students to relate reading to their everyday lives and are designed to promote more questions and discussion as a result. Questions can be given to students when they begin to read the book so they can think about their responses as they read and focus on the ideas that the author is trying to convey.

Journal Starters: These questions are designed to engage students in the writing process and to encourage them to put themselves in situations presented in the books.

Activities: There are a wide variety of activities included to suit different age and interest levels. Some are designed for groups, others for individuals.

Interest Levels: Interest levels are included to help librarians and teachers decide if a title will be of interest to a group of students or to an individual. The recommendation is only made with consideration for grades four through eight, which are the grades included in the award. Occasionally, a caution is listed when a sensitive topic is included that may cause concern in some communities.

Book Trailers: Online "commercials" for books on this list have been added when available.

Booktalks: Booktalks have been added for the convenience of librarians and teachers who would like a prepared piece to use for book promotion. They are short, sometimes including a passage from the book,

since hearing the voice of the author is often important when students are deciding whether or not to read a specific title.

Read-Alikes: A listing of related books that will aid in extending literature activities. Titles were suggested by teachers and librarians who have had experience with them. This list is not exhaustive and materials have not been screened for literary merit. These related books are divided into three general categories: additional books by the same author, topics which are mentioned in the story and books which are similar. Because of their broad appeal throughout the curriculum, picture books are also included in this listing.

Web Sites: Sites were selected to expand the activities and learning of the students. Some sites are for author information and others for organizations, locations or topics related to the book. The sites were checked on October 2, 1027 and were active at that time. If links to .pdf files take a long time to load, it is often easier to copy and paste them into your browser.

Book Review Citations: Book review citations have been included to aid teachers and librarians in case a challenge to any of the books on the list should occur.

This activities packet has been edited with care from materials developed by the contributors. The Rebecca Caudill Young Readers' Book Award Committee would appreciate comments and suggestions concerning the packet. Please direct communications to anyone on the committee or to the editors of the packet.

Developing this packet was a challenging, invigorating experience for the participants. Enjoy!

Bertman, Jennifer Chambliss. *The Book Scavenger*. Henry Holt and Co., 2015.

SUMMARY:

Emily Crane is 12 when she moves to San Francisco, California with her mom, dad, and older brother, Matthew. Emily's parents want to live in all 50 states. Emily is beginning to wish they could stay in one place, set down roots and build friendships. However, Emily is excited to be living in San Francisco because the Book Scavenger game, founded by Garrison Griswold, began there. To play Book Scavenger, Emily and other participants solve puzzles to find books hidden all over the country. Unfortunately, Garrison Griswold is attacked just before launching a new online game. Meanwhile, Emily and her new friend, James, find a hidden book which seems to have something to do with the new game and possibly a fantastic prize. Scary things start happening. Emily and James find themselves in a race to solve the mystery before Griswold's attackers get to them.

QUESTIONS:

What would be the pros and cons of living in 50 states?

Friendship comes up a lot in *The Book Scavenger*. What do you think it means to be a good friend?

In the book is a quote by Jack Kerouac, "What's in store for me in the direction I don't take?" How do Emily and James go about deciding what to do? What process do you go through to make decisions?

Are there similarities between Mr. Griswold and Willy Wonka? If so, what are they?

How would you play Book Scavenger if you wanted to win? Explain what you would do.

What roles does Mr. Quisling and his assignment play in the story?

JOURNAL STARTERS:

I met my new neighbor, James, he was different but I...

When James and I found a copy of *The Goldfinch*, I thought...

ACTIVITIES:

Participate in Book Scavenger yourself! Get information at <http://bookscavenger.com>

Participate in Book Crossing <http://www.bookcrossing.com>

Read stories or poetry by Edgar Allen Poe. Choose a favorite and explain why you like it.

Name 3 San Francisco Landmarks. Explain why someone would want to visit them.

Look up nicknames for San Francisco. Find out where those names came from.

Investigate Jack Kerouac and how he influenced poetry.

Find a recipe for invisible ink. Write a secret message using it.

Use or develop a secret code or cypher. Write or decode secret messages with your new skills.

Organize a book scavenger hunt of your own.

INTEREST LEVEL: Gr 4–8

BOOK TRAILER:

Margaret Bokelman: <https://www.youtube.com/watch?v=vSLXeuRnFrA>

BOOK TALK:

The Book Scavenger begins with 12-year-old Emily moving to San Francisco. Her parents write a blog, *50 Homes in 50 States*, it is their quest to live in every one. Emily is getting tired of moving all the time. She is a devoted fan and participant in a game called Book Scavenger. This is a challenging game in which books are hidden all over the country. The game is played partly online, partly in the field using geocaching skills but primarily by figuring out clues from cyphers or puzzles. Emily is excited to be in San Francisco because the creator of Book Scavenger, Garrison Griswold, lives there. Griswold is ready to launch a new game when he is attacked. Emily and her new friend, James, while playing Book Scavenger come across a book which might be connected to Mr. Griswold. Soon lots of scary stuff starts happening. Will Emily and James be the next victims of Mr. Griswold's assailants or can they solve the mystery before it is too late?

READ ALIKES:

Balliett, Blue. *Chasing Vermeer*. Scholastic Press, 2003.

Dahl, Roald. *Charlie and the Chocolate Factory*. Alfred A. Knopf, 1964.

Grabenstein, Chris. *Escape from Mr. Lemoncello's Library*. Random House, 2013.

Messner, Kate. *Capture the Flag*. Scholastic Press, 2012.

Raskin, Ellen, *The Westing Game*. Dutton, 1978.

RELATED WEBSITES:

Jennifer Bertman: <http://jenniferchamblissbertman.com>

Book Scavenger: <http://bookscavenger.com>

One Book, One Denver: http://bookscavenger.com/wp-content/PDF/YOBOD_Activity_Book_Final_Online.pdf

Young Hoosier Book Award: <https://docs.google.com/document/d/1V63Hvr-QcdaP6NRtIOiSXLbEx0n7kTYnJHtWgQsxZs4/edit>

Cryptology for Beginners:

<http://www.mastermathmentor.com/mmm/content/files/crypt/Ciphering%20manual.pdf>

San Francisco Travel: <http://www.sftourism.com>

Edgar Allan Poe Museum: <http://www.poemuseum.org>

Jack Kerouac Information: www.jackkerouac.com

REVIEWS:

Booklist (May 15, 2015): 55

Publishers Weekly (April 13, 2015)

Kirkus (April 15, 2015)

Brown, Don. *Drowned City*. Houghton Mifflin Harcourt, 2015.

SUMMARY:

In August, 2005 an unremarkable wind originating in Africa gained momentum as it moved across the Atlantic Ocean, morphing into the destructive behemoth known as Hurricane Katrina. In his graphic nonfiction work *Drowned City*, Don Brown documents Katrina and her aftermath as she swept along the Gulf Coast, wreaking unconscionable havoc on the city of New Orleans, destroying its levees and compromising its water pumps. There are extensive source notes and a bibliography at the end of this book.

QUESTIONS:

What is a hurricane? How are hurricanes formed and how should you prepare for one?
Why did disaster experts fear a hurricane in New Orleans? What caused the flooding after Katrina?
Is there anything the people who remained in the city could have done differently to prevent the devastation from the flood?
Why did people remain in the superdome and the convention center
What was the response of federal agencies such as FEMA to the disaster? What about local officials?
Did any parts of this book make you feel frightened? Angry? Hopeful?

JOURNAL STARTERS:

Imagine yourself in one of the more compelling panels in this book and tell your story. (Some suggestions are pages 21, 25, 31, 39, 48, 71)

ACTIVITIES:

Research hurricanes.
Look at maps of New Orleans that show its waterways and levees.
Research the Army Core of Engineers and what it is doing for flood control in New Orleans.
Browse the National Weather Service website. Learn how you can be prepared for dangerous weather.
Read a first-person account of someone who survived the aftermath of Hurricane Katrina in New Orleans.
Write a Readers Theater script based on this story.

INTEREST LEVELS: Grades 6-8

BOOK TRAILER:

Sydney Stockton: <https://www.youtube.com/watch?v=Ho1FyP8nycQ>

BOOKTALK:

Imagine yourself living in the hot, steamy city of New Orleans in August of 2005. Sirens sound and most of the residents of your city leave because a monstrous hurricane with a lovely name, Katrina, is headed your way. (pp. 8-9) Perhaps your family is poor and does not have money or a vehicle to leave; perhaps they are set in their ways or just plain stubborn. You remain, knowing you will have to tough out some violent wind and rain, maybe even severe damage to your home. Then you see cars floating down your street. (pp. 22-23) Soon filthy water gushes into your house, in the basement, then the first floor. (pp. 26-27) You try to stay ahead of the deluge but when you reach the attic you realize that there is nowhere else to go unless you can break out to your roof. What has happened? Why has no one come to rescue you? (pp. 30-31) Where are the police, the rescue workers? Doesn't the government help its citizens in this kind of an emergency? Read the graphic non-fiction book *Drowned City* by Don Brown and experience the dramatic story of Hurricane Katrina and its aftermath. (Page numbers correlate to text as visuals for this booktalk.)

READ-ALIKES:

Brown, Dan. *The Great Dust Bowl*. HMH Books for Young Readers, 2013.
Jacobson, Sid and Ernie Colon. *The 911 Report: A Graphic Adaptation*. Hill and Wang, 2006.
Pietras, Jamie. *Hurricane Katrina*. Chelsea House, 2008.
Rhodes, Jewell Parker. *Ninth Ward*. Little, Brown, 2010.
Zullo, Allan. *Heroes of Hurricane Katrina*. Scholastic, 2015.

