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!
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

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

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**

<table>
<thead>
<tr>
<th><strong>First Person</strong></th>
<th><strong>Second Person</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>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”.</td>
<td>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 <em>Choose your Own Adventure</em> series, where choices are made by the reader. It is more commonly used in nonfiction in the form of instructions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Third Person Limited (Objective)</strong></th>
<th><strong>Third Person Omniscient</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

What point of view is used in this book? __________________________________________

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

<table>
<thead>
<tr>
<th>Page 1</th>
<th>Page 12</th>
<th>Page 22</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>concurred (p. 25): agreed</th>
<th>mellowed (p. 27): to become more easygoing</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>cringed (p. 28): pulled back in fear, pain, or disgust</th>
<th>smitten (p. 34): in love</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>legit (p. 36): for real; something you can believe</th>
<th>undisclosed (p. 39): secret or hidden</th>
</tr>
</thead>
</table>
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?
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.

<table>
<thead>
<tr>
<th>Character Traits</th>
<th>Evidence (Quote from book)</th>
<th>Characterization Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impatient</td>
<td>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)</td>
<td>Indirect</td>
</tr>
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</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Text-to-self (T-S)</th>
<th>Text-to-text (T-T)</th>
<th>Text-to-world (T-W)</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

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.

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

<table>
<thead>
<tr>
<th>The author is comparing</th>
<th>I visualize</th>
<th>This helps me understand</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Peak</strong></td>
<td><strong>We love Peak!</strong>&lt;br&gt;<strong>We love Peak!</strong></td>
<td><strong>how much his twin half-sisters love Peak and how they idolize him.</strong></td>
</tr>
<tr>
<td>to</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>a god</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>The author is comparing</th>
<th>I visualize</th>
<th>This helps me understand</th>
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<tbody>
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<td></td>
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<tr>
<td><strong>to</strong></td>
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</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>The author is comparing</th>
<th>I visualize</th>
<th>This helps me understand</th>
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</tbody>
</table>
### 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)

<table>
<thead>
<tr>
<th>The author is comparing</th>
<th>I visualize</th>
<th>This helps me understand</th>
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<td>________________________</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>The author is comparing</th>
<th>I visualize</th>
<th>This helps me understand</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>The author is comparing</th>
<th>I visualize</th>
<th>This helps me understand</th>
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</thead>
<tbody>
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</tbody>
</table>
In this chapter, many types of climbing equipment are mentioned. Unless you are a 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/](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.

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>altimeter watch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ascenders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>balaclava</td>
<td></td>
<td></td>
</tr>
<tr>
<td>beef stew</td>
<td></td>
<td></td>
</tr>
<tr>
<td>camping tent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>camp stove</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cams</td>
<td></td>
<td></td>
</tr>
<tr>
<td>carabineer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>climbing helmet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>crampons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>harness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>headlamp</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ice axe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pitons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>rope</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sleeping pad</td>
<td></td>
<td></td>
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<tr>
<td>sub-zero sleeping bag</td>
<td></td>
<td></td>
</tr>
<tr>
<td>thermal gloves</td>
<td></td>
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<tr>
<td>TOTAL</td>
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</tbody>
</table>
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.
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)
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.

<table>
<thead>
<tr>
<th>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 gargoyle. (p. 4)</th>
<th>The author is comparing</th>
<th>I visualize</th>
<th>This helps me understand</th>
</tr>
</thead>
<tbody>
<tr>
<td>No one knew I was up on the wall</td>
<td>I would be an icy gargoyle</td>
<td></td>
<td></td>
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<tr>
<td>to</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>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)</th>
<th>The author is comparing</th>
<th>I visualize</th>
<th>This helps me understand</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Unbelievable!” She [Peak’s mom] let out a harsh laugh</td>
<td>“You’re circling the drain, Peak, and you don’t even know it.”</td>
<td></td>
<td></td>
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<td>to</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 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)

<table>
<thead>
<tr>
<th>The author is comparing</th>
<th>I visualize</th>
<th>This helps me understand</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______________________</td>
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</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>The author is comparing</th>
<th>I visualize</th>
<th>This helps me understand</th>
</tr>
</thead>
<tbody>
<tr>
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<td>_______________________</td>
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<td>________________________</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>The author is comparing</th>
<th>I visualize</th>
<th>This helps me understand</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______________________</td>
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<td>_______________________</td>
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</tbody>
</table>
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
Create a sculpture for each vocabulary word. Then sketch your sculpture below.

