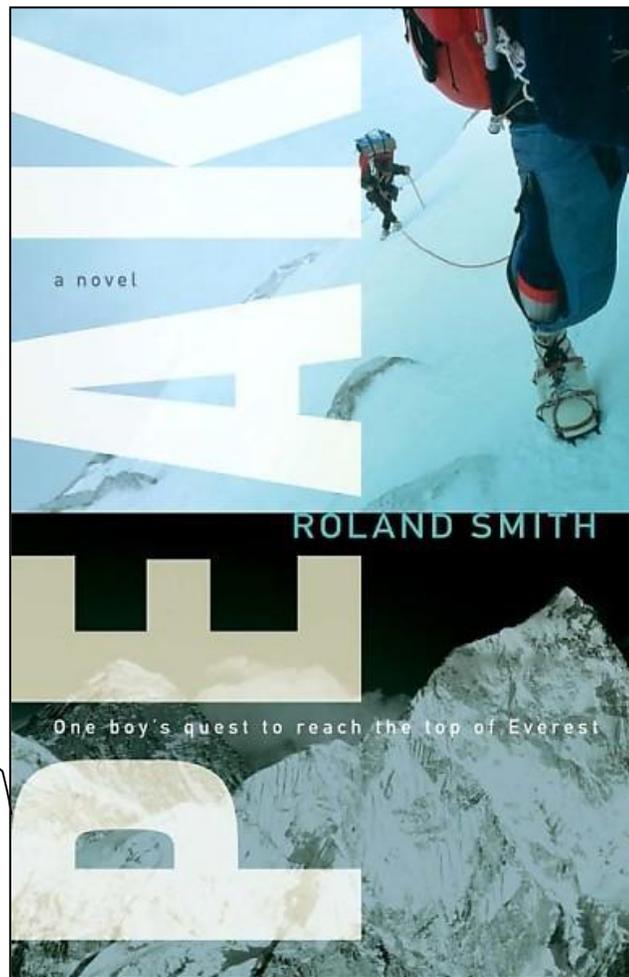


Peak Novel Study



Name _____

As you read the novel, watch for these pages to help you track your progress up the literary mountain. Once you complete every activity, you will summit the mountain!

Arrive at the Mountain
Build Background Knowledge, Part 1-4



Before You Read Reading Strategy: Building Background Knowledge, Part 1

The majority of the book, Peak, will take place in Nepal. Study the maps. Then, answer the questions.



On which continent is Nepal located?

Which countries border Nepal?

What famous mountain is found in Nepal?

Before You Read
Reading Strategy: Building Background Knowledge, Part 2

Use the “Facts and Photos” tab on the website below to answer the questions in complete sentences.

<http://kids.nationalgeographic.com/kids/places/find/nepal/>

1. Which major mountain range can be found in Nepal? _____

2. How was this mountain range formed? _____

3. What natural resource is important to them? Why? _____

4. How is deforestation affecting Nepal? _____

5. Name the four animals that are endangered. _____

6. What famous legend is said to be from Nepal? _____

7. Name the two religions that most people practice. _____

8. What are the four groups that make up the Nepalese population? _____

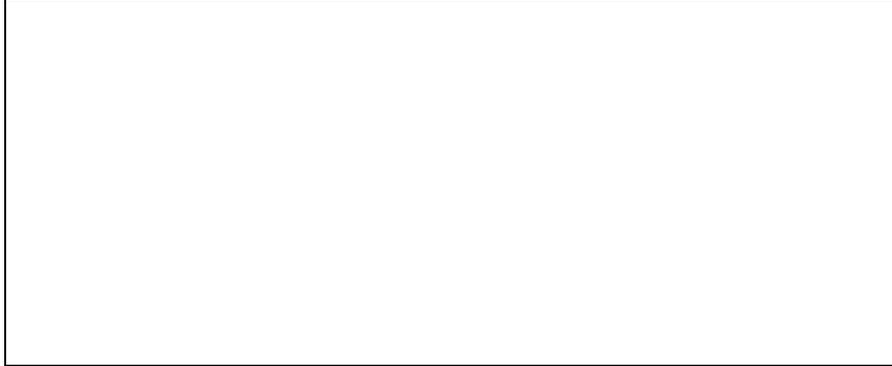
9. What kind of government does Nepal have today? _____

10. What languages are spoken in Nepal? _____

Before You Read
Reading Strategy: Building Background Knowledge, Part 3

<http://kids.nationalgeographic.com/kids/places/find/nepal/>

Draw and color the Nepalese flag below.



Use the website below to find the word that matches each definition. Then, draw a small picture for each word.

<http://teacher.scholastic.com/activities/hillary/archive/glossary.htm>

<hr/> <p>A central setup of tents where food, equipment, and medical supplies are stored; a relay site for climbers</p>	<hr/> <p>The highest point</p>	<hr/> <p>A person who carries supplies.</p>
<hr/> <p>A clan of people originally from Tibet who live along Nepal's mountainous eastern border with Tibet.</p>	<hr/> <p>Height above sea level.</p>	<hr/> <p>Metal frame with spikes worn on hiking boots for ice climbs.</p>

Before You Read
Reading Strategy: Building Background Knowledge, Part 4

Use the following websites to answer the questions in complete sentences.

<http://teacher.scholastic.com/activities/hillary/archive/sherpas.htm>

1. Why did the Sherpas move closer to Mt. Everest? _____

2. Why are Sherpas helpful in climbing expeditions? _____

3. What fraction of the people who climb Mount Everest are Sherpas? _____

<http://teacher.scholastic.com/activities/hillary/archive/evefacts.htm>

4. Where did Mt. Everest get its name? _____

5. How tall is it? _____

6. Why is Mt. Everest famous? _____

7. Who were the first people to reach the summit of Mt. Everest? _____

8. How many people have successfully climbed Mt. Everest? _____

<http://kids.nationalgeographic.com/kids/stories/peopleplaces/sherpa/>

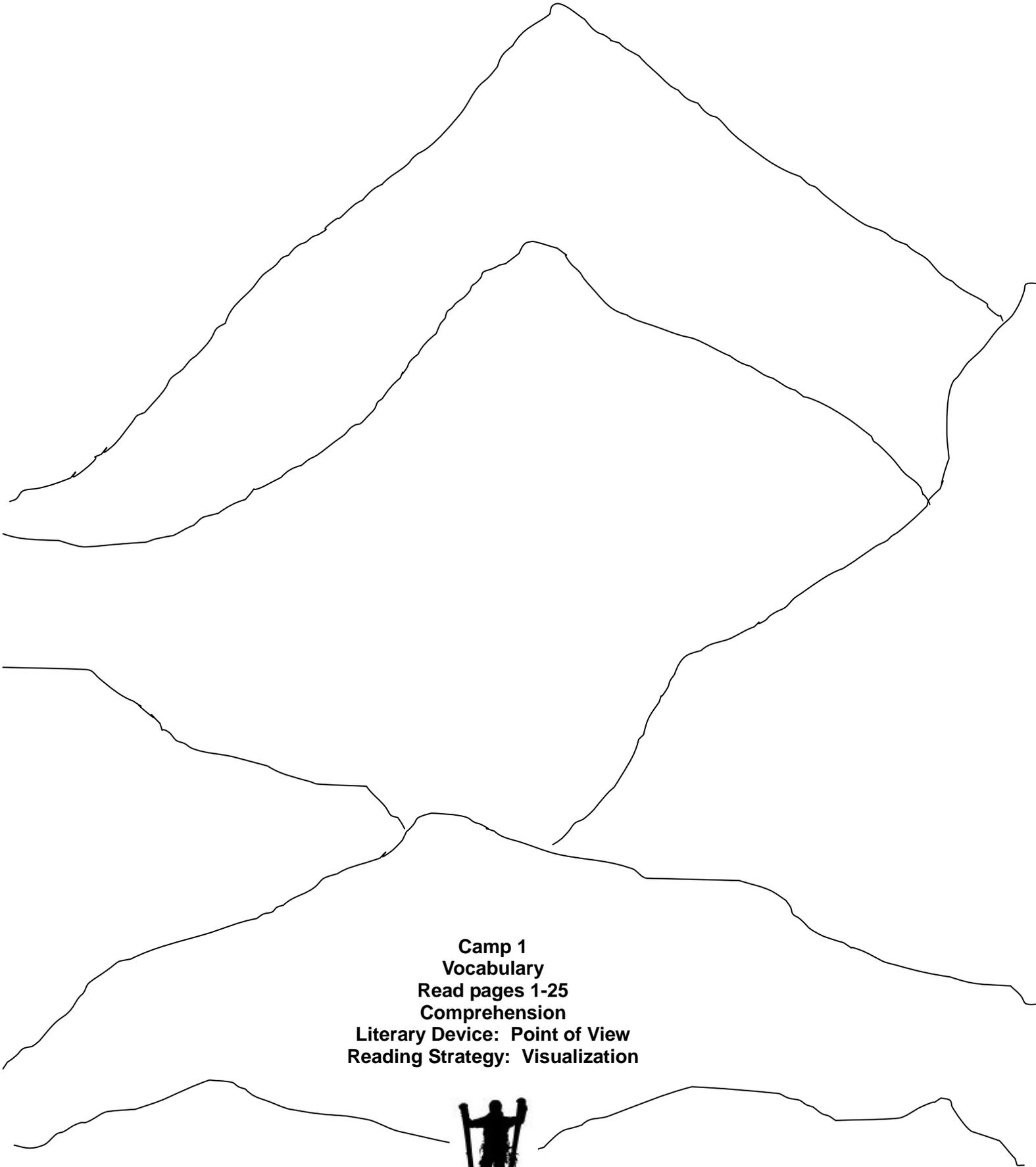
9. Who was one of the youngest people to summit Mount Everest? _____

10. How old was he? _____

11. How did his lifestyle prepare him for climbing the mountain? _____

12. What are the three main beliefs of Tibetan Buddhism? _____

13. Why do some worry about the Sherpa culture changing? _____



Camp 1
Vocabulary
Read pages 1-25
Comprehension
Literary Device: Point of View
Reading Strategy: Visualization



Vocabulary, Pages 1-25

As you find each word in the text, predict the meaning using context clues. Use the dictionary to check your prediction. Determine if your prediction was correct. Write a new sentence to show you understand its meaning.

precarious p. 3

Prediction: _____ Definition: _____

Were you correct? Right on! Pretty close... Need to read the context clues better

Sentence: _____

demoralizing p. 4

Prediction: _____ Definition: _____

Were you correct? Right on! Pretty close... Need to read the context clues better

Sentence: _____

audacious p. 8

Prediction: _____ Definition: _____

Were you correct? Right on! Pretty close... Need to read the context clues better

Sentence: _____

denouement p. 13

Prediction: _____ Definition: _____

Were you correct? Right on! Pretty close... Need to read the context clues better

Sentence: _____

duress p. 20

Prediction: _____ Definition: _____

Were you correct? Right on! Pretty close... Need to read the context clues better

Sentence: _____

Comprehension, Pages 1-25

1. In "The Assignment", where is Peak and what is he doing? _____

2. In "The Hook", where is Peak and what is he doing? _____

3. What did Peak do with the spray paint? _____

4. What injuries did Peak sustain? _____

5. Describe Greene Street School. _____

6. What assignment did Vincent give Peak? _____

7. Describe Peak's family. _____

8. What terrible event occurred as a result of Peak climbing the skyscraper? _____

9. Why is Peak's dad famous? _____

10. What are the three parts of Peak's punishment? _____

Discussion: Would you want to attend Greene Street School? Why or why not?