RELATED WEBSITES:

Don Brown website: <http://www.booksbybrown.com/>

FEMA: <https://www.fema.gov/news-release/2015/07/30/fema-outlines-decade-progress-after-hurricane-katrina>

NEA Hurricane Katrina lessons and activities: <http://www.nea.org/tools/lessons/63460.htm>

National Weather Service: https://www.weather.gov/owlie/science_kt

U.S. Army Corps of Engineers New Orleans District: <http://www.mvn.usace.army.mil/>

Zane and the Hurricane Readers' Theater Script <https://docs.google.com/document/d/1XN2Z-dJIZGHEYE-mmBDKPh-i2idvRFULqaxf2S-rwUI/edit>

REVIEWS:

Booklist (August 1, 2015): 47.

Horn Book Magazine (September/October, 2015): 126

Kirkus Reviews (May 1, 2015): 40

School Library Journal (August, 2015): 125

Chmakova, Svetlana. *Awkward* Yen Press, 2015.

SUMMARY:

Penelope “Peppi” Torres has transferred to a new middle school. She has 2 cardinal rules for surviving school. Rule #1 Don’t get noticed by the mean kids and Rule #2 Seek out groups with similar interests and join them. On the first day, Peppi trips, sending all her books flying. A boy, Jaime, helps pick up her things. Immediately, the mean kids start chanting, “nerder girlfriend.” Peppi shoves Jaime and runs away. Peppi is embarrassed at the way she treated Jaime but she puts off apologizing. Peppi follows her second cardinal rule and joins the Art Club. Making things truly awkward, Peppi is assigned a science tutor who turns out to be non-other than Jaime. He is the soul of patience and kindness, but Peppi still cannot bring herself to apologize. Jaime’s science club and Peppi’s art club become archrivals as they vie for a table at the Annual School Club Fair. The principal decrees that the club who can come up with the best project for the betterment of the school, as determined by vote of their peers, will get a table at the School Club Fair. As Peppi and Jaime tentatively build a friendship, complications arise as competition between the two clubs escalates. Peppi is challenged by bullies, trying to remain neutral in the war between the clubs, finding her voice and overcoming her shyness.

QUESTIONS:

Penelope Torres avoids apologizing to Jaime for pushing him down. When should she have said she was sorry? Would her troubles have been easier if she had opened up sooner?
How does the Art Club react to the news that they will not get a table at the School Club Fair? did they react to the news? What actions did they take?
When Peppi meets Maribelle’s dad, does her opinion change about Maribelle’s desire to succeed?
When the principal challenges the Art Club and Science Club to do a project which contributes to the school community, what occurs? Was it a wise decision to pit one club against the other?
How would you describe Jaime’s character? Does Jaime’s character influence Peppi? If so, in what way?
How do Peppi and Jamie respond to bullying at the beginning of the book? Did their reactions to bullying change as the book progressed?
Peppi and Jaime propose the 2 clubs work together on a project for the school community. What did they decide to do? How did this effect the members of the clubs?

JOURNAL STARTER:

If I moved to a new school, I...

ACTIVITIES:

Run too many copies like the Art Club teacher? Make paper airplanes!
Go geocaching like Peppi and Jaime.
Make your own graphic novel.
Peppi and Jaime did a scavenger hunt at a museum. Set up a scavenger hunt of your own.

See if there is a project you could do to benefit your school or community.

INTEREST LEVELS: Grades 5-8

BOOKTRAILER:

Amazing Book Race: Awkward: <https://www.youtube.com/watch?v=rhsMaiwOV-4>

BOOKTALK:

Imagine how awkward it would be to start at a new middle school! Penelope “Peppi” Torres must do just that. But Peppi is prepared with some rules for surviving school: Rule #1 Don’t get noticed by the mean kids and Rule #2 seek out groups with similar interests and join them. All goes well on Peppi’s first day until she trips and her books go flying right in the middle of the hall. A boy comes to her rescue and the next thing you know the mean kids are chanting “nerder girlfriend!” Peppi is so upset, she just shoves the boy, Jaime, and runs away. So, starts Peppi’s life at her new school. Following her cardinal rule #2, she joins the Art Club and makes lots of friends. But, Peppi feels terrible about how she treated Jaime. Then to make things even more awkward, he becomes her tutor and is a member of the art club’s archrival...science club. The clubs are pitted against one another and the situation quickly spirals out of control. If you want to find out if Peppi manages to survive her new school...read on!

READ ALIKES:

Gownley, Jimmy. *The Dumbest Idea Ever!* Graphix, 2014.

Hale, Shannon. *Real Friends*. First Second, 2017.

Holm, Jennifer L. *Sunny Side Up*. Graphix, 2015.

Jamieson, Victoria. *Roller Girl*. Dial Books, 2015.

Russel, Rachel Renée. *Dork Diaries 1: Tales from a Not-So-Fabulous Life*. Aladdin, 2009.

RELATED WEBSITES:

Svetlana Chmakova: <https://svetlania.com>

Scholastic Interview: <http://bookboxdaily.scholastic.com/2015/11/11/svetlana-chmakova-gets-awkward/>

Dealing with Bullies: <http://kidshealth.org/en/kids/bullies.html>

Pinterest/Art Club: <https://www.pinterest.com/explore/art-club/?lp=true>

Pinterest/Science Club:

[https://www.pinterest.com/search/pins/?q=Science%20Club&rs=typed&term_meta\[\]=Science%7Ctyped&term_meta\[\]=Club%7Ctyped](https://www.pinterest.com/search/pins/?q=Science%20Club&rs=typed&term_meta[]=Science%7Ctyped&term_meta[]=Club%7Ctyped)

REVIEWS:

School Library Journal (July 1, 2015): 99

Connor, Leslie. *All Rise for the Honorable Perry T. Cook*. Katherine Tegen, 2016

SUMMARY:

Perry T. Cook is being raised in a correctional facility in Surprise, Nebraska. A caring warden is his guardian and she has always believed it best that he be kept with his mother. So, a small lounge is converted into a room for Perry. He and his mother are permitted to be together when she is not required to be in her cell.

However, the time comes when the district attorney realizes that Perry is living in the facility and he removes Perry and brings him to live at his home. What nobody realized was that the district attorney was the step-father of Perry's best friend Zoey.

Perry's life then becomes a mission to clarify what caused his Mom to be imprisoned and to secure her parole.

QUESTIONS:

How did Surprise, Nebraska get its name?

How does Perry bring information about his "outside" world to his mother?

What did Perry mean when he said he was a "new intake" at the Van Leer's home?

Do you think that Warden Daugherty was treated fairly?

Why do you think Perry preferred the camp mat in the closet to his bed in the Van Leer's house?

What strategies did Perry (and Zoey) use to enable Perry and his Mom to visit in prison?

JOURNAL STARTERS:

I would define family as.....

ACTIVITIES:

Making a drawing of Perry's prison living quarters.

Invite a correctional facility librarian to speak with you about how the inmates are served.

Using a camera, capture a typical day at school for you.

Collect some of Big Ed's "Mottos for Successful Residents"

Create a timeline and map of what happened the night of the accident that caused his Mom's imprisonment.

Choose a character (aside from his Mom) in the novel and describe what impact that person had on Perry's life.

INTEREST LEVEL: Grades 4-6

BOOK TRAILER:

Issac Barnett: <https://www.youtube.com/watch?v=DiGBQjbKbHY>

BOOK TALK:

Home is where your family is, right? Unless your family is in prison.... then things change a bit. Eleven-year-old Perry T. Cook has lived in the Blue River Co-ed Correctional Facility all his life. His mother is an inmate and the warden decides to keep them together. A room is built for Perry off the warden's office in what used to be lounge. He meets his Mom every day at morning "Release" then goes off to school. If it takes a village to raise a child, the Blue River Community is that village for Perry.

A new middle school is a challenge, but a good friend in the person of Zoey Samuels is a big help and together they document their school experience for Perry's mom with photographs. Life gets complicated when the District Attorney, Thomas Van Leer discovers that Perry still lives in the facility. His solution is bringing Perry home to live with him, his wife and their daughter. Everyone is surprised to learn that Van Leer's step-daughter is none other than Zoey Samuels!

Perry (with Zoey's help) must get to the truth behind the event that landed her in prison.

READ-ALIKES

Baskin, Nora Raleigh. *Ruby on the Outside*. Scholastic, 2015.

Choldenko, Gennifer. *Al Capone Does My Shirts*. G.P. Putnam's Sons, 2004.

Korman, Gordon. *Chasing the Falconers*. Scholastic, 2005.

Spinelli, Jerry. *The Warden's Daughter*. Knopf, 2017.

RELATED WEBSITES:

Leslie Connor: <http://www.leslieconnor.com>

Class Act: <https://www.themailbox.com/storage/microsites/images/2016/harpercollins2016-all.pdf>

Questions Asked by Children of Parents in Prison <http://www.kevinmd.com/blog/2011/02/10-questions-asked-children-parents-prison.html>

Children of Incarcerated Parents Bill of Rights: <http://www.parentinginsideout.org/the-children-of-incarcerated-parents-bill-of-rights>

REVIEWS:

Booklist (February 1, 2016)

Kirkus (December 15, 2016)

Publishers' Weekly (March 7, 2016)

School Library Journal (December 1, 2016)

Eager, Lindsay. *Hour of the Bees*. Candlewick, 2016

SUMMARY:

Twelve-year-old Carol is planning to spend the summer in Albuquerque with her friends. Twelve-year-old Carolina is spending the summer in the desert on her grandfather's ranch. She's never met her grandfather, Serge, who is struggling with dementia. The family has gone to the ranch to help pack up Serge's belongings and help him transition to an assisted living facility. Once on the ranch, Carolina begins to learn her family's story and what made up the relationships among Serge, her grandmother Rosa and her father, Raul. Just like life, it was all very complicated, but just like life, it was full of love.