<table>
<thead>
<tr>
<th>cairn (p. 93): mound of stones built as a memorial</th>
<th>claustrophobic (p. 100): afraid of small spaces</th>
</tr>
</thead>
<tbody>
<tr>
<td>garish (p. 94): crudely or tastelessly colorful, showy, or elaborate, i.e., clothing or decorations</td>
<td>intrepid (p. 109): fearless</td>
</tr>
<tr>
<td>treacherous (p. 96): dangerous and not to be relied upon</td>
<td>balaclava (p. 116): covering that covers the head, neck, and most of the face</td>
</tr>
</tbody>
</table>
**Comprehension: Cause and Effect, Pages 93-125**

Complete the cause and effect chart below.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>William Blade offered to pay Holly’s massage therapist twice as much to work for him.</td>
<td>Josh and the climbers had to stay an extra day and night at the ABC camp.</td>
</tr>
<tr>
<td></td>
<td>Francis was put in a Gamow (gam-off) Bag at ABC camp.</td>
</tr>
<tr>
<td>Josh said he would have to wait a few days to take Peak and Holly up to ABC camp because he was exhausted.</td>
<td>Peak “went off” on JR telling him that without the yaks and the porters, no climber would be able to summit Everest.</td>
</tr>
<tr>
<td>“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…”</td>
<td>They asked Sun-jo to film an interview. He did a beautiful job describing his feelings about his father and climbing Mount Everest.</td>
</tr>
<tr>
<td></td>
<td>Holly’s voice sounded normal when they reached ABC, and she beat Peak back to Base Camp by a half hour.</td>
</tr>
<tr>
<td></td>
<td>Climbers had to be careful about what they said because everyone, including Captain Shek, could hear them.</td>
</tr>
<tr>
<td></td>
<td>Peak realized Josh had received all of the letters he had mailed over the years. He also realized how much he cared about Rolf.</td>
</tr>
</tbody>
</table>

**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 in 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.

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

<table>
<thead>
<tr>
<th>Example from the Text</th>
<th>Make an Inference</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 year (p. 94)</td>
<td>What kind of person is Holly?</td>
<td>How do you know?</td>
</tr>
<tr>
<td>Sun-jo was sitting outside waiting for me, dressed in my former clothes, including my so-called junk boots. &quot;What's with the clothes?&quot; &quot;They didn't fit you,&quot; he answered. &quot;Zopa gave them to me.&quot; (p. 107)</td>
<td>Why didn't Zopa tell Peak the truth?</td>
<td>How do you know?</td>
</tr>
<tr>
<td>&quot;They're [yaks and porters] more important to a climber getting to the summit than the climber.&quot; 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)</td>
<td>Why did Zopa laugh?</td>
<td>How do you know?</td>
</tr>
<tr>
<td>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)</td>
<td>How was Peak feeling?</td>
<td>How do you know?</td>
</tr>
<tr>
<td>Not &quot;we&quot;. 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.</td>
<td>How was Peak feeling about Rolf at this point?</td>
<td>How do you know?</td>
</tr>
</tbody>
</table>
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.**

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

**Fifth grader Samuel**

**Fifth grader Alyssa**

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

**reluctantly** (p. 128): unwillingly or begrudgingly

---
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?
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.

<table>
<thead>
<tr>
<th>Literary Device</th>
<th>Definition</th>
<th>Reason for Use</th>
<th>Example</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analogy</td>
<td>Compares two ideas that have something in common and may use “like”</td>
<td>Used to explain a concept</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Simile</td>
<td>Compares two completely different objects using the words “like” or “as”</td>
<td>Used to make the writing more vivid</td>
<td>The United States is like a jigsaw puzzle.</td>
<td>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.</td>
</tr>
<tr>
<td>Metaphor</td>
<td>Compares two completely unlike objects by saying the one thing is the other</td>
<td>Used to make the writing more vivid</td>
<td>The United States is a melting pot.</td>
<td>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.</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Metaphor</th>
<th>Simile</th>
<th>Analogy</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

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)