Literary Device: Point of View, Pages 1-25

Point of View

First Person

First person means the story is told from the "I" viewpoint. This point of view brings the reader up close and personal with the narrator. The reader can quickly identify and gain pleasure from experiencing the events in the book as if they are seeing them through the eyes of the main character. Some clues are the main character shares by saying, "I thought" or "I said".

Second Person

In second person, the reader BECOMES the protagonist. The reader feels that the events are happening to him personally. Second person is often used in interactive books, such as the *Choose your Own Adventure* series, where choices are made by the reader. It is more commonly used in nonfiction in the form of instructions.

Third Person Limited (Objective)

Third person limited means that everything is seen through the main character's eyes and in past tense. A book written in third person has the phrases "he said, he thought," all coming from the same person's head. The reader sees, thinks and feels only what the main character experiences. There are no shifts at any other time to other character's thoughts or emotions.

Third Person Omniscient

In third person omniscient, the author takes a panoramic, bird's eye view of the characters and in describing the overall picture. The story is not shown through the eyes of any one character, but an invisible, all-knowing, all-seeing narrator who reveals the thoughts and feelings of two or more characters.

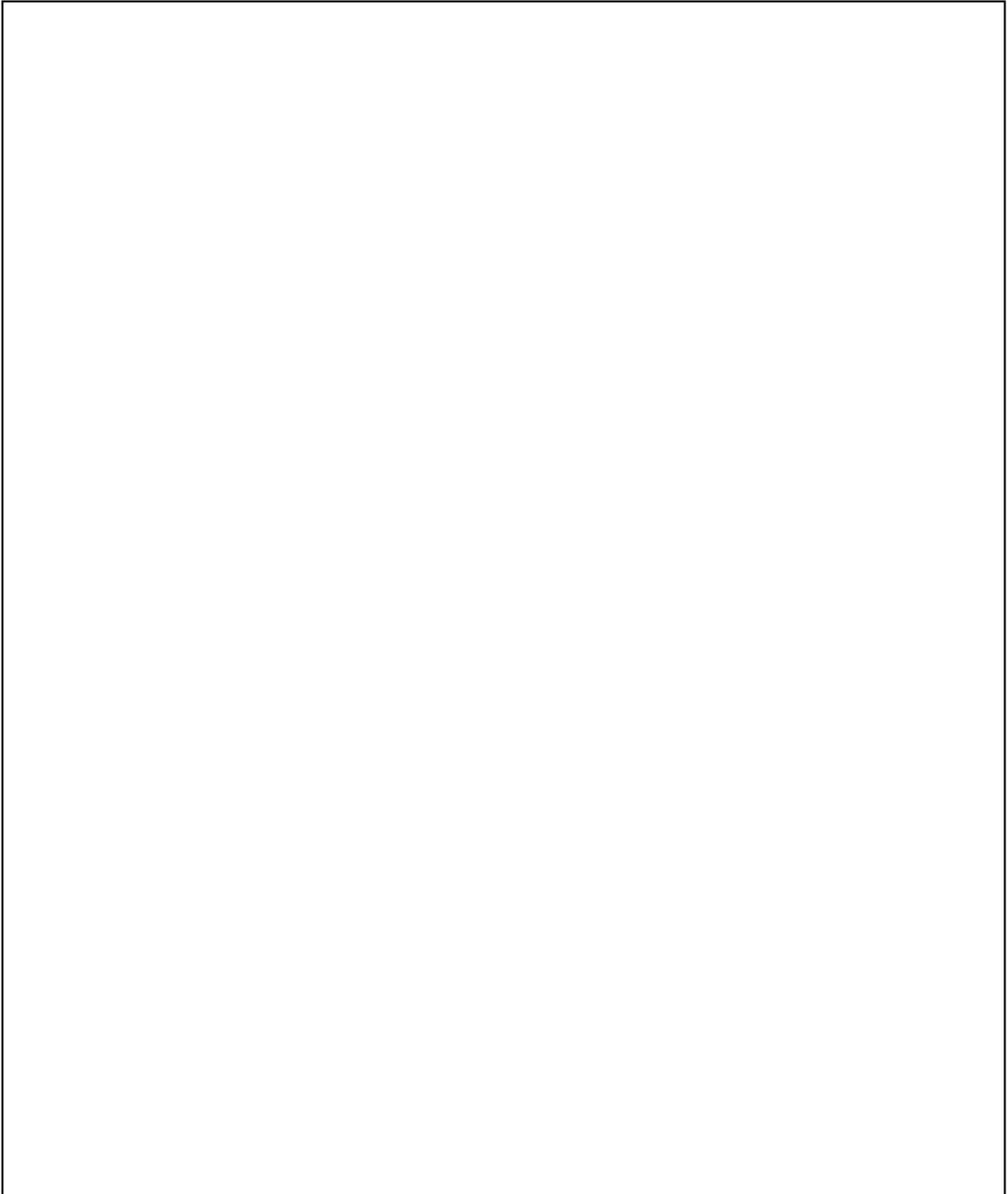
What point of view is used in this book? _____

Find a quote on each of the following pages to prove your point.

Page 1	Page 12	Page 22

Reading Strategy: Visualization, Pages 1-25

Reread pages 3-5 and 9. On those pages, the author describes with great detail how Peak climbs the building and tags the wall. Illustrate the scene below. Label the different parts of your drawing with words and phrases from the book.





Camp 2
Vocabulary
Read pages 26-44
Comprehension
Literary Device: Characterization
Reading Strategy: Making Connections



Vocabulary, Pages 26-44

In each box, write a short sentence that uses the vocabulary word plus a word that sounds like or rhymes with the vocabulary word. Then, draw a picture to illustrate the sentence.

<p>concurred (p. 25): agreed</p>	<p>mellowed (p. 27): to become more easygoing</p>
<p>cringed (p. 28): pulled back in fear, pain, or disgust</p>	<p>smitten (p. 34): in love</p>
<p>legit (p. 36): for real; something you can believe</p>	<p>undisclosed (p. 39): secret or hidden</p>

Comprehension, Pages 26-44

1. What special day do Peak and the twins have in common? _____

2. Why didn't Peak want to change his last name? _____

3. To which country was Peak flying? _____

4. What happened to Peak's mom when he was three months old? _____

5. How did Rolf and his mom get together? _____

6. Why did Peak start climbing skyscrapers? _____

7. What was the change in travel plans that surprised Peak? _____

8. What were the two "hurdles" Peak had to overcome? _____

9. Why couldn't Peak climb up Everest on the Nepalese side? _____

10. What record could Peak make? _____

Discussion: What are the pros and cons of Peak climbing Mount Everest? Do you think Peak should climb Mount Everest? Why or why not?

Literary Device: Characterization, Pages 26-44

Peak Marcello is the protagonist, or main character, because he is the one narrating the story and facing the major conflict in the novel. The author shows us his traits through both direct and indirect characterization.

Direct Characterization: The writer makes direct statements about a character's personality and tells what the character is like.

Indirect Characterization: The writer reveals information about a character and his personality through that character's thoughts, words, and actions, along with how other characters act towards that character.

Determine Peak's character traits using the chart.

Character Traits	Evidence (Quote from book)	Characterization Type
<i>Impatient</i>	<i>I should have waited until June to make the ascent, but no, moron has to go up in March. Why? Because everything was ready and I have a problem with waiting. (p.3)</i>	<i>Indirect</i>

Reading Strategy: Making Connections, Pages 26-44

As you are reading, you should be making connections. Connections tie the events or characters to something you already know, so it is more likely you will understand and remember what you are reading. There are three types of connections.

Text-to-self (T-S)	Text-to-text (T-T)	Text-to-world (T-W)
You can relate to the events or characters in the story. The text reminds you of an event that has happened to you. The character's personality might remind you of someone that you know.	The text reminds you of something similar that you have read in a book, a magazine, or online. The events or characters might be similar to a movie or television show you have seen.	Events or characters in the book remind you of something that is currently taking place in the world. These are actions and people that you might see or hear about on the news.

Make three connections based on what you have read so far.

- A) Tell what type of connection it is (T-T, T-W, T-S).
- B) Describe the part in the book with which you have made a connection.
- C) Explain what that has to do with something you have read, seen, or experienced.