QUESTIONS:

What was Carolina's relationship with her sister Alta? Why was it so complicated?
What are the reasons that Carol's father has for selling the ranch?
Why do you think Serge was afraid to leave?
Why does Serge refer to Carolina as Rosa?
What was the significance of the bees in this novel?
In the story, Serge refers to the tree as a gift. Was it a gift?

JOURNAL STARTERS:

Serge says: "Measuring time isn't as simple as adding or subtracting minutes from a clock. You must find your own measuring stick" My measuring stick is....
Some of the things that tie me to my roots are.....

ACTIVITIES:

Invite a health care provider to talk with your group about Alzheimer's disease and dementia.
Create side by side drawings of Carol and Caroline.
Research magical realism and give some examples from other novels you have read.
Draw the tree from Serge's story.
Reenact Serge's story from beginning to end.
Make some simple bracelets, similar to Rosa's.

INTEREST LEVEL: Grades 6-8

BOOK TRAILER:

Amanda Crowley: <https://www.youtube.com/watch?v=h8rQWtQvZM8>

BOOK TALK:

“Once upon a time there was a tree...” This story is told by Serge, a New Mexico rancher who is struggling with dementia. His family has come to help him close up his ranch and transition to an assisted living facility. He wants no part of it, but his family sees it as the only way.

His granddaughter, Carol, was very reluctant to come. She was envisioning a summer with her friends. Instead, her summer is centered around packing and babysitting. But when Serge enlists her help and starts to tell her stories that begin with “Once upon a time there was a tree...” Carol’s mind and heart begin to open and she comes to know her family’s story and realizes that stories never have endings, just “new beginning.”

READ ALIKES:

Creech, Sharon. *Heartbeat*. HarperCollins, 2004.

Messner, Kate. *The Brilliant Fall of Gianna Z*. Walker, 2009.

Park, Barbara. *The Graduation of Jake Moon*. Atheneum Books for Young Readers, 2000.

Silberstein, Shel. *The Giving Tree*. Harper & Row, 1964.

Voight, Joseph. *My Grandma Has Alzheimer’s, Too*. DNA Press, 2007

RELATED WEBSITES:

Walker Books---Lindsay Eager: <http://www.walker.co.uk/contributors/Lindsay-Eagar-15249.aspx>

The Sweet Sixteens: <https://thesweetsixteens.wordpress.com/2015/04/27/meet-the-author-lindsay-eagar>

Candlewick Press Discussion Guide: http://www.candlewick.com/book_files/0763679224.bdg.1.pdf

Myths About Bees: <https://www.noble.org/globalassets/images/news/ag-news-and-views/2017/03/pdf/11-myths-about-bees.pdf>

11 Facts about Drought: <https://www.dosomething.org/facts/11-facts-about-droughts>

The Milk’s in the Oven: <https://www.mentalhealth.org.uk/publications/milks-oven>

REVIEWS

Booklist (February 1, 2016): 41

Kirkus (January 15, 2016)

School Library Journal (March 1, 2016): 127

Ganda, Martin. *I Will Always Write Back*. Little, Brown, 2015

SUMMARY:

When Caitlin was twelve, her class took part in a pen pal project. Her pen pal was a smart young man named Martin Ganda from Zimbabwe, who was from an extremely poor family. His family lived in one-half of a room and a mattress served as their only real piece of furniture. It was difficult for them to scrape up the money required to send Martin to school, for school in Zimbabwe, even the lower grades, was not free. At first, Martin tried to shield Caitlin from the realities of his life, but he eventually shared with her how desperate their financial situation was. Caitlin began sending money, clothes, shoes and other items to help support Martin and his family. Caitlin and Martin corresponded for many years and it was the work done by Caitlin's family that made it possible for Martin to come to America to attend college.

QUESTIONS:

How do you think Martin felt when he received Caitlin's initial letters and description of what life was like in America?

Why do you think Martin initially kept his poverty a secret from Caitlin?

Was it right for Martin to ask Caitlin to send him money?

How would you feel if you found out your parent was going to lose their job and it would affect where you live?

How would you persuade a friend to help support another family as Caitlin and her family did?

What would you do if all the electricity in the world just stopped?

What law would you like to see enacted which would help people?

JOURNAL STARTER:

If I had a pen pal, ten things I'd tell them about me would include.....

ACTIVITIES:

Look for Zimbabwe on the map. Figure out how far apart where Martin lives in Zimbabwe and where Caitlin in the United States lives are.

Compare what an American dollar can buy in the United States and what it can buy in Zimbabwe.

Compare housing in the United States and in Zimbabwe.

What are the official languages in Zimbabwe? How do you say Friend?

What are some of the popular foods served in Zimbabwe? Would they be popular in the United States? If possible try to make one of the popular foods.

Compare education in the United States and in Zimbabwe

Write a letter to a friend, relative, or teacher and try to describe your life and where you live.

INTEREST LEVEL: Grades 5-8

BOOKTRAILERS:

Mary Ann Monk: <https://www.youtube.com/watch?v=hu1VkcN3cW4>

Jaiden Voltz: <https://www.youtube.com/watch?v=kfvvB8nVOjA>

BOOKTALK:

“Kindness is contagious. It changes lives. It changed mine. What will it do for you?” How much of a difference do you think one person can make in this world? What about if that person was someone your age? Could they make a difference in anyone’s life or in the world? When Caitlin began writing to Martin in Zimbabwe as part of a school assignment, she had no idea of how much both of their lives would change.

READ-ALIKES:

Beah, Ishmael. *A Long Way Gone: Memoirs of a Boy Soldier*. Sarah Crichton Books, 2007.

Clements, Andrew. *Extra Credit*. Atheneum Books for Young Readers, 2009.

Davis, Sampson. *We beat the street: how a friendship pact led to success / by The Three Doctors* Dutton Children's Books, 2005.

Lee, Carol Ann. *A Friend Called Anne*. Viking, 2005.

Park., Linda Sue. *A Long Walk to Water*. Clarion Books, 2009.

Rubin, Susan Goldman. *Searching for Anne Frank: letters from Amsterdam to Iowa*. Abrams Pub., 2003.

RELATED WEBSITES:

Zimbabwe: <https://www.britannica.com/place/Zimbabwe>

Students of the World: http://www.studentsoftheworld.info/menu_pres.html

Seeds of Africa. <http://www.seedsofafrica.com/>

I will always write back educator’s guide.

http://media.hdp.hbgusa.com/titles/assets/reading_group_guide/9780316241311/EG_9780316241311.pdf

REVIEWS:

Kirkus (February 1, 2015)

Publishers Weekly (March 18, 2015)

School Library Journal (February 1, 2015): 126

Hilton, Marilyn. *Full Cicada Moon*. Dial Books, 2015

SUMMARY:

Full Cicada Moon is a novel-in-verse about Mimi. Mimi is of mixed race; her father is an African American and her mother is Japanese. Mimi and her mother join her father in Vermont, where he has taken a position as a University professor. Mimi's family are definitely "other" within the homogenous community and they struggle to fit in. Mimi's dream is to become an astronaut at a time when Apollo 11 prepares to land on the moon. But it is 1969 and women's roles were very limited. Her ambition to become a part of the space program is not taken seriously and she must take home economics, when she'd really prefer shop. Told over the course of a calendar year, we join Mimi on her journey and experience the growth and understanding of the community surrounding her.

QUESTIONS:

How was the United States different in 1969 than 2017?

What words would you use to describe Mr. Dell? What in the text makes you think of those words?

What qualities make Timothy a good friend?

What do you think Mimi grew up to do?

How did Mimi's parents try to protect her?

Mimi's father reminds her to "...be kind, be respectful, and persist." How does she do this through the novel?

JOURNAL STARTER:

My big dream is to _____, and I'm working to make it happen by

ACTIVITIES:

Create a "how to reach my dream" page for students to set goals and think about how to support each other.

Draw the cycles of the moon.

Create a short video on life in the US in 1969.

Create a Venn diagram or double bubble map (Thinking Map ©) on how 1969 and 2017 are alike and different.

Put together a poster or short video on how we can be good friends and support those around us to succeed.

Find an image of the Time Magazine cover that featured the astronauts of Apollo 8.

Invite shop and home economics teachers to discuss what students can learn in their classes

Pack a lunch in the "bento box" style.

If age appropriate for the group, watch the movies Apollo 11 or Hidden Figures.

INTEREST LEVEL: 4th through 8th grades

BOOK TALK:

Mimi is half black, half Japanese. She moves from California to Vermont where her appearance is different than those living around her. Mimi has a dream to be an astronaut. It is 1969 and Apollo 11 is preparing to launch. Many around her don't believe girls should have such dreams. The school wants girls to take cooking classes and boys to take shop. Timothy from next door becomes friends with Mimi even though his uncle says he should not. The two understand each other because they both have dreams that don't "fit" the usual expectations. They learn to care for one another and support each other as they learn just "who" they really are.

BOOK TRAILER:

Mrs. Safford: <https://www.youtube.com/watch?v=vOD2rwQQ3zA>

READ-ALIKES:

Engle, Margarita. *Enchanted Air: Two Cultures, Two Wings: A Memoir*. Atheneum Books for Young Readers, August 2, 2016.