<table>
<thead>
<tr>
<th>Metaphor</th>
<th>Simile</th>
<th>Analogy</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Metaphor</th>
<th>Simile</th>
<th>Analogy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Metaphor</th>
<th>Simile</th>
<th>Analogy</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Metaphor</th>
<th>Simile</th>
<th>Analogy</th>
</tr>
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<tbody>
<tr>
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</tbody>
</table>

Explanation:________________________________________________________________
_________________________________________________________________________
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)

<table>
<thead>
<tr>
<th>Metaphor</th>
<th>Simile</th>
<th>Analogy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explanation:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Metaphor</th>
<th>Simile</th>
<th>Analogy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explanation:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Metaphor</th>
<th>Simile</th>
<th>Analogy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explanation:</td>
<td></td>
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</table>

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)

<table>
<thead>
<tr>
<th>Metaphor</th>
<th>Simile</th>
<th>Analogy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explanation:</td>
<td></td>
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</table>

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

<table>
<thead>
<tr>
<th>Metaphor</th>
<th>Simile</th>
<th>Analogy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explanation:</td>
<td></td>
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</table>
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.

<table>
<thead>
<tr>
<th>extra</th>
<th>chasm</th>
<th>threatening</th>
<th>gruff</th>
<th>deteriorate</th>
</tr>
</thead>
<tbody>
<tr>
<td>sociable</td>
<td>usual</td>
<td>strengthen</td>
<td>plain</td>
<td>approachable</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Synonym</th>
<th>Antonym</th>
<th>Picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>daunting</td>
<td>intimidating</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(p. 154)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>supplemental</td>
<td>additional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(p. 156)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>crevasse</td>
<td>valley</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(p. 160)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>surly</td>
<td>unfriendly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(p. 165)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>debilitated</td>
<td>weaken</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(p. 170)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Character</th>
<th>Round or Flat?</th>
<th>Evidence</th>
<th>Dynamic or Static?</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peak</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Josh</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zopa</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Character</th>
<th>Round or Flat?</th>
<th>Evidence</th>
<th>Dynamic or Static?</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sun-jo</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Holly</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Captain Shek</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Reading Strategy: Making Connections, Pages 151-172

Read each of the following scenarios from this section. Then, write a detailed journal entry answering all of the questions. Your goal is to fill all of the lines.

Journal 1: Peak and Holly talk about feeling alone. Peak thinks, “Being in a camp with over three hundred people is not exactly being alone. But I knew what she meant. You don't have to be alone to feel alone.” What does Peak mean by that? Can you make any connections with what he is saying? Have you ever felt alone even in a room full of people? Explain.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Journal 2: Zopa compliments Peak at the end of a climb and Peak says it was “a whole tank of O's flowing into my bloodstream.” How do compliments make you feel? Why are they so important? From whom do you most like to receive compliments? Why? How has a compliment changed the way you did something?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
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

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

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

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

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

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

| Foil: __________________________ | Obstacle: __________________________ |
| Explanation: __________________________ | 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?
**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.

<table>
<thead>
<tr>
<th>Event</th>
<th>What the Event Foreshadowed</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)</td>
<td></td>
</tr>
<tr>
<td>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)</td>
<td></td>
</tr>
<tr>
<td>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)</td>
<td></td>
</tr>
<tr>
<td>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)</td>
<td></td>
</tr>
<tr>
<td>It turned out that Sun-jo’s father 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)</td>
<td></td>
</tr>
</tbody>
</table>
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.

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

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 |
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?
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.

<table>
<thead>
<tr>
<th>Example</th>
<th>Evidence from the Book</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
Passport to Learn 2013

Reading Strategy: Synthesizing, Pages 222-246

Synthesizing while reading means that you combine what you learned from reading with what you know to create a new idea, insight, or perspective.

Imagine you are Peak, and you are going to write a letter to another character in the story telling what lesson you have learned about human nature, in other words, what you think the theme of the story is. Use the brainstorming theme sheet you completed to write a letter to the character that would fit the theme you selected. Your letter should have at least three body paragraphs, one for each event. Remember to use Peak’s voice when you write. Either handwrite your story below or type it.

Dear ______________________________,

_____________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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________________________________________________________________________

Sincerely,

Peak Marcello
### Peak Theme Letter Rubric

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

\[
\text{Average} / 70 = \text{___\%}
\]
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. ________________________________________________________________
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Find a picture of each of the pieces of equipment and incorporate them into your project.