1. What type of connection is it? _____

Part in the book: _____

My experience: _____

2. What type of connection is it? _____

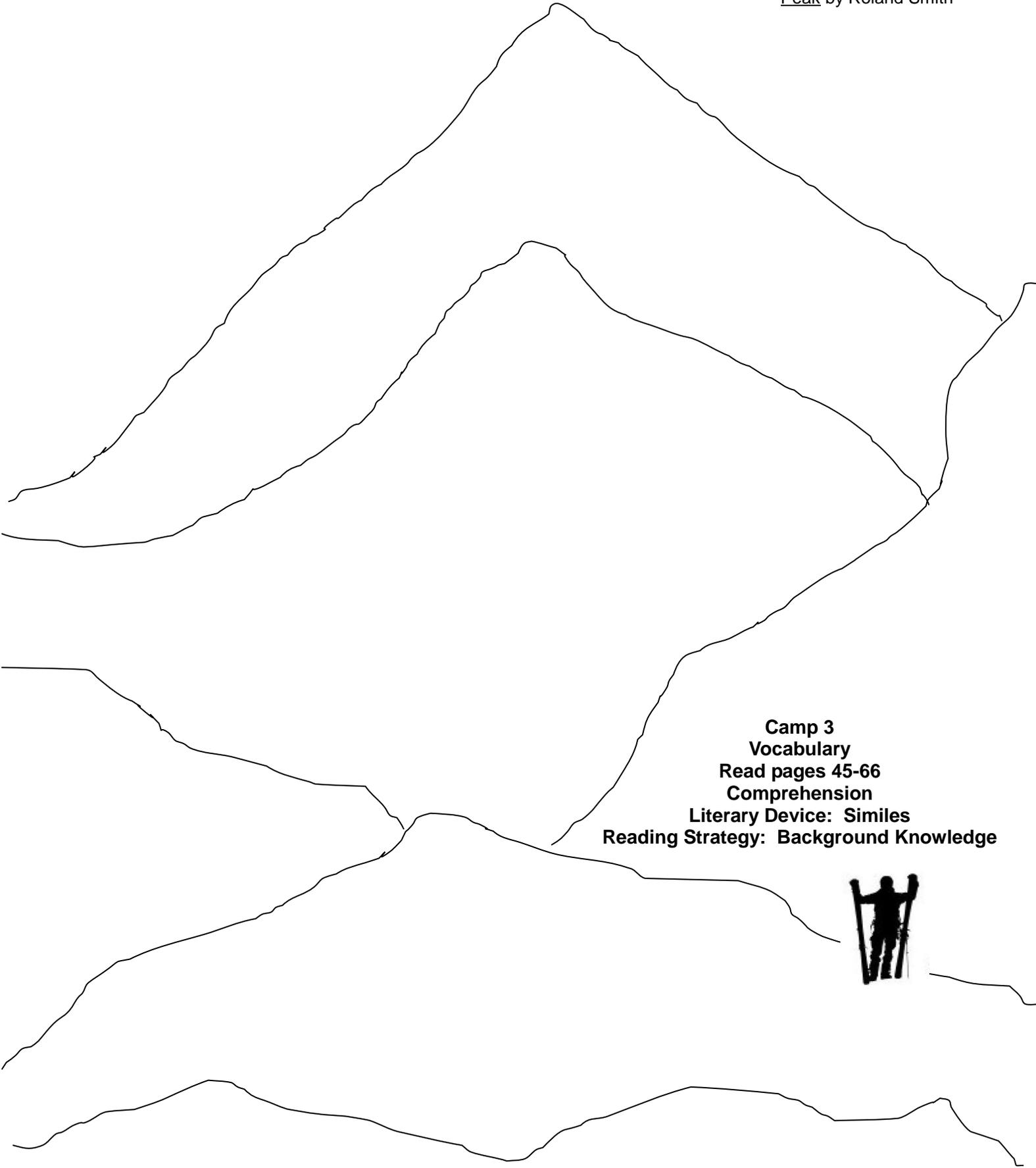
Part in the book: _____

My experience: _____

3. What type of connection is it? _____

Part in the book: _____

My experience: _____



Camp 3
Vocabulary
Read pages 45-66
Comprehension
Literary Device: Similes
Reading Strategy: Background Knowledge



Vocabulary, Pages 45-66

Vocabulary Rock 'n' Roll

Materials for each group:

- Directions (below)
- Two dice
- One cup
- Paper
- Pencils
- Can of Play-doh
- Timer



Directions:

1. Roll one dice secretly in the cup to find out your vocabulary word.
2. Roll the second dice to find out what action you will perform.
3. Set the timer for 30 seconds.
4. Begin the action. No one may guess until after 30 seconds have passed.
5. Continue the action until someone in your group correctly guesses the word. Play until your teacher tells you time is up. Words will be used more than once.

	acclimatization (p. 45): Becoming accustomed to a new climate; adaptation		Act Act out the word using only actions. No talking!
	conjure (p. 46): Bring to mind; recall		Draw Draw the word. Do not use words, numbers, or symbols.
	pun (p. 48): A play on words; "rock star"		Sculpt Sculpt the word using one can of Play-doh.
	auspicious (p. 49): Showing signs of a favorable outcome		Synonyms/Antonyms Name synonyms and antonyms for the word.
	flourish (p. 51): A dramatic action or gesture		Examples Give real world examples of the word.
	disheveled (p. 62): Untidy or disorderly		Sentences Give sentences the word would fit in without using the word.

Comprehension: Pages 45-66

In complete sentences, explain the significance of the following terms to the plot.

1. Dozen letters _____

2. Two months _____

3. HAPE _____

4. Two week window _____

5. Zopa _____

6. Sun-jo _____

7. K2 _____

8. Sagarmatha _____

9. Friendship Bridge _____

10. People's Republic of China _____

Discussion: What are Zopa's reasons for taking Peak up the mountain?

Literary Device: Similes, Pages 45-66

Writers use figurative language to make their writing more interesting and effective. **Similes** compare two seemingly different things using the words like or as. Analyze the following five similes from the text.

Example: They were six years old and looked up to the third "Pea" (me) like I was a god. (p. 14)

The author is comparing

Peak

to

a god

I visualize

We love Peak!



This helps me understand

how much his twin half-
sisters love Peak and how
they idolize him.

1. The sleet turned to hail, pelting me like a swarm of frozen hornets. (p. 4)

The author is comparing

I visualize

This helps me understand

to

2. I had seen my mom agitated before, but I had never seen her like this. She was pacing the small holding cell like a caged leopard. (p. 15)

The author is comparing

I visualize

This helps me understand

to

Literary Device: Similes, Pages 45-66, continued

3. It occurred to me that I should thank him [Josh] but by then, he was halfway down the hallway, tearing the tie off his neck like it was an anaconda. (p. 26)

The author is comparing

I visualize

This helps me understand

to

4. Women, men, trekkers, mountain climbers, old and young, gathered around Josh like he was a rock star (no pun intended). (p. 48)

The author is comparing

I visualize

This helps me understand

to

5. Sun-jo who had picked a more difficult route, scrambled up the rock like a lizard, smiling as he climbed past... (p. 63)

The author is comparing

I visualize

This helps me understand

to

Reading Strategy: Building Background Knowledge, Pages 45-66

In this chapter, many types of climbing equipment are mentioned. Unless you are mountain climber, you probably do not know what most of these terms mean. Look up the words on the Internet using the website <http://www.mountaingear.com/webstore/>. If you would like, copy and paste a picture of each item into a document as a reference. Write a brief description about how each piece of equipment is used along with the cost. Calculate the total for all of the gear.

Item	Description	Cost
altimeter watch		
ascenders		
balaclava		
beef stew		
camping tent		
camp stove		
cams		
carabineer		
climbing helmet		
crampons		
harness		
headlamp		
ice axe		
pitons		
rope		
sleeping pad		
sub-zero sleeping bag		
thermal gloves		
TOTAL		

Reading Strategy: Building Background Knowledge, Pages 45-66

In this realistic fiction novel, Peak is trying to become the youngest person to climb Mount Everest. Read the following article about the *real* youngest person to summit Everest.

13-Year-Old Reaches Top of Mt. Everest
AP/ May 22, 2010, 9:31 AM

A 13-year-old American boy became the youngest climber to reach the top of Mount Everest on Saturday, surpassing the previous record set by a 16-year-old Nepalese.

Jordan Romero called his mother by satellite phone from the summit of the world's highest mountain, 29,035 feet above sea level.

He is now one climb away from his quest to conquer the highest peaks on all seven continents.

"He says, 'Mom, I'm calling you from the top of the world,'" Leigh Anne Drake told The Associated Press from California, where she had watched her son's progress on a GPS tracker online.

"There were lots of tears and 'I love you! I love you!'" Drake said. "I just told him to get his butt back home."

The teenager with long curly hair - who climbed Mount Kilimanjaro in Africa when he was 9 years old - says he was inspired by a painting in his school hallway of the seven continents' highest summits.

"Every step I take is finally toward the biggest goal of my life, to stand on top of the world," Jordan said earlier on his blog.

The former record for the youngest climber to scale Everest had been held by Temba Tsheri of Nepal. He reached the peak at age 16.

Also Saturday, officials said a Nepalese Sherpa who lives in the Salt Lake City suburb of Draper broke his own world record by climbing Everest for the 20th time. Apa, who goes by one name, went up with fellow climbers on a mission also to collect garbage, a growing environmental problem on the mountain.

Mountaineering Department official Tilak Pandey said several climbers took advantage of Saturday's clear weather to reach the summit.

Jordan's climbing team reached the peak hours earlier than expected.

"The first thing, they all hugged each other and said, 'I love you, I can't believe we're finally here' and started crying," said Rob Bailey, the team's spokesman, by phone from the United States.

Jordan, from Big Bear, California, was climbing Everest with his father, his father's girlfriend and three Sherpa guides. He left for the peak from the base camp on the Chinese side.

Everest was his first challenge above 26,240 feet.

Who is the youngest person to summit Mount Everest?

How old was he?

What inspired him to climb mountains?

With whom did he climb?

Reading Strategy: Building Background Knowledge, Pages 45-66, continued

Unlike neighboring Nepal, the other approach to Everest, China has no age limit for climbers. Jordan registered with Chinese officials in April, said Zhang Mingxing, secretary general of China Tibet Mountaineering Association.

No interview with Jordan would be possible until he returns to advance base camp, which could take a couple of days, Bailey said. Climbers stay overnight at three or four camps before the summit, depending on their route and pace.

At the summit, Jordan left behind his lucky rabbit's foot and planted some seeds that a Buddhist monk at a local monastery had given him for luck on his journey, Bailey said. Then he took the satellite phone and called his mom.

Jordan continues the recent trend of young adventurers. Earlier this month, 16-year-old Australian Jessica Watson became the youngest person to sail around the globe solo, nonstop and unassisted. Thousands lined Sydney Harbor to cheer as she cruised past the finish line in her pink yacht.

A Dutch court late last year blocked an even younger sailor, 14-year-old sailor Laura Dekker, from pursuing a similar round-the-world voyage, ordering her to prepare more and wait at least until this year before starting.

And in January, 17-year-old Johnny Collinson of Utah became the youngest person to climb the highest peaks on all seven continents.