Holt, K.A. *House Arrest*. Chronicle Books LLC, October 6, 2015.

Lai, Thanhha. *Listen, Slowly*. HarperCollins Publishers, May 5, 2017.

Woodson, Jacqueline. *Brown Girl Dreaming*. Penguin Young Readers Group, October 11, 2016.

RELATED WEBSITES:

Marilyn Hilton: <http://www.marilynhilton.com>

Discussion Guide:

http://www.marilynhilton.com/cmsdocuments/Full_Cicada_Moon_Book_Group_Guide.pdf

Apollo 11: <http://www.history.com/topics/apollo-11>

Apollo 11 Facts: <https://airandspace.si.edu/explore-and-learn/topics/apollo/apollo-program/landing-missions/apollo11-facts.cfm>

Girls on the Run: <https://www.girlsontherun.org/remarkable/281/How-to-Encourage-Girls-to-Go-After-Their-Dreams>

REVIEWS:

Booklist (September 1, 2015): 115

Kirkus (June 15, 2015)

Publishers Weekly (June 22, 2015)

School Library Journal (August 1, 2015): 86

Holt, K.A. *House Arrest*. Chronicle, 2015

SUMMARY:

Timothy is caught using a stolen credit card and placed on house arrest for one year. He stole the credit card because there wasn't enough money to pay for the medication keeping his critically ill brother alive.

It is the care for his brother Levi that colors every moment of the lives of Timothy and his mother. His Dad has left, his Mom is working two jobs and Levi needs round the clock care. This family of three is in a very hard place!

The days are tough and the only way to face them is one day at a time. Caregivers and neighbors provide a fragile security net. However, Timothy discovers a physician who may be able to help, it's finding that funding that presents the challenge.

QUESTIONS:

Why does Timothy say that house arrest is not so bad?

Why do you think Timothy's Dad left the family?

Why do you think Timothy's Dad referred to his phone as "the heart of the family?"

Why do you think it is difficult for Timothy to trust Mrs. B and James?

What impact does the free verse format of this novel have on the story?

What qualities make Marisol a good fit for Timothy's family?

What part does Jose's family play in the lives of Timothy, his Mom and Levi?

Were Timothy's actions at the end of the novel justifiable? Why or why not?

Why were the bags for Timothy and his family left anonymously?

JOURNAL STARTERS:

If I were having a difficult time, three people to whom I would go for help would be, because....

The heart of my family is.....

ACTIVITIES:

Pick a cause and develop your own Carnival of Giving.

Try some anonymous Random Acts of Kindness.

Create a care chart for Levi listing all the components of what is needed to care for him through a day.

Invite a pediatric health care provider to read the book and discuss it with your group.

Investigate organizations in your community or county that provide support services for families like Timothy's.

Debate the merits of Timothy's actions when he stole the wallet and when he stole the car. Where they justifiable?

Create a short story and tell it in free verse.

Check out a book on sign language for babies and try some.

BOOK TRAILERS:

Spirit of Texas Reading: <https://www.youtube.com/watch?v=Wz-kITC81Pw>

Zeeshan Razzag: <https://www.youtube.com/watch?v=FYD4jmN8DuQ>

INTEREST LEVELS: Grades 5-8

BOOKTALK:

Timothy is stuck in a very bad place. His father has left, his brother is ill and requires round the clock care. His mother works two jobs. They need money for food and medicine. Timothy steals a credit card and he's caught. The punishment is house arrest for one year. He can go to school, but that's about it. He's supervised by a probation officer and a social worker. None of it is easy and his brother just keeps getting increasingly fragile. His illness dominates the family and there appears to be no end in sight. Until.... Timothy gets word of a doctor who may be able to help. But they need money to make it all happen and Timothy pushes the limits of house arrest to the extreme to see that it does.

READ-ALIKES:

Cummings, Priscilla. *Red Kayak*. Dutton, 2007.

Lord, Cynthia. *Rules*. Scholastic, 2006.

Nuzum, K.A. *A Small White Scar*. Joanna Cotler, 2006.

Sonnenblick, Jordan. *Drums, Girls & Dangerous Pie*. Scholastic, 2004.

RELATED WEBSITES:

K.A. Holt: <http://kaholt.com>

Quizzizz: <https://quizizz.com/admin/quiz/571f8f10371c3513770df440>

Subglottic Stenosis: <http://www.chop.edu/conditions-diseases/subglottic-stenosis>

Utah Rules of House Arrest:

<https://www.utcourts.gov/courts/juv/juvsites/3rd/common/House%20Arrest.pdf>

REVIEWS:

Booklist (September 1, 2015): 116

Publishers Weekly (August 3, 2015)

School Library Journal (July 1, 2015): 86

Jamieson, Victoria. *Roller Girl*. Dial, 2015

SUMMARY:

In this realistic graphic novel (perfect for fans of Raina Telgemeier), main character Astrid (a Latina girl about to begin sixth grade) joins roller derby camp for the summer and is devastated when her BFF, Nicole, chooses dance camp instead.

Initially, Astrid is intimidated by learning a new sport on her own, but eventually finds satisfaction in it and a new friend, Zoey. Throughout, she grapples with a shifting relationship with Nicole, who is enjoying dance camp and getting chummy with Astrid's snobby frenemy. Astrid and her single mother also confront their differences as Astrid demonstrates a need for more independence and support for her changing interests, and their conversation about trust is a standout, especially for adult readers.

Ultimately, Astrid does not become the star of her derby team, but she tries hard and improves, and learns a lot about herself along the way. She displays toughness not just physically, but emotionally, in a story about navigating the tricky path from childhood into adolescence.

DISCUSSION QUESTIONS:

Why does Astrid choose roller derby camp?

Why does Astrid look up to Rainbow Bite?

Astrid isn't the star of her roller derby team. Why does she care so much even though she isn't very good?

What qualities make a good team player?

Astrid and her best friend, Nicole, have a big fight in this book. We mostly see the fight from Astrid's point of view - what changes when you hear Nicole's side of things? Did it change your mind about the way either one of them behaved?

Why do the roller derby players have special roller derby names? What makes those names special and different from their regular names?

What things does Astrid do that make her a good friend? What things does she do that make her a bad friend?

Which summer camp would you rather attend - dance, or roller derby?

JOURNAL STARTER:

When I learned to _____, it was hard at first because....

ACTIVITIES:

Create a roller derby alter-ego for yourself and create a drawing. Don't forget to include a name!

Create a comic about your own roller derby alter-ego.

Research the sport of roller derby and do a presentation on one aspect.

Arrange for a roller derby demonstration.

INTEREST LEVEL: Grades 4-8

BOOK TRAILERS:

Penguin Middle School: <https://www.youtube.com/watch?v=9r4zLaJrMWY>

Victoria Jamieson for Scholastic: https://www.youtube.com/watch?v=mnQSfub4_k0

BOOK TALK:

It's the summer before junior high, and Astrid is NOT looking forward to it! she signed up for roller derby camp, but her BFF betrayed her by signing up for dance camp instead. Now Astrid must go to camp without a friend by her side, and to make matters worse, her BFF only ever wants to talk about boys and clothes and her snobby new friend from ballet. Astrid's worried that their friendship might be as done as fifth grade! It turns out Astrid isn't exactly a 'natural' at roller derby - she'll definitely never be as amazing as her derby hero, Rainbow Bite. Can she patch up her relationship with her BFF? Can she make new friends at roller derby? Can she get good enough to compete at their major end-of-summer bout? Roller Girl is a story about competition and friendship, and how one soon-to-be-sixth grader must figure out how to be a good sport at both.

READ-ALIKES:

Bell, Cece. *El Deafo*. Harry N. Abrams, 2014.

Chmakova, Svetlana. *Awkward*. Yen, 2015.

Larson, Hope. Chiggers. Atheneum, 2008.

Stevenson, Noelle. *Lumberjanes*, BOOM! Box, 2015.

Telgemeier, Raina. *Sisters*, Graphix, 2014.

Telgemeier, Raina. *Drama*, Graphix, 2012.

RELATED WEBSITES

Victoria Jamieson: <http://www.victoriajamieson.com/>

Texas Bluebonnet Award: <https://texasbluebonnetaward2017.wordpress.com/roller-girl/>

Oswego Public Library District:

<https://www.oswego.lib.il.us/Roller%20Girl%20by%20Victoria%20Jamieson.pdf>

Roller Derby for Beginners: <http://littleanecdote.com/roller-derby-for-beginners/>

REVIEWS:

Kirkus (December 15, 2014)

Publishers Weekly (January 26, 2015)

School Library Journal (December 1, 2014)

Lai, Thanhha. *Listen, Slowly*. HarperCollins, 2015

SUMMARY:

Mai is a 12-year-old California girl being raised by parents who were raised in Vietnam. Her parents want her to understand her culture more, but Mai does not understand why this is important. As Mai travels to Vietnam with her Grandmother, she realizes the importance of her family and what she has to be thankful for here in the United States. Mai will make you laugh as she acclimates to life in Vietnam and worries about what's going on at home.

QUESTIONS:

Why does Mai's mother not go on the trip?
Where will Mai's father be doing when she and her grandmother are with family in Vietnam?
Why is Mai so angry about going on the trip?
Does Mai make any friends in Vietnam?
Why does her Grandmother want to know about the past?
Of what poet do Mai and Ut share an appreciation?
What is the significance of the book's title?

