

EEP Rhode Island College and Burrillville High School

Approaches to Drama 113 and Global Literature 117

To: Seniors Enrolled in EEP
From: Mrs. Lisa Carpenter, Instructor (carpenterl@bsd-ri.net)
CC: Mr. Robert Boule, Principal
Date: 6/16/2009
Re: Summer Reading Project

Please be advised that all seniors enrolled in the EEP Program must submit a project from one of the following offerings. Projects are due the first week of school.

The completed project will count for two test grades and two summer readings on the digital portfolio. Students should be aware that the projects **reveal a great deal about their motivation, ability, and creativity in the English language arts**. These projects may become the subject of letters of recommendation I prepare for students as part of their college applications and therefore, they should not be taken lightly.

Option #1: The Pulitzer Project/ A Reader's Double Entry Journal

Many Americans are unfamiliar with our own modern fiction, nonfiction, and drama. This project is a chance to become an informed Pulitzer reader. You will record your own feelings, ideas, and reactions as you read to become a more educated consumer of quality literature. Many of these books should be available at the local libraries. Go to www.pulitzer.org to read about the prize itself and the winning books.

Choose four works from a **variety of genres the include fiction, nonfiction, and drama**. Read each work completely.

1. Each time you read, record your reactions to plot, characters, conflict, theme, etc. Write about ideas, insights, and things that you learn as you read. Write in a special notebook (standard sized paper) reserved for this project in **Double Entry** Journal style. On the left side indicate the quote, passage, and page number that prompted your reflection. On the right side, record your own thoughts. If your handwriting is incredibly neat, you may turn in your notebook or else, type your journal. This should be the equivalent to 20 handwritten double-entry pages.
2. Each of the four sections of the journal should be divided and at the beginning of each new section, include the title and author of the book and what year it won the Pulitzer.

Option #2: 2010 Young Playwrights Festival National Playwriting Competition

Get a head start on a script for a one-act play competition. In the past, BHS drama/ EEP students have taken top awards in several competitions and had their plays produced by a professional company of young actors!

1. Read three texts related to writing plays: theatre history and stagecraft, actual full length or one act plays, or any combination. You can find them in the theatre section of local libraries and bookstores.
2. Write a 2 to 3 page outline of the facts and advice that you learned from these three books. Be sure to have a Works Cited page at the end of the outline (MLA style.) Put all advice/information in your own words unless you use a direct quote in which case you should use parenthetical citation (MLA.)
3. Using what you have learned, write a 20-page one-act script with stage directions.
4. Follow the directions on www.youngplaywrights.org/nationalcontest.htm and submit a copy of your play to the contest by January 2, 2010.

Option #3: Summer Idyll—Poetry Lover’s Scrapbook

The Summer Idyll is a collection of poems selected by students and accompanied by original interpretations. It is presented in scrapbook format. The selection of poetry should include a variety of types such as lyric and narrative as well as works from diverse voices such as non-Western, women’s, and multi-cultural works.

1. Collect copies of 100 poems (photocopied, word processed, or neatly hand-written).
2. Compose a response for each poem. **Response=one or two well-developed paragraphs explaining the similes, metaphors, alliteration, imagery, onomatopoeia, allusions, etc. in each poem. Also explain how the poem “speaks” to you in terms of its message and themes. Do not omit this part of the project, as it is the most important part.**
3. Mount both poem and response in the scrapbook and decorate or illuminate each page with found or original or computer art that reflects the themes in the poems. Do not eliminate the decorating component, as it is another way to show your interpretations of the poems.
4. If you wish to use unpublished work, you may have no more than 15 of this type.

Option #4: The Current Literary Scene

The fortunes of the publishing industry depend, in large part on promotion/ advertisement. This project is designed to make you aware of the relationships among the business aspects of publishing, literature, and media.