Just one mountain remains in Jordan's own quest to climb those peaks, the Vinson Massif in Antarctica. Jordan's team leaves for Antarctica in December, Bailey said.

"A piece of cake," his mother said.

The Seven Summits

The list comprised of the highest peak on each of the seven continents was first compiled by mountaineer Richard Bass, who completed his seven in the mid-1980s. However, Reinhold Messner compiled a different list presuming different boundaries of Australia (Carstensz Pyramid in New Guinea lies on the Australian continental shelf). According to 7summits.com the youngest person to have made seven ascents is 17-year-old John Collinson.

Summits Conquered by Jordan Romero:

- Mt. Kilimanjaro, Africa's highest peak at 19,340 ft. (age 10);
- Mt. Kosciuszko, Australia's highest peak at 7,310 ft. (age 10)
- Mt. Elbrus, Europe's highest peak at 18,510 ft. (age 11)
- Mt. Aconcagua, South America's highest peak at 22,841 ft. (age 11)
- Mt. McKinley, North America's highest peak at 20,320 ft. (age 11)
- Carstensz Pyramid, Oceania's highest peak at 16,024 ft. (age 13)
- Mt. Everest, Asia's highest peak at 29,035 ft. (age 13)

Still to climb:

- Mt. Vinson, Antarctica's highest peak at 16,050 ft. (Winter 2010)

From which country did he climb?

What three things did he do at the summit?

What mountain does he plan to climb next?

What is the tallest mountain in North America?

Camp 4
Vocabulary
Read pages 67-92
Comprehension
Literary Device: Metaphors
Reading Strategy: Retelling



Vocabulary, Pages 67-92

Complete each vocabulary mountain.

Scrutinize (p. 69)

Definition

2 Synonyms

3 Examples

Ramshackle (p. 70)

Definition

2 Synonyms

3 Examples

Pristine (p. 73)

Definition

2 Synonyms

3 Examples

Vocabulary, Pages 67-92, continued

Geriatric (p. 74)

Definition

2 Synonyms

3 Examples

Amateur (p. 78)

Definition

2 Synonyms

3 Examples

Grist (p. 86)

Definition

2 Synonyms

3 Examples

Comprehension, Pages 67-92

1. Why was George so upset, and what did he threaten to do? _____

2. Who is Captain Shek? _____

3. What is Peak Experience, and why did Josh start it? _____

4. Explain Base Camp using at least three descriptors. _____

5. Why does Josh want Peak to be the youngest to summit Everest? _____

6. What are the three reasons they have to keep the climb quiet? _____

7. What was the deal that Josh made with Holly Angelo? _____

8. What is "self-arrest"? _____

9. What is a puja ceremony? _____

10. Why does Josh need to take people up to ABC now? _____

Discussion: What did Peak mean when he said, "I would have liked it better if he had come to New York to save me because I was in trouble, not because he was in trouble."? What kind of dad is Josh? Does Josh love Peak?

Literary Device: Metaphors, Pages 67-92

Metaphors compare two unlike things *without* using like or as. They can give a stronger image in a subtle, simple way. Read the following metaphor from page 22.

The prosecutor gave her a sour look.
I felt the drain being plugged, but it wasn't watertight yet.
"What's your bottom line?" the judge asked.
"A fine with probation," Traci answered. "And no time served."

The metaphor in this example is underlined. Peak was comparing the water in a sink to the trouble he was facing. The plug would stop his punishment. He felt he was facing less of a punishment, but it wasn't definite, or watertight, at that point.

Analyze the following metaphors from the book. Tell what two things are being compared. Then draw what you visualize. Finally, make an inference using the metaphor.

1. No one knew I was up on the wall. By morning (providing someone actually looked up and saw me) I would be an icy gargoye. (p. 4)

The author is comparing

I visualize

This helps me understand

to

2. "Unbelievable!" She [Peak's mom] let out a harsh laugh. "You're circling the drain, Peak, and you don't even know it." (p. 15)

The author is comparing

I visualize

This helps me understand

to

Literary Device: Metaphors, Pages 67-92, continued

3. She [Peak's mom] was lean...muscles in her arms and legs like knotted ropes, and abs like speed bumps. She was bulletproof. (p. 32-33)

The author is comparing

I visualize

This helps me understand

to

4. As soon as she [Holly Angelo] saw Josh she wrapped her arms around him with a shriek so loud...Josh wriggled out of her tentacles and held her at arm's length so she couldn't snag him again. (p. 82)

The author is comparing

I visualize

This helps me understand

to

5. Vincent told me good writers are lousy minglers. They are too busy eavesdropping, or as he puts it: *Gathering grist for their literary mills*. (p. 86)

The author is comparing

I visualize

This helps me understand

to

Reading Strategy: Retelling, Pages 67-92

In the storyboard below, make a cartoon that retells six main events that occurred in this section. Your cartoon should include a brief description of the scene, pictures, thought bubbles, and speech bubbles.

Camp 5
Vocabulary
Read pages 93-125
Comprehension
Literary Device: Personification
Reading Strategy: Making Inferences



Vocabulary, Pages 93-125

Create a sculpture for each vocabulary word. Then sketch your sculpture below.

<p>cairn (p. 93): mound of stones built as a memorial</p>	<p>claustrophobic (p. 100) afraid of small spaces</p>
<p>garish (p. 94): crudely or tastelessly colorful, showy, or elaborate, i.e., clothing or decorations</p>	<p>intrepid (p. 109) fearless</p>
<p>treacherous (p. 96): dangerous and not to be relied upon</p>	<p>balacava (p. 116): covering that covers the head, neck, and most of the face</p>

Comprehension: Cause and Effect, Pages 93-125

Complete the cause and effect chart below.

Cause	Effect
William Blade offered to pay Holly's massage therapist twice as much to work for him.	
	Josh and the climbers had to stay an extra day and night at the ABC camp.
	Francis was put in a Gamow (gam-off) Bag at ABC camp.
Josh said he would have to wait a few days to take Peak and Holly up to ABC camp because he was exhausted.	
	Peak "went off" on JR telling him that without the yaks and the porters, no climber would be able to summit Everest.
"Red blood cells are multiplying by the millions to protect our body from the thin air. These new red cells stick around during the rest periods..."	
	They asked Sun-jo to film an interview. He did a beautiful job describing his feelings about his father and climbing Mount Everest.
	Holly's voice sounded normal when they reached ABC, and she beat Peak back to Base Camp by a half hour.
	Climbers had to be careful about what they said because everyone, including Captain Shek, could hear them.
	Peak realized Josh had received all of the letters he had mailed over the years. He also realized how much he cared about Rolf.

Discussion: What does it mean when Peak says, "You can never tell who the mountain will allow and who it will not."? Which characters do you think will summit? Why?

Literary Device: Personification, Pages 93-125

Personification is when non-living things are given human characteristics to help the readers visualize the scene and help understand the story better. You can remember it by thinking *personification* is when something that is not a *person* is given characteristics of a *person*.

Here are a few examples from the text:

“You can never tell who the mountain will allow and who it will not.” p. 113

“They had positioned the camera in front of the rotting slope, and I was up all night listening to the slope belch boulders.” p. 114

Pretend you are Mount Everest. Imagine how you would feel being the tallest, most famous mountain the world. Think about all of the people who climb you and how that makes you feel. Are you angry that people climb all over you and stick sharp objects into you? Are you sad that people disrespect you by polluting you? Do you feel powerful because you are the tallest mountain in the world? Decide your tone, or attitude, about being Everest.

My tone will be _____ because _____.

Next, brainstorm similes, metaphors, imagery, and hyperbole to describe Everest.

<p>Similes Compare two unlike objects using “like” or “as”</p>	
<p>Metaphors Compare two unlike objects by saying one thing is the other</p>	
<p>Imagery Use the five senses to describe a scene with great detail</p>	
<p>Hyperbole Make an extreme exaggeration that cannot occur</p>	

Now, use your brainstorming to write an "I" poem* below.

by _____

I am Everest

I see _____

I want _____

I know _____

I am _____

I feel _____

I cry _____

I wonder _____

I am _____

I hear _____

I wish _____

I understand _____

*Adapted from Julie Sprague's Peak Unit found at <http://rolandsmith.com/curriculum/peak/PEAK%20Teacher%20Pack.pdf>

Reading Strategy: Making Inferences, Pages 93-121

When you make an inference, you take what you know from personal experience and combine it with information from the text. Make inferences about the following situations from the text.

Example from the Text	Make an Inference	Explanation
<p><i>I thought she [Holly] was there to interview me, but it turned out that I was there to listen to her interview herself. During the two-hour monologue she filled me in on her life, year by boring year. (p. 94)</i></p>	<p>What kind of person is Holly?</p>	<p>How do you know?</p>
<p><i>Sun-jo was sitting outside waiting for me, dressed in my former clothes, including my so-called junk boots.</i> <i>“What’s with the clothes?”</i> <i>“They didn’t fit you,” he answered.</i> <i>“Zopa gave them to me.” (p. 107)</i></p>	<p>Why didn’t Zopa tell Peak the truth?</p>	<p>How do you know?</p>
<p><i>“They’re [yaks and porters] more important to a climber getting to the summit than the climber.”</i> <i>I didn’t have enough breath for any more, but I think I made my point because Zopa laughed, long and hard (which is hard to do at that altitude.) p. 110</i></p>	<p>Why did Zopa laugh?</p>	<p>How do you know?</p>
<p><i>Jack and Will were patting Sun-jo on the back, telling him what a natural he was. I walked back to our tent and finished packing. I don’t think they realized I left. (p. 116)</i></p>	<p>How was Peak feeling?</p>	<p>How do you know?</p>
<p><i>Not “we”. I miss you. I want you home. With these two sentences he [Rolf] had done more for me than Josh had ever done, or could ever do.</i></p>	<p>How was Peak feeling about Rolf at this point?</p>	<p>How do you know?</p>



Camp 6
Vocabulary
Read pages 127-150
Comprehension
Literary Device: Analogies, Similes, Metaphors
Reading Strategy: Clarifying Text

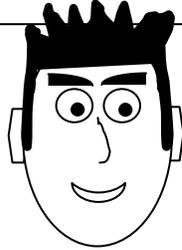


Vocabulary, Pages 127-150

Write a conversation between two people who might use each vocabulary word. On the line, write the names of the people. Be sure to show the meaning of the word in your conversations. If you have time, add details like hair, ears, and eye color to your people.