JOURNAL STARTERS:

One question I have for my grandparents is....
A country to which I would like to travel is _____, because.....

ACTIVITIES:

Translate some English words to Vietnamese with Google translate.
Research the charity that the author has started in Vietnam. Hold a fundraiser and contribute.
Try to recreate a day in the life of a Vietnamese student with foods, clothes, books, and movies.
Map the travels of Mai and her Grandmother
Interview an immigrant from any culture about their homeland.

INTEREST LEVELS: Grades 4-8

BOOKTRAILER:

Amanda Crowley: https://www.youtube.com/watch?v=Fl4Xonu_Ndc

BOOKTALK:

How would you feel if your parents said, “Ok this summer vacation we are sending you out of the country with your Grandmother to a land where nobody speaks English or does anything like you do here at home in the United States?” This is what happens to Mai and she is angry. She was looking forward to her summer vacation of fun with her friends. When she does arrive in Vietnam she is overwhelmed by customs and practices that are far different than what she has experiences in America. Mai will learn the customs and practices, but even more she’ll come to appreciate her family and her heritage.

READ-ALIKES:

Williams-Garcia, Rita. *One Crazy Summer*. Harper Collins, 2010.

Lai, Thanhha. *Inside Out & Back Again*. Harper, 2011.

Lin, Grace. *Dumpling Days*. Little, Brown. 2012

Holm, Jennifer. *Sunny Side Up*. Graphix, 2015.

RELATED WEBSITES:

Thanhha Lai: <https://www.thanhhalai.com/>

Viet Kids Inc. <https://www.thanhhalai.com/viet-kids/>

Vietnam: Yesterday and Today: <http://teachinghistory.org/history-content/website-reviews/22780>

REVIEWS:

Booklist (November 1, 2014): 55

Kirkus (November 1, 2014)

School Library Journal: (January 1,

Leyson, Leon. *The Boy on the Wooden Box*. Atheneum Books for Young Readers, 2013

SUMMARY:

Leon Leyson and this family live a normal, middle class existence in rural Poland. They move to Krakow as World War II begins and life becomes very difficult for the Jewish population.

By a stroke of good fortune, Leon's father is noticed by Oskar Schindler and becomes an employee of the Nazi who has made it his business to save as many members of the Jewish community as possible.

Leon and his family experience all the horrors of the war---from the ghettos to concentration camps, often enduring months of separations from each other. Time after time, their connection to Schindler is what saves their lives.

This memoir gives a unique look at the Jewish experience of the Holocaust. Pictures and an afterword by Mr. Leyson's children are included, as well as citations for additional resources.

QUESTIONS:

When they were reunited in 1965, what did Oskar Schindler call Leon?

What languages was Leon able to speak as a child. Why was he able to learn so many?

What was the name that Leon's first teacher call Jewish boys and why did he use that term?

What is a pogrom?

What was the first contact Leon's family had with Oscar Schindler? How did Leon reconnect with them in the concentration camp?

How did Schindler look out for his workers and Leon in particular?

What was the importance of people being "officially" employed?

In what ways did Leon's mother display courage and cleverness?

What is the significance of the book's title?

JOURNAL STARTERS:

Describe a situation in your life when you could employ the saying...." If this is the worst that happens..."

ACTIVITIES:

Listen to the song "Ofyn Pripetchik" that Leon learned as a child: <https://www.youtube.com/watch?v=UUF-jHyEuNg>

Discuss the ways in which the Jewish population of Poland resisted the Nazis.

Research Oskar Schindler's life after the end of World War II

Try to arrange a conversation with a Holocaust survivor. If that's not possible, watch a presentation on YouTube (screen first for age appropriateness).

INTEREST LEVELS: Grades 5-8

BOOK TRAILERS:

Wester Middle School: <https://www.youtube.com/watch?v=0qZDrL1KkHg>

Holly Hatton: https://www.youtube.com/watch?v=SvGI1P_8zIY

BOOKTALK:

For Leon Leyson and his family, life in Krakow, Poland in 1939 is all about survival. The Germans have just invaded Poland and nothing makes sense. Within the family of 7, they have already been separated from their oldest child. One more son will be on a transport to a concentration camp in the near future. The only thing providing a sliver of safety is the employment of Leon's father in Oskar Schindler's factory. They are moved to a ghetto and to a concentration camp with danger lurking around every corner. But perhaps they can manage to survive by holding on to the family mantra: "If this is the worst that happen...." One thing to remember.... this is a true story!

READ-ALIKES:

Dabba-Smith, Frank. *Elsie's War*. Frances Lincoln, 2005

Millman, Issac. *Hidden Child*. Farrar, Straus and Giroux, 2005

Warren, Andrea. *Surviving Hitler*. HarperCollins, 2001

Woolf, Alex. *Children of the Holocaust*. Barron's Education Series, 2014

RELATED WEBSITES:

Oskar Schindler: <https://www.ushmm.org/wlc/en/article.php?ModuleId=10005787>

Marilyn Harran: <https://www.chapman.edu/our-faculty/marilyn-harran>

Jane Kotinek Novel Study:

http://www1.ccs.k12.in.us/teachers/downloads/cms_block_file/110135/file/149552

Leon Leyson Testimony: <https://www.youtube.com/watch?v=LMyZ4LTpqWo&t=33s>

REVIEWS:

Kirkus (August 1, 2013)

Publishers Weekly (July 1, 2013)

School Library Journal (November 1, 2013): 133

Nielsen, Jennifer A. *A Night Divided*. Scholastic, 2015

SUMMARY:

This is a story about Gerta Lowe and her family who lived in Berlin, Germany in 1961. Gerta's papa and her brother, Dominic, had crossed over from East Berlin to West Berlin to find work. Overnight the Germans began building the Berlin Wall and the people could no longer travel back and forth across the city. Gerta now lived in East Berlin with her mother and older brother, Fritz, and were separated from her father and her other brother Dominic. Gerta and Fritz came up with a plan of escape by digging a tunnel underneath the wall so the family could be reunited and be free. It was a dangerous idea. They could be killed if the Germans discovered the tunnel, but they would do almost anything to reunite the family and earn their freedom.

QUESTIONS:

Why didn't the people in East Berlin fight the building of the wall?
What did Papa do to encourage Gerta to dig and how did Gerta figure out where and why Papa wanted her to dig?
What would it take to build a tunnel? What kind of materials and tools would they need and how did they obtain them?
What did Gerta and Fritz do with all the dirt that they dug out of the tunnel to hide it from the Germans?
What were some of the obstacles that Gerta and Fritz faced in digging the tunnel?
Why do Gerta and Fritz have only a month to finish the tunnel?
Gerta writes a letter to her papa. What does she ask for and what does her papa send her?
"You are working this ground on behalf of the state, not for your own pleasure." Who said this and to whom? What did they mean?
Why is her best friend, Anna, angry with Gerta?
Why did Gerta have to get into Anna's apartment?
The German Officer Muller discovered Gerta and Fritz and the tunnel they were digging. Gerta and Fritz thought they would be arrested and executed. But they weren't. Why?

JOURNAL STARTER:

If I were Gerta or Fritz, I would try to escape from East Berlin to West Berlin by . . .

ACTIVITIES:

Pretend you are Gerta or Fritz and write a letter to your papa or brother in West Berlin. You must be careful what you say for the Stasis are reading your letter.
Research the building of the Berlin Wall. Why was it built? Who built the wall? How long was the wall up? Who tore the wall down? What did the wall symbolize, represent, and signify?
Choose one of the quotes at the beginning of each chapter and explain what you think the quote means.
Research the person who said the quote. Why do you think the quote was selected to be in the book?

Research the Stasi. Who were they?

Write a report about Ostmarks and compare their currency to Euros, the English pound, the U.S. dollar, and other countries currency.

INTEREST LEVELS: Grades 4-8

BOOKTRAILER:

Julie Hembree– https://www.youtube.com/watch?v=_iLDN59UyCw

BOOKTALK:

What if you lived in a city and the government built a wall that cut the city in half? Your family was separated and unable to reunite. Most of your freedoms were lost and you were afraid for your life. Your home was bugged and you no longer had any privacy. Would you try to escape? That's what Gerta and Fritz did as they began to dig a tunnel from East Berlin to freedom and family in West Berlin. A Night Divided is a work of historical fiction about the Berlin Wall and how its creation impacted the families of that city.

READ-ALIKES:

Degen's, T. *Freya on the Wall*. Brown deer Press, 1997

Elmer, Robert. *The Wall Series*. Zodiariids, 2006

Tunnel, Michael. *Candy Bomber: The Story of the Berlin Airlift's "Chocolate Pilot"*. Charles bridge, 2010.

RELATED WEBSITES:

Jennifer Nielsen: www.jenneilsen.com

Rhode Island Teen Book Award: <http://riteenbookaward.org/node/512>

Discussion Questions:

http://teachingandtechnologyideas.weebly.com/uploads/1/2/2/4/12244548/a_night_divided_%E2%80%93_c omprehension_questions.pdf

Berlin Wall Facts: http://www.softschools.com/facts/history/berlin_wall_facts/1024/

History Stories: <http://www.history.com/news/10-things-you-may-not-know-about-the-berlin-wall>

REVIEWS:

Kirkus: (June 15, 2015)

Publishers Weekly: (June 1, 2015)

School Library Journal: (July 1, 2015): 60

Pearsall, Shelley. *The Seventh Most Important Thing*. Alfred A. Knopf, 2015.