1. Choose 4 **current** literary works: **one novel, one collection of short stories, one collection of essays, and one play**. Seek help from a librarian or bookstore salesperson if you need help in making selections.
2. Read all 4 works.
3. Collect 3 examples of book advertisements (from newspapers, magazines) that will serve as inspiration when you design your own. These may or may not be related to your choices. Include the samples with your project.
4. Create a “promotional package” for all the four works that you read. Your audience is the bookstore owners who have hired you to promote the books. Promotional package=**a written cover/ business letter introducing and summarizing the four works that you will be promoting in the book store, one computer generated flyer for each book that will advertise/ promote it and hang in the bookstore, and a list of the (three) readings/excerpts from each book that the authors themselves will read to an assembled audience in the store and reasons WHY these particular passages will make people want to buy the books. The last page of your project should summarize your promotional event and include information on prizes, refreshments, and other incentives that will enhance your event.**
5. All work must be typed.

Option #5: Prepare for Upcoming Theatre in Rhode Island 2009/ 2010

Next fall, the Gamm Theatre will be performing *Much Ado about Nothing* by Shakespeare and *the Glass Menagerie* by Tennessee Williams. Read both these plays and also look through and take notes on one non-fiction/biographical book about Shakespeare and one about Tennessee Williams. You are reading a total of 4 texts.

1. For all four texts, keep a journal of your readings. This journal must include at least 12 neatly handwritten or typed pages that record your reflections on your reading. Consider plot, conflict, theme, characters, stage directions and setting as you write. ***Before each section, indicate the title and author of the book.*** Refer to chapters or act and scene numbers in your writing.
2. Since many students in our class will be able to see these plays free of charge (through a program called Arts Passport) and since we will be reading these two plays in class, you will have a role as teacher assistant. Prepare one lesson that introduces the plot, themes, and playwrights of each play to the students. These need only be short (15-20 minute) lessons that provide an introduction. Think about your favorite language arts lessons in the past and try to model one after them. Turn in your lesson plans with your journal. All work must be typed.

Option #6: Coming of Age Novels

Many books explore the theme of youth and the journey toward adulthood and self-awareness such as *The Catcher In the Rye* and *To Kill A Mockingbird* with which you are already familiar. Now that you are in your final year of high school, examine the books as a mature reader. In this project, you will explore books with a “coming of age” theme and write a short story of your own using the theme.

1. Read three of the books from the list below.
2. Maintain a Double Entry Journal with at least 4 pages for each book for of a minimum of 12 neatly written or typed pages. Your journal entries should specifically reflect on how the coming of age theme is used in the novel. What conflicts do the characters experience as they proceed through life’s journey? How do they overcome these conflicts? Who supports them? What do they learn about themselves and others? In what areas are they not successful? At the beginning of each journal section, record the author, the title, and a brief summary of the book. Record the page numbers that correspond to the content of each of your journal entries. You can even pick powerful passages/excerpts from the book and write about them.
3. Write a “coming of age” short story about an original character that you develop. For inspiration, consider the styles of the writers you read and the conflicts and the themes that they chose to weave into their writing. Use the 3 D’s to their best advantage: dialogue, description, and dramatic tension. Your story should be a well-developed short story of at least ten pages, typed, double-spaced.

The Chosen by Chaim Potok

Rebecca by Daphne DuMaurier

Little Women by Louisa May Alcott

Night by Elie Weisel

Tess of the D’Urbervilles by Thomas Hardy

Emma by Jane Austen

To Sir, With Love by E. R. Braithewaite

Demian by Herman Hesse

Great Expectations by Charles Dickens

A Tree Grows In Brooklyn by Betty Smith

The Member of the Wedding by Carson McCullers

Their Eyes Were Watching God by Zora Neale Hurston

Jane Eyre by Charlotte Bronte

A Portrait of An Artist As A Young Man by James Joyce

Sold by Patricia McCormick

Dante’s Daughter by Kimberly Heuston

* E-mail me for approval if you have a coming-of-age option that is not on this list.