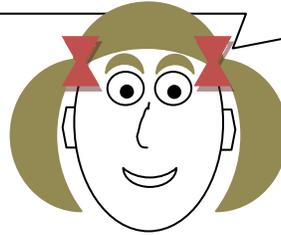
pneumonia (p. 127) a lung infection that causes a fever, cough, and difficulty breathing

Hey, did you hear Joe has **pneumonia**? He was coughing so much the other day.



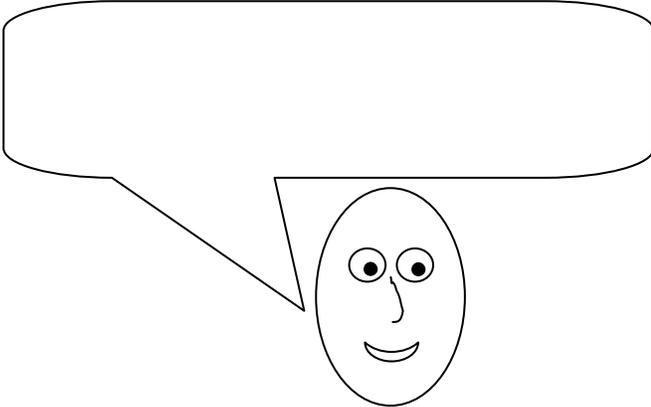
Fifth grader Samuel

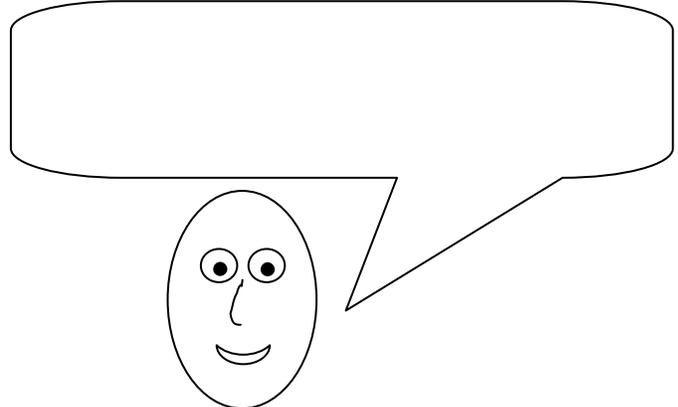
Yeah. I was sitting by him on the bus, and he said he felt really hot and couldn't breathe very well.



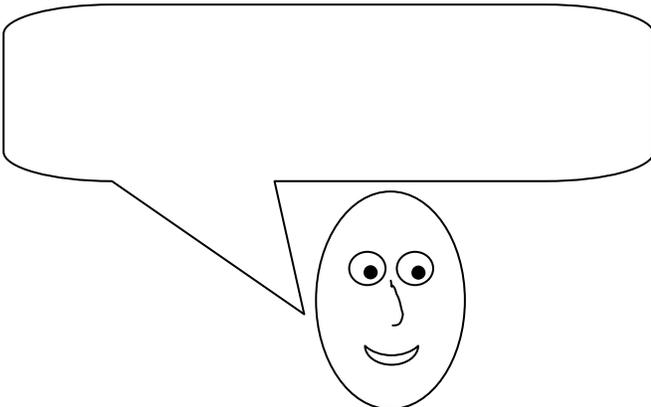
Fifth grader Alyssa

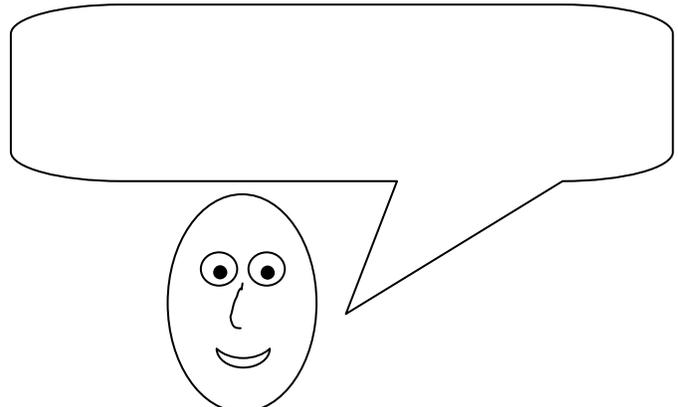
quarantined (p. 127): isolated from others to prevent a disease from spreading





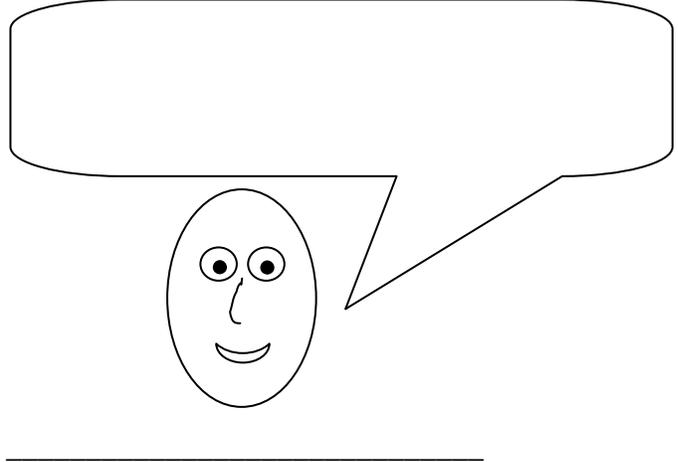
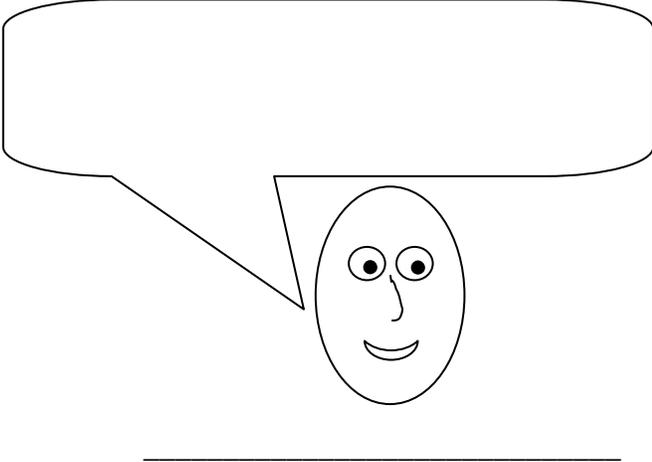
reluctantly (p. 128): unwillingly or begrudgingly



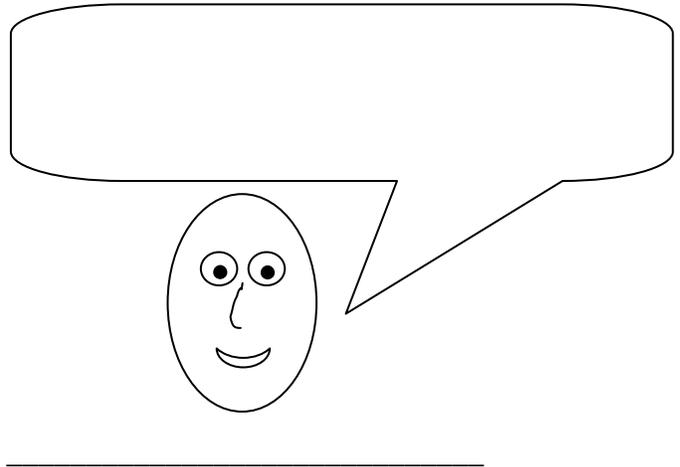
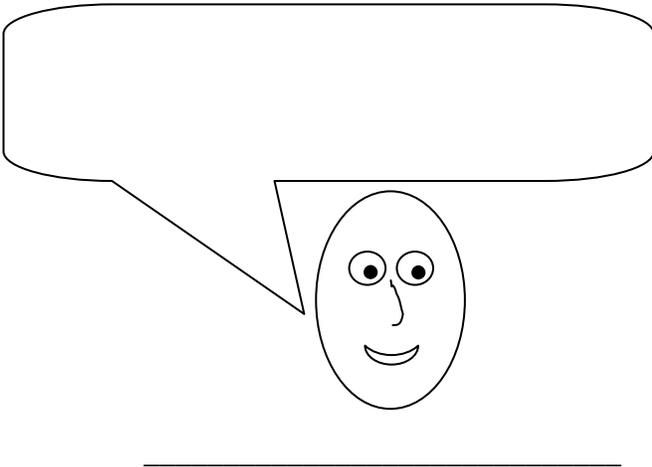


Vocabulary, Pages 127-150, continued

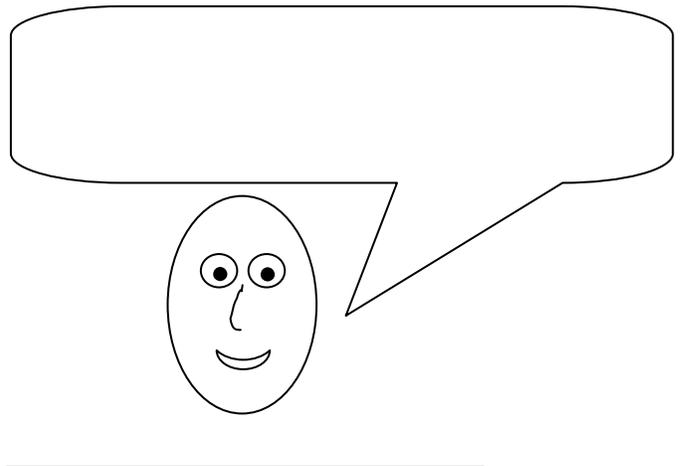
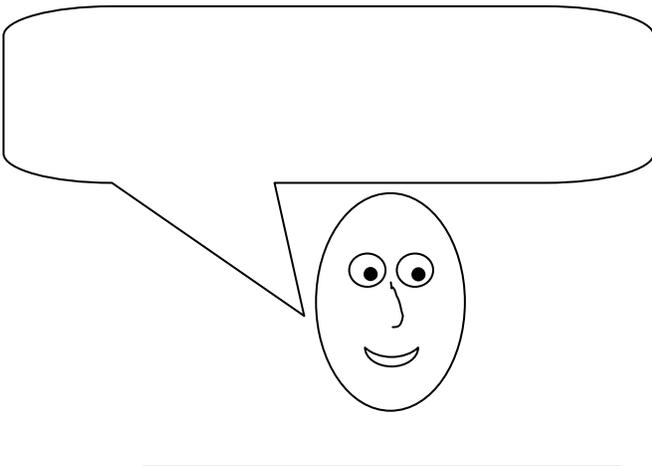
oblivious (p. 130): unaware of a situation



covert (p. 136): concealed, secret, or a surprise



prosperous (p. 145): well-to-do or successful



Comprehension, Pages 127-150

1. Who attended the secret meeting? _____

2. What happened to William Blade? _____

3. How much time do they have to get Peak to the summit? _____

4. What the surprising connection between Sun-jo and Zopa? _____

5. Where was Sun-jo born, and why was that a problem? _____

6. Why was Josh's business partner, Thaddeus, so angry about the change in plans? _____

7. Why does Sun-jo have to sleep at the porter camp? _____

8. Why does Zopa want Sun-jo to summit Everest? _____

9. Why did JR tell Peak they would have to figure out the story for the documentary? _____

10. Summarize the story of Gulu and his yak. _____

Discussion: Why is Peak feeling so confused and angry in this section?