SUMMARY:

Thirteen-year-old Arthur 's sorrow over the death of his father turns to anger when he sees the junk man wearing his dad's favorite hat. It is more than he can bear. He lashes out and severely injures the older man. He is sentenced to a community service project that not only changes his opinion of the junk man, but also gives him a new perspective on life. The real life of artist James Hampton inspired this book.

QUESTIONS:

Do you think the sentence of helping Mr. Hampton was just? Why or why not?

What is the significance of a throne in Mr. Hampton's masterpiece?

Describe Arthur's character. Do you think he was impulsive, sentimental, or insensitive? Choose one and explain why you feel this way. Support your answer with evidence from the text.

What significant event took place in American History in November 1963? Where was Arthur?

The judge said to Arthur, "Mr. Hampton has made it clear to me that he is not interested in retribution, but in redemption." How did working with Mr. Hampton redeem Arthur?

Choose one of the following characters: Officer Billie, Groovy Jim, or Squeak. How did the character help Arthur keep his promise to Mr. Hampton?

JOURNAL STARTERS:

Choose one of the seven most important things and describe a world without that object.

To me, Mr. Hampton's statement that "Where there is no vision, the people perish." means....

ACTIVITIES:

Read James Hampton's biography. Compare it to what you know about the fictionalized character. How were they the same? How were they different?

Look around your environment for junk that could be turned into an art project.

Explore the [Smithsonian collection website](https://www.si.edu/explore). Choose one collection you would like to visit and write a summary of what is included and why it interests you.

INTEREST LEVELS: Grades 5-8

BOOK TRAILERS:

Mrs. W's Kids: <https://youtu.be/S6oYE2gzfVs>

Kendra Bush: https://youtu.be/_MXxHe9zw-o

BOOKTALK:

“Arthur T. Owens, approach the bench. “You are Arthur Thomas Owens? Look at me when I am speaking. ...I understand you attacked a man named James Hampton in a viscous unprovoked manner on November 8. Is that correct Mr. Owens? Are you the one who attacked Mr. Hampton? Did he seem like an easy target to you? Were you attempting to rob him? Did you throw the brick at him because he is a black man? Then what was it?

It was because of his hat your Honor. This is not a smart alec answer. This is the truth.”

At the request of Mr. Hampton, Arthur is sentenced to community service and his assignment is to provide that service to Mr. Hampton. On consecutive Saturdays, James is asked to find seven things: glass bottles, foil, cardboard, pieces of wood, lightbulbs, coffee cans, and mirrors

READ-ALIKES:

Fleischman, Paul. *Whirligig*. H. Holt, 1998.

Paulsen, Gary. *Harris and Me*. Harcourt Brace & Co., 1993.

Sonnenblick, Jordan. *Notes from the Midnight Driver*. Scholastic Press, 2006.

Tolan, Stephanie S. *Surviving the Applewhites*. HarperCollins, 2002.

Swanson, James L. “*The President has been shot!*”: *the assassination of John F. Kennedy*. Scholastic Press, 2013.

Wiles, Deborah. *Countdown*. Scholastic, 2010.

Mass, Wendy. *Jeremy Fink and the Meaning of Life*. Scholastic, 2006.

Paulsen, Gary. *Hatchet*. Delacorte Books, 1987.

Klise, Kate. *Homesick*. Feiwel & Friends, 2012.

Schindler, Holly. *The Junction of Sunshine and Lucky*. Dial Books for Young Readers, 2014.

RELATED WEBSITES:

Shelley Pearsall: <http://www.shelleypearsall.com>

Choose to Read Ohio: https://library.ohio.gov/wp-content/uploads/seventh_most_important_thing_toolkit.pdf

Teacher’s Guide: <http://www.shelleypearsall.com/wp-content/uploads/2017/02/Seventh-Most-Important-Thing-Teaching-Guide.pdf>

James Hampton: <https://americanart.si.edu/artist/james-hampton-2052>

Trash Turned Kids Crafts: <https://www.pinterest.com/TheOTTtoolbox/trash-turned-kids-crafts-kids-crafts-made-from-rec/?lp=true>

REVIEWS:

Booklist (August 1, 2015): 68

School Library Journal (July 1, 2015):81

Priest, Cherie. *I Am Princess X*. Scholastic, 2015.

SUMMARY:

Best friends, Libby and May created sword-wielding Princess X in fifth grade. Libby drew the pictures and May wrote the stories. Those adventures ended in eighth grade when Libby and her mother drowned after a car accident. Years later, May discovers someone is writing a Princess X web comic—she believes that someone is Libby, alive and on the run. With the help of Patrick, a computer hacker, and the mysterious Jackdaw, who seems to know more than he admits, May embarks on a quest to find her friend guided by clues from Princess X.

QUESTIONS:

May has very few friends after Libby dies. Why do you think this happened?
Would you be willing to put yourself in harm's way to save a friend? Why or Why not?
Why do you think Patrick was willing to help May even though he knew she couldn't pay him?
Ken was trying to save his dying daughter. Does that justify his actions: kidnapping Libby and killing her mother? Why do you think he kept Libby after his own daughter died?

JOURNAL STARTERS:

If I found out my parents were dishonest with me, I ...
Making friends is easy when ...
I want the characters I create to be ...
If my bone marrow could potentially help a sick person get better, I ...

ACTIVITIES:

Create a scavenger hunt using stories as a means of providing clues.
Create your own character/superhero.
Create a book trailer or 90-second-Newbery-type movie to represent this book.

INTEREST LEVELS: Grades 6 - 8

BOOK TRAILER:

PCS Library: <https://www.youtube.com/watch?v=LqdSdllSAEs>;
Kelly Dickinson: <https://www.youtube.com/watch?v=A6Yy-yYmMhg>

BOOKTALK:

Imagine your best friend died in a tragic car accident. One day, you discover something that you and your friend created, private to you, but now it's plastered on a light post. Then you discover a web comic about your character and it's all too familiar. You never really believed that Libby was dead and maybe she isn't. Can you find her with the clues that seem meant for you only, because only you would know the answers?

READ-ALIKES:

Avasthi, Swati. *Chasing Shadows*. Alfred A. Knopf, 2013.
Balliett, Blue. *Chasing Vermeer*. Scholastic, c2004.
Jinks, Catherine. *Evil Genius*. Harcourt, c2005.
L'Engle, Madeline. *A Wrinkle in Time*. Farrar, Straus, and Giroux, c1962.
Meloy, Maile. *The Apothecary*. Putnam's Sons, c2011.
Napoli, Donna Jo. *Fish Girl*. Clarion Books, c2017.
Schlitz, Laura Amy. *Splendors and Glooms*. Candlewick, c2012.

RELATED WEBSITES:

I Am Princess X Tumblr: <http://iamprincessxbook.tumblr.com/>
Seattle: <https://www.lonelyplanet.com/usa/seattle#survival-guide>

REVIEWS:

Booklist (March 15, 2015): 68
Kirkus Reviews (03/15/2015)
Publishers Weekly (March 30, 2015)
School Library Journal (April 1, 2015): 157

Sachar, Louis. *Fuzzy Mud*. Delacorte Press, 2015.

SUMMARY:

Doing the right thing is never easy; knowing the right thing to do in a crisis is less so. It's even harder when *all* your alternatives sound like the worse choices. Tamaya, Marshall, and Chad meet in the woods near their school to walk home, Tamaya thinks they're taking a shortcut, but really, Marshall is avoiding the class bully Chad. When they're caught, Tamaya throws mud in Chad's face to stop his fight with Marshall.

Unfortunately, the mud is a scientific wonder known as "biofuel" made up of ever dividing microorganism. This mud may be the most dangerous lifeform on earth. Quarantines and the National Guard are required, but will Tamaya be able to fix what she started?

QUESTIONS:

The name Tamaya Dhilwaddi was made up by the author who intended to portray a vaguely ethnic character. Along with the lack of any indication of her race in the story, how did her name impact your perception of Tamaya as a character and the story itself?

Tamaya struggles to live up to the virtues her school Woodbridge Academy teaches. How is that reflected in the story?

Do you think Tamaya's kindness or the experience of being blinded and trapped alone in the woods had the most impact on the bully, Chad?

Who should be blamed for the Biolene microbes escaping from SunRay Farm?

In the corner of each chapter head there was an exponentially increasing number of bacteria illustrated. Did this make sense? What was communicated by this graphic?

JOURNAL STARTERS:

When frankengerms invaded our neighborhood,

When the class bully threatened me, I . . .

Even though he was a bully, when he was hurt . . .

When our neighborhood was quarantined . . .

ACTIVITIES:

Research alternative fuels. Did the concept of "biolene" sound like a good idea? Brainstorm other ideas for alternative fuels.

Investigate cell division.

How do exponents work? What do they describe?

Find out about quarantines and how they occur. How can people be made to stay in their houses or neighborhoods?

INTEREST LEVELS: Grades 5 – 8

BOOKTRAILERS:

Heather Baucum: <https://www.youtube.com/watch?v=M6ozMkKss20>

Maizie McMillan: https://www.youtube.com/watch?v=4V_Qj0uzLE

BOOKTALK:

Every day Tamaya Dhilwaddi walks home from school with Marshall Walsh. They walk around the woods as they have since second grade. This is until the day that Marshall, threatened by the school bully Chad, decides to take the shortcut. Tamaya is not allowed to walk home alone, so goes with Marshall. When Chad catches them Tamaya reacts by flinging mud in his face. That changes everything and Tamaya has to ask, “When did it become bad to be good?”

READ-ALIKES:

Bacigalupi, Paolo. *Zombie Baseball Beatdown*. Little, Brown and Company, 2013.

