

7th Grade R.W.W. Summer Reading Assignment

Mrs. Bailey

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****Incoming 7th graders are required to read TWO novels for summer reading.****

- 1.) All students should read the novel *Refugee* by Alan Gratz and complete the assignment on the second and third pages of this document. The assignment is due on the first day of school. If you have any questions throughout the summer regarding the assignment, please email me. Students must come to class with a copy of the novel *Refugee*.
- 2.) In addition to *Refugee*, all 7th grade students should choose a book to read from the list below. Students may listen to an audio version of this book or read an electronic version if they choose. Each book below is nominated for the 2025-2026 Louisiana Young Readers' Choice Award. Come prepared to discuss the book of your choice in the first weeks of school.

1. <i>The Ruby Code</i>	Jessica Khoury
2. <i>The Lost Year: A Survival Story of the Ukrainian Famine</i>	Katherine Marsh
3. <i>Call me Adnan</i>	Reem Faruqi
4. <i>It Found Us</i>	Lindsay Currie
5. <i>The Labors of Hercules Beal</i>	Gary D. Schmidt
6. <i>The Demon Sword Asperides</i>	Sarah Jean Horwitz
7. <i>The Firefly Summer</i>	Morgan Matson

SCROLL DOWN TO PAGES 2 and 3 FOR THE *REFUGEE* SUMMER READING ASSIGNMENT



7th Grade Summer Reading Assignment
Refugee by Alan Gratz
Mrs. Bailey- 7th Grade RWW

About Refugee: Three young people are looking for refuge, a place for themselves and their families to live in peace. Separated by decades in time and by oceans in geography, their stories share similar emotional traumas and desperate situations, and, in the end, connect in astounding ways. Josef in 1930s Nazi Germany, Isabel in 1990s Cuba, and Mahmoud in present-day Syria—all three hang on to their hope for a new tomorrow in the face of harrowing dangers.

*****DIRECTIONS:** Answer the following questions from Part I and Part II below on a separate sheet of loose-leaf paper. Your response should be **handwritten** in complete sentences. I will not accept typed responses. Please email me if you have any questions (abail79@lsu.edu). The assignment is due on the first day of school.

*****PART I:** In this book, you will encounter cultures that may or may not be familiar to you. Research and become familiar with these terms **before** you read. Jot down two or three facts about each term on loose-leaf paper:

Josef's Story (1930s Nazi Germany):	Isabel's Story (1990s Cuba):	Mahmoud's Story (present-day Syria):
1. Kristallnacht 2. Adolf Hitler 3. Dachau 4. bar mitzvah 5. yarmulke 6. Führer	1. Fidel Castro 2. el norte (Cuban dialect) 3. clave (Cuban dialect) 4. mañana (Cuban dialect)	1. Bashar al-Assad 2. Aleppo 3. Daesh 4. Mecca 5. hijab

*****PART II:** Answer **FIVE** of the following questions on loose-leaf paper. You do not need to answer all of the questions. Choose **FIVE** of the questions to respond to. Make sure to write the number of the question you are responding to on your paper. Answer all parts of the question. Use complete sentences.

1. Discuss the reasons that Josef, Isabel, and Mahmoud's families leave their homes. What are the situations in each of their lives that force them to flee? How are their situations similar and how are they different?

2. What is the theme of this book as expressed through the main characters? What do you feel is the most important idea in each of these stories? Provide examples in the plot of each story to support your ideas.

3. Discuss the personalities of each of these young people: Josef, Isabel, and Mahmoud. In what ways do each of them have to take charge of their families' plights at different points in their story? Describe the points at which each young person must act as an adult.

4. How do the parents in each of these families change in the course of their journeys? Compare the fathers and mothers of Josef, Isabel, and Mahmoud, and discuss the ways that events in each story shape their responses to their situation.

5. Compare the method of travel for each of these refugee families. How does Josef's sea voyage compare to those of Isabel and Mahmoud? What is the most threatening part of each of these voyages and how do those threats create obstacles for the families as they travel?

6. Josef says, "It was like they were invisible . . . people chose not to see them." (p. 18) How does this simple statement reflect his experience on the train in Nazi Germany? Why do people ignore them? Compare his experience to Mahmoud's when he says, "They only see us when we do something they don't want us to do." (p. 214)

7. Why do you think the author chose to tell these three stories in alternating chapters? What is the effect on the reader of moving back and forth between the stories from different periods of history?

8. Who are the helpful people in each of these three journeys? Why do others treat the refugees with meanness and disrespect? How do these experiences affect each of the families and lead to the survival of certain family members?

9. How does the author develop the point of view of each of the characters? What is the impact of seeing how many days each character has been away from home at the start of each section? How do the stories of these three children intersect in the end, even though they are separated by many years?

10. Research the history of the three dictators in these stories—Adolf Hitler, Fidel Castro, and Bashir al-Assad. Discuss how the policies and beliefs of these leaders have affected the lives of the characters in each story. Are the lives of the people in each of these places still the same today or have their lives improved?