Literary Device: Analogies, Similes, and Metaphors, Pages 127-150

An **analogy** compares something you are familiar with to help you understand a new concept. They are different from similes and metaphors which try to compare unlike things in order to paint a picture in the reader's mind.

Literary Device	Definition	Reason for Use	Example	Explanation
Analogy	Compares two ideas that have something in common and may use "like"	Used to explain a concept	In the United States, each state is led by its own governor, like each football team in the NFL is led by its own coach.	The author explaining that the states each follow their own leadership like the individual football teams follow their own leaders, but both still are a part of a larger organization.
Simile	Compares two completely different objects using the words "like" or "as"	Used to make the writing more vivid	The United States is like a jigsaw puzzle.	The author is comparing the United States to a jigsaw puzzle. This helps you understand that it is made up of different pieces that work together.
Metaphor	Compares two completely unlike objects by saying the one thing is the other	Used to make the writing more vivid	The United States is a melting pot.	The author is saying the U.S. is made up of people who came from many different countries. Their cultures melt together to form the American culture.

Peak uses a lot of analogies to help his reader understand his thoughts, feelings, and experiences.

For example, on page 33 Peak says, "They were thirty feet up the wall, free climbing. For rock rats like them, this was like strolling across a level parking lot. He is **explaining** how easy it was for his parents to free climb a wall. He compares it walking upright in a parking lot.

Another example is on page 43 he explains, "For a climber, saying that you are stopping by Everest is like saying you're going to stop by and see God." He is **explaining** how awesome it is for a climber to have the once in a lifetime opportunity to summit the world's tallest mountain.

On page 82, he says, "Holly Angelo looked like a redheaded scarecrow dressed in pink goose down." He is comparing Holly to a scarecrow to help you **visualize** what she looked like, so this is a simile.

Literary Device: Analogies, Similes, and Metaphors, Pages 127-150, continued

Determine what type of figurative language is being used in each example. Explain how you know.

1. "You know as well as I do that we don't want to go to trial with this. It's turned into a media circus. A boy was killed two days ago. I'm sure you and Peak and his parents don't that to happen again." (p. 21)

Metaphor

Simile

Analogy

Explanation: _____

2. My dad canceled all his seminars, climbs, everything, staying right at her side through the whole orthopedic jigsaw puzzle. It took nearly a year to put her back together. (p. 33-34)

Metaphor

Simile

Analogy

Explanation: _____

3. He [Sun-jo] picked up various items like they were more valuable than gold, which they were when they were the only thing keeping you from falling off a rock face or into a dark bottomless crevasse. (p. 54)

Metaphor

Simile

Analogy

Explanation: _____

4. Mysterious ways, as it turned out, because when we got back to the hotel, Zopa was already waiting for us in the lobby...Now, you are probably wondering why I didn't ask Zopa myself. It's sort of like asking a magician to tell you how he does a trick. (p. 59)

Metaphor

Simile

Analogy

Explanation: _____

5. Wiped out seven tents. Didn't lose a soul, thank the Lord, but we had to double and triple up in the remaining tents like sardines. (p. 100)

Metaphor

Simile

Analogy

Explanation: _____

Literary Device: Analogies, Similes, and Metaphors, Pages 127-150, continued

Determine what type of figurative language is being used in each example. Explain how you know.

6. Without those herders, yaks, and porters we wouldn't be here," I said to JR. "Leaving them out is like leaving Everest out of the film. They're more important to a climber getting to the summit than the climber." (p. 110)

Metaphor

Simile

Analogy

Explanation: _____

7. She was sitting slumped on a flat rock like a puppet with its strings cut, watching us through dull, lifeless eyes. p.111

Metaphor

Simile

Analogy

Explanation: _____

8. A good way to understand what the porters do for a living is to think of them like Himalayan truckers. The only difference is that their trucks have legs instead of wheels and are fueled by grass instead of diesel. (p. 146)

Metaphor

Simile

Analogy

Explanation: _____

9. His [Gulu's yak] hair was as dark as a moonless night, his back was as straight as a floor timber and as broad as I am tall." (p. 147)

Metaphor

Simile

Analogy

Explanation: _____

10. After a while I felt a tugging on my right arm like a fish nibbling on bait. (p. 148)

Metaphor

Simile

Analogy

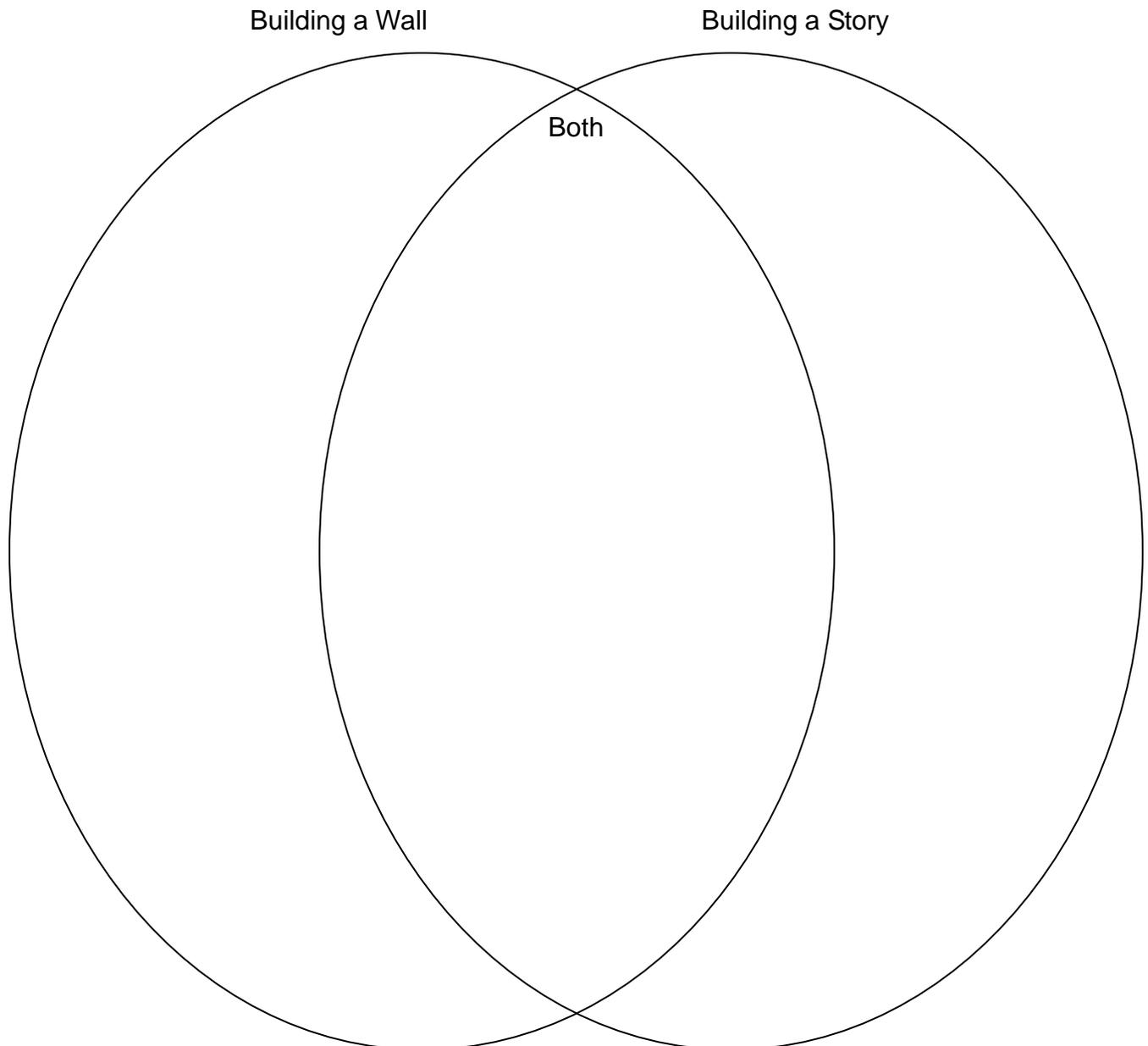
Explanation: _____

Reading Strategy: Clarifying, Pages 127-150

Clarifying text is making the reading clearer to the reader. Using a graphic organizer is one way to clarify what you are reading. Reread the following passage about Peak describing the advice that Vincent gave him about writing from page 144.

When you do your research write down whatever interests you. Whatever stimulates your imagination. Whatever seems important. A story is built like a stone wall. Not all the stones will fit. Some will have to be discarded. Some broken and reshaped. When you finish the wall it may not look exactly like the wall you envisioned, but it will keep the livestock in, and the predators out.

How are building a wall and building a story the same? How are they different? Try to think of at least five ideas for each part of the Venn diagram.