Hiaasen, Carl. *Scat*. Knopf, 2009.

Holm, Jennifer. *The Fourteenth Goldfish*. Random House, 2014.

Lyga, Barry. *The Secret Sea*. Feiwel & Friends, 2016.

Nix, Garth. *Mister Monday*. Scholastic Press, 2005.

RELATED WEBSITES:

Louis Sachar: <http://www.louissachar.com>

NPR Interview with Louis Sachar: <http://www.npr.org/2015/08/02/427113842/kids-love-to-be-scared-louis-sachar-on-balancing-fun-and-fear>

Just Imagine Discussion Guide: <https://justimaginestorycentre.co.uk/blogs/resources/fuzzy-mud-discussion-guide>

Random House Discussion Guide: https://www.randomhouse.com/teachers/wp-content/uploads/2015/07/LouisSachar_AuthorGuide_WEB.pdf

History of Quarantine: <https://www.cdc.gov/quarantine/historyquarantine.html>

Biofuels Basics: <https://www.nrel.gov/workingwithus/re-biofuels.html>

REVIEWS:

Kirkus Reviews (April 15, 2015)

School Library Journal (May 1, 2015): 105

Publishers Weekly (May 18, 2015)

Booklist (May 15, 2015): 55

Horn Book Magazine (June 1, 2015): 143

Schmidt, Gary D. *Orbiting Jupiter*. Clarion, 2015

SUMMARY:

Twelve-year-old Jack and his parents welcome Joseph, a fourteen-year-old foster child, into their family. Joseph has a reputation for being a tough case--fighting other boys, attacking a teacher, and then being incarcerated at a juvenile facility. But as Jack gets to know him, he learns that Joseph can also be gentle and kind, and that most of all he misses his girlfriend, Maddie, and wants more than anything to find their daughter, Jupiter.

QUESTIONS:

Jack's parents expect Joseph to start doing chores around the farm right away. Is that fair?
Do you think Mr. Canton (the vice principal) is right to warn Jack about hanging around with Joseph? Why or why not?
Why does Joseph keep stomping on dangerously thin ice even though Jack warns him to stop?
Should Jack have stayed out of it when Joseph was getting beat up by Brian, Nick, and Jay?
Why do you think Madeleine's parents didn't want Joseph to see Jupiter?
Why did the librarian (Jupiter's foster mom) agree to take Jack to her house?
Why did Joseph's father come for him, even after he got the new truck?
Why does Jack let Jupiter call him "Jackie" when he always told Joseph not to call him that?

JOURNAL STARTERS:

Jack says that Rosie, the cow, always knows whether a person is OK. Have you ever known a pet that was a good judge of character?
Write about Joseph's relationship (good or bad) with one of the adults in the story. How did this person affect Joseph's life?
If you were Jack, what story about Joseph's short time with the family would you most want to tell Jupiter?
Why would that be important to share?

ACTIVITIES:

Ask a local astronomy club or science teacher how to find Jupiter in your night sky.
Identify someone at school who is new and/or lonely and find ways to be kind to that person. This is something you can share with others, or you can keep your kind actions to yourself.
Find out if there is a local charity that provides items for foster children in need. Consider donating or starting a donation drive in your school or neighborhood.
Research parental rights in your state. Would a 14-year-old boy be able to use them to maintain contact or a relationship with his biological child?

BOOKTRAILER:

Stacy Branam: <https://www.youtube.com/watch?v=ZutF2Bw8ehY>

BOOKTALK:

Joseph Joyce has a troubled past. He lived in an abusive home. He almost killed a teacher. He spent time in a juvenile correction facility. And, at age 14, he is already a father. When he joins Jack's family as a foster child, the transition is a rough one, but Jack sees a kinder, gentler side to Joseph, a boy who misses his girlfriend, Maddie, and whose one wish is to meet their daughter, Jupiter. This story is quite an emotional one, and most people will need tissues at the ready as they read it.

READ-ALIKES:

Bechard, Margaret. *Hanging on to Max*. Roaring Book Press, 2002.
Bradley, Kimberly Brubaker. *The War that Saved My Life*. Dial Books for Young Readers, 2015.
Connor, Leslie. *All Rise for the Honorable Perry T. Cook*. Katherine Tegen Books, 2016.
Giff, Patricia Reilly. *Pictures of Hollis Woods*. Wendy Lamb Books, 2002.
Holt, K.A. *House Arrest*. Chronicle Books, 2015.
Johnson, Angela. *The First Part Last*. Simon & Schuster Books for Young Readers, 2003.
Morris, Winifred. *Liar*. Walker, 1996.

RELATED WEBSITES:

Gary Schmidt: <http://www.hmhbooks.com/schmidt/index.html>

Print Interview: Gary D. Schmidt: *Something Like Family*. <https://bookpage.com/interviews/18869-gary-d-schmidt#.WTrNpGgrLIU>

Video Interview with Gary Schmidt on *Orbiting Jupiter*:

<https://www.youtube.com/watch?v=CRCXc1QQv9M>

Discussion Questions: <https://twobookwormsblog.wordpress.com/2015/11/19/>

REVIEWS:

Booklist (September 1, 2015): 108

Kirkus (July 15, 2015)

School Library Journal (August 1, 2015): 98

Publishers Weekly (August 17, 2015)

Smith, Roland. *Beneath*. Scholastic, 2015

SUMMARY:

A synopsis of the books for the adult working with the readers

Pat and his brother Coop have always been close, but when a life changing event happens Coop decides to leave home. Pat wants to find Coop but does not know where to start looking for him until he begins receiving tapes that Coop recorded for him. Pat decides he needs to go find Coop and bring him home. What Pat doesn't realize is that Coop has been living beneath New York City and needs Pat's help to get out. Will Pat can help him? And what exactly is beneath?

QUESTIONS:

How did Pat and Coop communicate?

Have you ever communicated with someone only through voice recordings?

What was your first impression of the Beneath?

Was the Beneath what you expected?

At one point, Pat must slide through a very narrow tunnel with Kate. Do you think you would be able to do that? Have you ever experienced a claustrophobic situation?

Do you think the Beneath and the Deep are realistic places?

If you were "the librarian," what are some books you would secretly leave for Kate to read?

JOURNAL STARTERS:

When Pat was in the tube, I felt...

If I sent a voice message to my family, the first thing I would talk about is...

When I was digging in the backyard, I can't believe I found...

ACTIVITIES:

Draw a map of what you think the Beneath and the Deep look like.

Try sending voice messages only between you and a friend. Is it hard to do?

Are there any famous stories about people living underground or digging tunnels? Talk about them with a group.

Write a short story about tunneling under your neighborhood. What are some different things you find?

LOD is the nickname for the leader of the Deep, create some nicknames for yourself or others that might sound intimidating. If you oversaw an underground community, how would you run it?

INTEREST LEVEL: Grades 5-8

BOOKTRAILER:

2021 Veglian: <https://www.youtube.com/watch?v=LSfO50IWLGI>

BOOKTALK:

Cooper is digging a tunnel with Patrick and one day they hit a gas line. The tunnel explodes and Cooper must protect Patrick from being harmed. Now, Patrick is very claustrophobic and Cooper feels terrible that his decisions have hurt Patrick. Cooper decides to leave home without a word to anyone. A year later, a package arrives for Patrick and it is a voice recording from Cooper giving him clues to his location. Patrick really misses his brother so he decides to head to New York City to try to find him. Where he ends up is not where he expected. Where he ends up is Beneath.

READ-ALIKES:

Smith, Roland. *Above*. Scholastic Press. 2016.
Herlong, Madaline. *The Great Wide Sea*. Puffin Books. 2008.
Horowitz, Anthony. *Alex Rider: Stormbreaker*. Philomel. 2000.
Hobbs, Will. *Never Say Die*. Harper. 2013.
Smith, Roland. *Peak*. Harcourt. 2007.
Smith, Roland. *Independence Hall*. Sleeping Bear Press. 2008

RELATED WEB SITES:

Roland Smith: <http://www.rolandsmith.com>

Beneath Prezi: <https://prezi.com/-j1lws71gc1l/beneath-by-roland-smith/>

Beneath Quizlet: <https://quizlet.com/117047502/beneath-by-roland-smith-flash-cards/>

7 Secret New York Tunnels: <http://untappedcities.com/2015/10/05/7-secret-nyc-tunnels-you-probably-havent-heard-of/>

Claustrophobia: <http://www.womenscenteroftexas.com/resources/infant.aspx?chunkid=100695>

REVIEWS:

Booklist: (May 15, 2015)

Horn Book Guide: (Fall 2015)

Publishers Weekly: (December 22, 2014)

School Library Journal: (Jan 1, 2015): 100

Stead, Rebecca. *Goodbye Stranger*. Wendy Lamb, 2015

SUMMARY:

A group of 3 girls; Bridge, Emily, and Tabitha deal with gossip, bullying, and growing apart in their 7th grade year. Their one rule of friendship is that they will never fight and this year is certainly putting that vow to the test. Will boys, rumors, and new hobbies tear the friends apart or will their bond survive?

QUESTIONS:

Did the characters in the book feel like real people? Who did you most connect with and why?

Who is the oldest/longest lasting friend that you have? What hardships do you have maintaining the friendship?

Sherm reports the bullying and the photo when he receives it. What would you do in a similar situation?

Why was Bridge angry with Sherm?

Have you or anyone you know been cyber bullied?

Why does Bridge wear cat ears? What do they signify?

Who do you consider to be “family”? Compare your family to the families in the novel.