Camp 7
Vocabulary
Read pages 151-172
Comprehension
Literary Device: Characterization
Reading Strategy: Making Connections Journal



Vocabulary, Pages 151-172

Read the definition for each word. Then, use the word bank to find a synonym and antonym for each word. Finally, draw a small picture to represent each word.

extra	chasm	threatening	gruff	deteriorate
sociable	usual	strengthen	plain	approachable

Word	Definition	Synonym	Antonym	Picture
daunting (p. 154)	intimidating			
supplemental (p. 156)	additional			
crevasse (p. 160)	valley			
surly (p. 165)	unfriendly			
debilitated (p. 170)	weaken			

Comprehension, Pages 151-172

1. What three pieces of information did Captain Shek want to know from Peak? _____

2. What two things did Holly learn about herself? _____

3. How did Sun-jo get to the Intermediate Camp? _____

4. Why did Josh say that climbers were on their own once they reached Camp Five? _____

5. Explain Col using at least three descriptors. _____

6. In what order did the climbers reach the top of Col? _____

7. What did Zopa say to Peak that reenergized him? _____

8. Why did Yogi and Yash go onto Camp Five without the rest of team C? _____

9. What decision did Holly make? _____

10. What did Captain Shek do when he stopped at ABC camp? _____

Discussion: Why did Holly change so much during her time on Mount Everest?

Literary Device: Characterization, Pages 151-172

When creating characters, an author needs to consider the following four ideas.
A **round** character has multiple character traits that are well-developed.
Round characters may be **dynamic**, meaning they change throughout the story.
A **flat** character is two-dimensional with few character traits really developed.
Flat characters are usually **static**, meaning they do not undergo any major changes.

Analyze each of the characters giving evidence to support your thinking.

Character	Round or Flat?	Evidence	Dynamic or Static?	Evidence
Peak				
Josh				
Zopa				

Literary Device: Characterization, Pages 151-172. continued

When creating characters, an author needs to consider the following four ideas.

A **round** character has multiple character traits that are well-developed.

Round characters may be **dynamic**, meaning they change throughout the story.

A **flat** character is two-dimensional with few character traits really developed.

Flat characters are usually **static**, meaning they do not undergo any major changes.

Analyze each of the characters giving evidence to support your thinking.

Character	Round or Flat?	Evidence	Dynamic or Static?	Evidence
Sun-jo				
Holly				
Captain Shek				

Camp 8
Vocabulary
Read pages 173-196
Comprehension
Literary Device: Conflict
Reading Strategy: Analyze Text



Vocabulary, Pages 173-196

Read the definition of each word. Then, create an acrostic poem for that word. You do not need to rhyme, but you can try if you would like.

Porter: one who carries others' belongings

Pack a heavy load, pack
On my tough Nepalese back
Reassure the nervous stranger
Try to avoid avalanche danger
Everest is my daily highway
Return to repeat this every day

torrents (p. 173): a stream of water flowing with great rapidity and violence

T _____
O _____
R _____
R _____
E _____
N _____
T _____
S _____

haggard (p. 174): having a gaunt, wasted, or exhausted appearance

H _____
A _____
G _____
G _____
A _____
R _____
D _____

disciplined (p. 185): trained by instruction or exercise

D _____
I _____
S _____
C _____
I _____
P _____
L _____
I _____
N _____
E _____
D _____

hone (p. 189): to improve or perfect a skill or talent

H _____
O _____
N _____
E _____

ruse (p. 190): an action intended to mislead, deceive, or trick

R _____
U _____
S _____
E _____

Comprehension, Pages 173-196

In complete sentences, explain the significance of the following terms or quotes.

1. Silent vigil _____

2. Peak's letter to his mom _____

3. "People die up there, Peak. You might die up there." _____

4. Rattlesnake _____

5. "Live to climb another day." _____

6. Sun-jo's father _____

7. Mess tent _____

8. Ice wall _____

9. "If he goes we leave. That's the deal." _____

10. Josh's note _____

Discussion: Do the climbers have a right to forbid Peak from climbing with them? Why or why not?

Literary Device: Conflict in Literature, Pages 173-196

There are five types of conflict in literature: Human vs. Self, Human vs. Human, Human vs. Society, Human vs. Nature, and Human vs. Fate. The main plot of a story is driven by one of the five types of conflict. However, more conflict may appear in subplots.

Think of examples for each type of conflict in Peak. Once you are done, use a highlighter to select what you think the main conflict of the story is.

Conflict	Examples
<p>Human vs. Self A character has a struggle within one’s own mind or heart. Some examples include anger, insecurity, fear, self-identity, worry, and sadness.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Human vs. Human One character has a conflict with another character. Their conflict might be verbal or physical. It can also be a group versus a group.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Human vs. Society A character has a problem with some facet of society which may include the rules, laws, or the accepted way of doing things.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Human vs. Nature A character is struggling with elements of nature such as rain, snow, wind, or fire. It can also include natural problems like illness.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Human vs. Fate The character is struggling with something that has been predetermined to occur for him or her. The conflict seems to be uncontrollable.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Reading Strategy: Analyzing Text, Pages 173-196

In most literature, you will find a **protagonist**, the main character whose actions and goals are driving the story, and an **antagonist**, the character or force who opposes the main character in some way. In more complex stories, the author will also include foil and obstacle characters.

A **foil** character shares some qualities with a main character, usually the protagonist, such as age, gender, or social status, but has several character traits that are completely opposite that character.

An **obstacle** character is a character that represents an alternative belief system or worldview to the main character, forcing him or her to avoid the easy way out and to face his or her personal problems. They often teach the character a new perspective on life.

Determine which characters are the protagonist, antagonist, foil, and obstacle character in Peak. Explain your choices with support from the text.

Protagonist: _____
Explanation: _____

Antagonist: _____
Explanation: _____

Foil: _____
Explanation: _____

Obstacle: _____
Explanation: _____

Camp 9
Vocabulary
Read pages 197-221
Comprehension
Literary Device: Foreshadowing
Reading Strategy: Visualize through Drama



Vocabulary, Pages 197-221

Each of the following sentences contains a vocabulary word. However, the sentences are very weak. Fix the sentence so someone reading it could use context clues to figure out the word's meaning. Add details and strong word choice.

Example: **expedition** (p. 197) an organized trip made by a group

Weak sentence: I went on an expedition.

Strong sentence: This past summer, I traveled on an expedition to Thailand with seven other people and a tour guide to explore cities I had never visited in my life.

1. **overzealous** (p. 200): too intense or enthusiastic

Weak sentence: I was overzealous about the field trip.

Strong sentence: _____

2. **protrusion** (p. 201): something that sticks out

Weak sentence: There was a protrusion on the mountain.

Strong sentence: _____

3. **elixir** (p. 209): sweetened liquid added to medicine

Weak sentence: The doctor gave me an elixir.

Strong sentence: _____

4. **regime** (p. 215): a system or methodical order

Weak sentence: I followed the regime every day.

Strong sentence: _____

5. **bliss** (p. 217): supreme happiness and utter joy

Weak sentence: I felt bliss about it.

Strong sentence: _____

Comprehension, Pages 197-221

1. Why don't more climbers use the shortcut? _____

2. What was the first obstacle they had to face at the shortcut? _____

3. What two things they learn from Josh's small talk on the radio the first time? _____

4. What happened to Sun-jo on the ice wall? _____

5. Why did that happen? _____

6. What two things did Josh reveal the second time he was on the radio? _____

7. What is the plan for the climbers once they reached the summit and why? _____

8. Why did Zopa stay at Camp Four? _____

9. What did Peak see on their way to Camp Five? _____

10. What time did they have to reach the summit and why? _____

Discussion: How did what they saw affect Peak?

Literary Device: Foreshadowing, Pages 197-221

Foreshadowing is a word, sentence, or paragraph that hints at what is coming next in the novel. Throughout the novel, the author peppered the text with clues about the events that would happen. Reread the following events from the story. Tell what the event foreshadowed.

Event	What the Event Foreshadowed
<p><i>Second, don't worry about the money. Rolf and your mom put a big chunk of change in. I'll get my portion back. (p. 40)</i></p>	
<p><i>If he [Zopa] agrees to do something, he'll do it, but he may not be doing it for the reason you think he's doing it. I asked him to take you up to Base Camp. He said he would, but he's not taking you up there just to do me a favor or because I gave money to the temple. There's another reason—more than half dozen reasons—he agreed to do it. (p. 49-50)</i></p>	
<p><i>Sun-jo was sitting outside waiting for me, dressed in my former clothes, including my so-called junk boots. And there was an added touch: The Peak Experience logo had been sewn on both the parka and his stocking cap. (p. 107)</i></p>	
<p><i>The only problem now was that if the captain caught sight of Sun-jo again, Zopa was going to be in trouble, too. (p. 157)</i></p>	
<p><i>It turned out that Sun-jo's father had been a Sherpa. Unfortunately, he had died up on K2 the previous year trying to rescue a group of climbers. Only one of the climbers survived. (p. 54)</i></p>	

Reading Strategy: Visualization through Drama, Pages 197-221

Peak and his climbing team faced some difficult situations in this section. Act out the scenarios given to you and your group.

Scenario 1

Sun-jo and Peak had to walk across an ice field using walking poles. Zopa stayed about 100 yards in front of them, looking back once in a while to check on them. Yogi and Yash moved quickly ahead to set up camp. (p. 198)

Scenario 2

Yogi and Yash threw ice axes at the wall for fun. The next day, they woke up early to put ice screws into the ice wall. Sun-jo slipped while climbing the first ice wall. Zopa was too far away to help. Peak used the rope to get to him. (p. 199-200)

Scenario 3

Yogi, Sun-jo, and Peak hooked onto fixed ropes as they traveled to Camp Five. They saw corpses along the way. They reached a steeper part with a lot of wind. They had to bend over as they climbed. (p. 216-217)

Scenario 4

Yogi, Sun-jo, and Peak had to climb a steep snowfield using a four-point method with ice axes and crampons. They were using oxygen masks. Sun-jo and Peak could hardly breathe. They reached the camp, rested, tried to eat and drink, and then left at 1:35 a.m. for the summit. (p. 219-221)