Who did you think the mysterious character on Valentine’s Day was?

JOURNAL STARTERS:

If I were being cyberbullied.....

When something untrue was said about my friend, I.....

ACTIVITIES:

Create your own set of cat ears like Bridge’s.

Play the telephone game where you whisper something to one person and go around the room. How did the message change?

Explore John Green and Google’s new project “Be Internet Awesome,” play the game that was created for the site and go through some of the activities suggested. <https://beinternetawesome.withgoogle.com/>

Discuss cyberbullying with your class and explore <https://www.stopbullying.gov/cyberbullying>

INTEREST LEVEL: Grades 6-8

BOOKTRAILERS:

Jane Fairbanks: <https://www.youtube.com/watch?v=DVCfqBjfdJE>

Phyllis Karban: <https://www.youtube.com/watch?v=6dum9b0a4qs>

BOOKTALK:

Bridge was in a terrible accident that should have killed her, but miraculously she survived, though she had to spend her entire 6th grade year recovering and being home schooled. So, when she starts 7th grade this is her first time in a Middle School classroom. Luckily, she has her two best friends to help her adjust. The three girls have been friends since they can remember and their biggest rule is that they will never fight, the strength of which is definitely tested in this novel. When a certain photo of Emily is circulated amongst the boys of their school, their friendship and commitment to never fighting is put on the line. We also meet an unnamed high school girl who is going through her own mysterious struggle with friendship. Not only that, but Bridge is becoming friends with Sherm, a boy she meets in her new theater tech extracurricular and who is somehow tied to her past in a surprising way. While some other girls are getting boyfriends, and talking about who they think is cute, Bridge isn't so sure that she is ready.

READ-ALIKES:

Chmakova, Svetlana. *Awkward*. Yes, 2015
Hale, Shannon, *Real Friends*. First Second, 2017
Naylor, Phyllis Reynolds. *The "Alice" Series*
Palaccio, R.J. *Wonder*. Knopf, 2012
Sonnenblick, Jordan. *Falling Over Sideways*.
Vail, Rachel. Well, *That Was Awkward*.

RELATED WEBSITES:

Rebecca Stead: <http://www.rebeccasteadbooks.com/goodbyestranger.html>

Educator's Guide: https://images.randomhouse.com/promo_image/9780385743174_4251.pdf

School Library Journal Resources: <http://www.theclassroombookshelf.com/2015/06/goodbye-stranger/>

REVIEWS:

Booklist: (May 15, 2015): 55

Kirkus: (June 1, 2015)

Publishers Weekly: (May 11, 2015)

School Library Journal: (May 1, 2015): 116

Sullivan, Tara. *The Bitter Side of Sweet*. Putnam's and Sons, 2016

SUMMARY:

Amadou and his 8-year-old brother Seydou are slaves working at a chocolate plantation on the Ivory Coast. Working conditions for them could not be more brutal. Food is scarce and the children are beaten on a regular basis for the smallest infractions. Attempts to escape have proven fruitless and Amadou and Seydou survive at the will of their 15-year-old boss, Moussa.

When a 13-year-old girl by the name of Khadija arrives the tension mounts and escape becomes the only reasonable alternative.

QUESTIONS:

What were Amadou's first impressions of Khadija? What formed those impressions?

What factors prevented Amadou and Seydou from attempting to escape?

Why do you think Moussa torments the workers?

What did Amadou mean when he realized he had nothing to lose by running?

How and why do you think that Moussa cared for Seydou?

Why didn't the pisteur turn the escaping children in?

What significant advantage did Khadija have over the boys?

How did the relationship between Khadija and Amadou grow and develop?

JOURNAL STARTERS:

Children should be protected, because.....

Some risks in life are worth taking because...

ACTIVITIES:

Explore what a "Fair Trade" designation means and discuss why it matters.

Research the Ivory Coast of Africa and the chocolate industry.

Sample raw cacao beans

Read the United Nations Document: [Declaration of the Rights of the Child](#) and discuss it in the context of this novel.

Make a list of what safety practices are always emphasized in your home.

Conduct a small fundraiser and donate to an organization that serves children in jeopardy.

INTEREST LEVEL: Grades 7-8

BOOK TRAILER

Taylor Pribyl: <https://www.youtube.com/watch?v=fT5xa3GYY9M>

BOOKTALK:

They need to escape. They will not survive in the cacao plantation. Amadou and his brother Seydou are child slaves and Khadija is a young girl who has been captured. Their job is to harvest cacao pods and then remove the seeds with a machete. It is dangerous work and they are treated brutally. When Seydou is seriously injured in an accident, Amadou realizes their only option for survival is to run. While Khadija started out as an enemy, her care for Seydou turns her into an ally and the three take off on a dangerous journey to survival and freedom.

READ-ALIKES:

Farmer, Nancy. *The Ear, The Eye and the Arm*. Orchard Books, 1994

McCormick, Patricia. *Never Fall Down*. Balzer + Bray, 2012

McCormick, Patricia. *Sold*. Hyperion, 2008

Mulligan, Andy. *Trash*. David Fickling Books, 2010.

Sheth, Kashmira. *Boys Without Names*. Balzer + Bray, 2010.

Sullivan, Tara. *Golden Boy*. Putnam's and Sons, 2013.

RELATED WEBSITES:

Tara Sullivan: <https://tarasullivanbooks.com>

Random House/Tara Sullivan: <http://www.penguinteen.com/tara-sullivan>

Tara Sullivan, Further Reading: <https://tarasullivanbooks.com/whats-real/chocolate-production>

Child Labor and Slavery in the Chocolate Industry: <http://www.foodispower.org/slavery-chocolate/>

From Bean to Bar: <http://equalexchange.coop/products/chocolate/steps>

UNICEF/Child Labor: https://www.unicef.org/protection/57929_child_labour.html

REVIEWS:

Booklist (December 1, 2015): 53

Kirkus (November 15, 2015)

Publishers Weekly (November 30, 2015)

School Library Journal (January 1, 2016): 110

Tyre, Lisa Lewis. *Last in a Long Line of Rebels*. Nancy Paulsen Press, 2015.

SUMMARY:

Lou Mayhew is trapped into lying when Sally Martin accuses her of always having boring summers. So, Lou prays on an ancient family bible for an exciting summer and gets far more than a new baby brother. Her house is being condemned by the county so the Lou's home and the land can be taken unless she can prove its historic value by finding the legendary gold her Confederate grandfather was accused of stealing over 150 years ago. Meanwhile, the town is divided about a football scholarship that Coach Peeler awarded to a white kid rather than the more talented African American, Isaac who works for Lou's dad. From hidden rooms to breaking and entering, to an old diary that reveals a Civil War story, Lou must sleuth out the truth.

QUESTIONS:

How does Lou's relationship to her family history change?

Why didn't Lou know the story of Walter Mayhew?

How do Lou's friends help her on her quest?

Was Isaac's dilemma about the scholarship important to the story?

What's wrong with how Coach Peeler treats Isaac?

Why does Benzer challenge Lou and her family for calling him a "Yankee" and always treating him as an outsider because he was born in the north? How do they respond?

JOURNAL STARTERS:

If I discovered my ancestors were bad people, I would . . .

Lou's comments on the evening news caused a stir around town because . . .

Breaking into Mr. Neely's hotel room was . . .

If I had to do something desperate to save my home, I would . . .

If I found a gold treasure I would . . .

ACTIVITIES:

Research the Underground Railroad.

Find out about football scholarships at universities. Is there a sports scholarship for your favorite sport?

Find out about the Civil War and its impact on people in Tennessee.

INTEREST LEVELS: Grades 4 – 6

BOOK TRAILER:

https://www.youtube.com/watch?v=z2xerjsxY_k

BOOKTALK:

Lou Mayhew and her best friend Benzer have the challenge of experiencing a more interesting summer than Sally Martin who has challenged them to outdo her cruise. Little does Lou realize the problems her family history can cause once she discovers some of the details. If being the great, great, great, granddaughter of a notorious thief isn't bad enough, then being related to slave owners surely tops that for a shameful past. Lou also must deal with contemporary unfairness when the best athlete in town, also her father's African American employee Isaac, misses out on a football scholarship when the local coach gives it to a white kid. How can Lou set this to rights? Certainly, crashing a truck into the library is not a recommended solution.

READ-ALIKES:

Hale, Nathan. *The Underground Abductor*. Amulet, 2015.
Lloyd, Natalie. *The Key to Extraordinary*. Scholastic, 2016.
Park, Linda Sue. *Project Mulberry*. Clarion, 2005.
Turnage, Sheila. *Three Times Lucky*. Dial, 2012.
Wiles, Deborah. *Revolution*. Scholastic, 2014.

RELATED WEBSITES:

Lisa Tyre: <http://www.lisalewistyre.com>

Civil War Battles in Tennessee (interactive map describes results at various locations):

<https://www.nps.gov/abpp/battles/TNmap.htm>

Civil War for Kids (links to websites about causes, slavery, and a variety of resources):

<https://www.civilwar.org/websites-kids>

Genealogy and Family History (includes links to census information and state sites:

<https://www.usa.gov/genealogy>

Sports scholarships for college (includes links to other types of scholarships as well:

<http://www.collegescholarships.org/athletic.htm>

Book review (by Lisa Tyre's daughter): <https://www.youtube.com/watch?v=fsph0GNYH54>

REVIEWS:

Booklist 07/01/2015 pg. 73

Bulletin of Center for Child Bks 12/01/2015

Publishers Weekly 06/15/2015

School Library Journal 08/01/2015 pg. 93