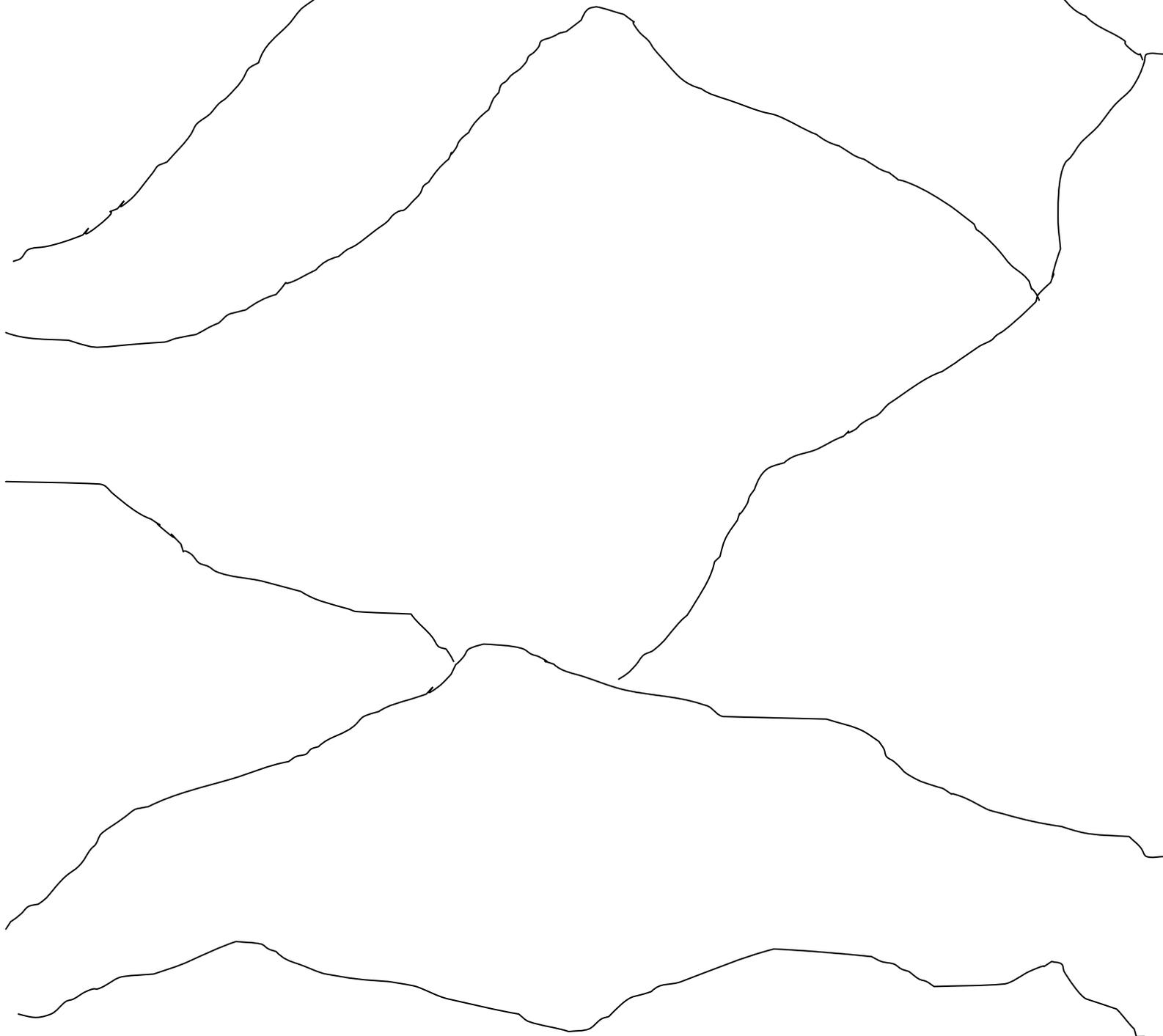
Here is how you will be assessed.

CATEGORY	10	9	8	7
Contributions	Routinely provides useful ideas when participating in the group. A definite leader who contributes a lot of effort.	Usually provides useful ideas when participating in the group. A strong group member who tries hard!	Sometimes provides useful ideas when participating in the group. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group. May refuse to participate.
Focus on the task	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Group members must sometimes nag, prod, and remind to keep this person on-task.	Rarely focuses on the task and what needs to be done. Let's others do the work.
Acting	Stayed in character the entire time	Stayed in character for most of the time	Stayed in character some of the time	Did not stay in character at all
Accuracy	Scene clearly depicts the events in the story and helps the audience to understand what took place	Scene shows most of the events from the story and is somewhat confusing to the audience	Scene shows some of the events from the story and is confusing to the audience	Scene is missing major parts of the events and is very confusing to the audience

Final score _____/40 = _____

Summit
Vocabulary
Read pages 222-246
Comprehension
Literary Device: Theme
Reading Strategy: Synthesize Text

Peak by Roland Smith



Vocabulary Review Game, Pages 222-246

To review all of the words you have learned in this book, we will now play Summit (BINGO). Select 25 words and write one per line on each mountain. Your teacher will read synonyms, antonyms, definitions, and examples of the words. If you have the word, highlight it. Highlight all five words on a mountain in order to “summit” it and win!

precarious	demoralizing	audacious	denouement	duress
concurred	mellowed	cringed	smitten	legit
undisclosed	acclimatization	conjure	pun	auspicious
flourish	disheveled	scrutinize	ramshackle	geriatric
pristine	amateur	grist	cairn	garish
treacherous	claustrophobic	intrepid	balaclava	pneumonia
quarantined	reluctantly	oblivious	covert	prosperous
daunting	supplemental	crevasse	surly	debilitated
torrents	haggard	disciplined	hone	ruse
overzealous	protrusion	elixir	regime	bliss

The form consists of five mountain shapes, each represented by a triangle with horizontal lines inside for writing. The mountains are arranged in two rows: three in the top row and two in the bottom row. Each mountain has five horizontal lines for writing.

Comprehension, Pages 222-246

Write a summary of each chapter in exactly five sentences. When you are done, write a new chapter title. Explain why you selected that title.

“Top of the World” Summary

New chapter title: _____

Explanation: _____

“Down the Mountainside” Summary

New chapter title: _____

Explanation: _____

“Denouement” Summary

New chapter title: _____

Explanation: _____

Discussion: Why did Peak change his mind at the summit of Everest? Why didn't Peak tell Josh what really happened? Why did Rolf give Peak a doubtful look on page 244?

Literary Device: Theme, Pages 222-246

The **theme** of the story is the message it gives about human nature. It is usually a lesson that you can apply to your own life. Stories can have one or more themes based on how the reader interprets the work. A theme can be one word, such as “love”, or it can be a short phrases like, “What goes around comes around.”

Select one of the themes given below and circle it. Then, use at least three specific examples from the story to support your thinking. Write your explanation in complete sentences.

survival	courage	honesty	loyalty
family	selflessness	selfishness	friendship

Example	Evidence from the Book
1	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
2	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
3	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Name _____

Peak Theme Letter Rubric

CATEGORY	10	9	8	7
Theme Example 1	Information clearly relates to the example. It includes 4-5 supporting details.	Information clearly relates to the example. It provides 2-3 supporting details.	Information clearly relates to the example. It includes 1 supporting detail.	Information has little or nothing to do with the main topic. No supporting details are given.
Theme Example 2	Information clearly relates to the example. It includes 4-5 supporting details.	Information clearly relates to the example. It provides 2-3 supporting details.	Information clearly relates to the example. It includes 1 supporting detail.	Information has little or nothing to do with the main topic. No supporting details are given.
Theme Example 3	Information clearly relates to the example. It includes 4-5 supporting details.	Information clearly relates to the example. It provides 2-3 supporting details.	Information clearly relates to the example. It includes 1 supporting detail.	Information has little or nothing to do with the main topic. No supporting details are given.
Voice	Point-of-view, textual support, and word choice were consistently in character with Peak.	Point-of-view, textual support, and word choice were often in character with Peak.	Point-of-view, textual support, and word choice were sometimes in character with Peak.	Point-of-view, textual support, and word choice were rarely in character with Peak.
Organization	Topic sentences, transitions and supporting details are well organized, making the piece easier to read.	Topic sentences, transitions and supporting details are used.	Topic sentences, transitions or supporting details may be used, but sound unnatural.	Lack of topic sentences, transitions or supporting details make this review difficult to read.
Grammar and Spelling	Writer makes no errors in grammar or spelling.	Writer makes 1-2 errors in grammar or spelling.	Writer makes 3-4 errors in grammar or spelling.	Writer makes more than 4 errors in grammar or spelling.
Capitalization and Punctuation	Writer makes no errors in capitalization or punctuation.	Writer makes 1-2 errors in capitalization or punctuation.	Writer makes 3-4 errors in capitalization or punctuation.	Writer makes more than 4 errors in capitalization or punctuation.

_____ /70= _____ %

Peak Extension Assignments

Pick one of the following projects to complete.

1. Mountain Research

Research the top five tallest mountains in the world. Find out how to someone would train to climb these mountains. Use the attached sheet to help you collect information. Share what you have learned in any form that you choose. Some ideas are a PowerPoint, an essay, a diorama, or a poster. Be creative!

2. What Happens Next?

Write a play showing what happens after the book ends. You must include what happens to: Peak and his family in New York, Josh and his company, and Sun-jo and Zopa.

3. Teacher for a Day

Pretend you are going to teach the novel Peak. Create five activities that the students could complete to help them understand the book. If you need ideas, look at the work we have done and either improve it or add on to it.

4. Make a Documentary

JR and his film crew were creating a documentary about Peak's attempt to summit Mount Everest. A documentary is a factual movie that is created to inform the audience about a new concept. What are you curious to explore? Film and edit a factual movie about something that interests you.

5. Connect

Email Jordan Romero, the youngest person to summit Mount Everest, with questions you have about his climb. Email Roland Smith, the author of Peak, with questions you have about his writing. Share your responses with the class.

Jordan Romero: <http://www.jordanromero.com/contact/>

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

Mountain Research

1. Name of mountain _____
Country/ies where it is located _____
Continent on which it is located _____
Height of mountain _____
When was it first climbed? _____
By whom? _____

2. Name of mountain _____
Country/ies where it is located _____
Continent on which it is located _____
Height of mountain _____
When was it first climbed? _____
By whom? _____

3. Name of mountain _____
Country/ies where it is located _____
Continent on which it is located _____
Height of mountain _____
When was it first climbed? _____
By whom? _____

4. Name of mountain _____
Country/ies where it is located _____
Continent on which it is located _____
Height of mountain _____
When was it first climbed? _____
By whom? _____

5. Name of mountain _____

Country/ies where it is located _____

Continent on which it is located _____

Height of mountain _____

When was it first climbed? _____

By whom? _____

How should someone train to climb these mountains? _____

Name and describe the six most important pieces of equipment needed for climbing.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Find a picture of each of the pieces of equipment and incorporate them into your project.