

BURRILLVILLE HIGH SCHOOL SUMMER READING 2009-2010

The English Department is pleased to announce its summer reading program for 2009-2010. The program is designed to encourage life-long reading for pleasure, improve reading skills, and raise academic standards. Research has proven that avid readers excel in academics, score well on standardized tests, and are superior critical and creative thinkers. Reading is both an essential communication skill and a rewarding hobby that can provide hours of entertainment and vicarious life experiences.

Once again the department has created separate reading lists for each grade, and students must select from their grade level list. Students also must read the required number of books for their course level. Requirements are as follows:

Traditional Standard	two books two books	Advanced AP/EEP	three books four to six books
---------------------------------	--------------------------------	----------------------------	--

Standard and traditional students in **grades 10-12** must choose **one of the mandatory books** listed for their English class. They also are required to read **one book** from the general reading list for their grade. **Grade 9** students must read the **appropriate number** of books for their level from the general grade 9 reading list. All reading lists include a variety of texts designed to appeal to different reading tastes. We are confident that all students will find interesting and suitable works on the list. We encourage students to review their choices with their parents; in fact, we hope these reading lists will promote reading and discussion within families. Since some texts may contain mature content, we suggest that parents assist their children in making choices appropriate for their maturity levels.

In the case of Advanced and AP/EEP classes, students must complete specific teacher-designed projects and/or papers based on their readings. Teachers of these classes will meet with their future students to distribute their assignments, some of which specify alternative texts not on the general reading lists.

All books must be read by the start of school. During early September, students will be expected to write and talk about their books in their English classes. A written assessment will be given on the mandatory titles, and students will complete teacher-designed projects and activities on the second book. Book chats, formal essays, visual projects, and literature circles are examples of possible assignments. **TO PREPARE FOR THESE ACTIVITIES, STUDENTS SHOULD KEEP A RECORD OF THEIR READING THROUGH A READING RESPONSE JOURNAL, GRAPHIC ORGANIZER, NOTEBOOK, OR OUTLINE. STUDENTS MAY BE PERMITTED TO USE SUCH WRITTEN WORK IN COMPLETING THEIR IN-CLASS ASSESSMENTS AND ACTIVITIES.** Summer reading will count as **at least two test grades** and will be incorporated into the student's first quarter average.

IMPORTANT NOTE: All students are required to enter their summer reading assessments/projects in their digital portfolios. They also may wish to include these books in their annotated reading list in their digital portfolios. Summer reading projects will be scored using the digital portfolio rubric attached.

Students may want to purchase their books so that they may annotate the texts for future reference. They also may wish to check bookstores, trade books among themselves, and preview or purchase books by visiting www.amazon.com, www.borders.com, or www.bn.com.

Jesse M. Smith Memorial Library,
100 Tinkham Lane, Harrisville
Tel.: 710-7800

Pascoag Free Public Library
57 Church Street, Pascoag
Tel.: 568-6226

NOTE: A change in grade level due to course failure or summer school make up **will not excuse** a student from summer reading. Copies of grade level lists will be available in the guidance office. **Students taking two English courses** (i.e., English 11 Standard and English 12 Standard) **are required to read one mandatory text for each course and a third text from the general list for the higher grade.**

Burrillville High School
Rubric Development – October 7, 2005

Expectation:	2. All students will effectively utilize literacy skills: writing, listening, speaking, and reading analysis and interpretation.
Requirement:	6. Summer Reading Project
Authors:	M. Ryan, J. Zaleski

4	3	2	1
Exceeds Standard	Meets Standard	Needs More Work	Needs More Instruction
Paper/project demonstrates a thorough knowledge and understanding of the reading through the use of many specific, accurate, and well-chosen details from the text.	Paper/project demonstrates adequate knowledge and understanding of the reading through the use of specific and accurate details from the text.	Paper/project demonstrates some knowledge and understanding of reading, but specific details are limited.	Paper/project demonstrates very limited knowledge or understanding of the text.
Paper/project exhibits superior comprehension that goes beyond the literal to in-depth personal, critical, and/or evaluative responses.	Paper/project exhibits good comprehension that goes beyond the literal to personal, critical and/or evaluative responses.	Paper/project exhibits a level of comprehension consisting primarily of literal and personal responses.	Paper/project exhibits illogical, incomplete, or irrelevant responses.
Paper/project organizes ideas effectively and contains no significant errors in usage, spelling, punctuation, and capitalization.	Paper/project organizes ideas clearly and contains few significant errors in usage, spelling, punctuation, and capitalization.	Paper/project reflects limited organization of ideas and contains several significant errors in usage, spelling, punctuation, and capitalization.	Paper/project has no sense of organization and contains numerous, distracting errors in usage, spelling, punctuation, and capitalization.
Oral and/or visual components, where applicable, exhibit effective planning and organization, engage the audience well, and evidence superior knowledge and understanding.	Oral and/or visual components, where applicable, exhibit adequate planning and organization, engage the audience appropriately, and evidence good knowledge and understanding.	Oral and/or visual components, where applicable, show some planning and organization, attempt to engage the audience, and reflect some knowledge and understanding.	Oral and/or visual components, where applicable, are missing or poorly executed.
Project/paper conforms to all requirements regarding deadlines, content, length, and format.	Paper/project conforms to most requirements regarding deadlines, content, length, and format.	Project fails to meet some major requirements regarding deadlines, content, length, and format.	Project fails to meet most requirements regarding deadlines, content, length, and format.

BURRILLVILLE HIGH SCHOOL
SUMMER READING LIST 2009-2010 GRADE 10

IMPORTANT NOTE: All students are required to enter their summer reading assessments/projects in their digital portfolios. They also may wish to include these books in their annotated reading list in their digital portfolios. Summer reading projects will be scored using the digital portfolio rubric attached.

Mandatory Reading for Standard and Traditional 10th Grade Classes

10 Standard -- Choose One

The Narrative of Frederick Douglass; An American Slave – Frederick Douglass

Born a slave in 1818 on a plantation in Maryland, Douglass taught himself to read and write. In 1845, seven years after escaping to the North, he published *Narrative*, the first of three autobiographies. This book calmly but

dramatically recounts the horrors and the accomplishments of his early years—the daily, casual brutality of the white masters; his painful efforts to educate himself; his decision to find freedom or die; and his harrowing but successful escape.

OR

The Secret of Sarah Revere – Ann Rinaldi

Thirteen-year-old Sarah Revere knows her father is a hero. But she also knows that Paul Revere guards a secret about the start of the Revolutionary War that he'll tell no one—not his new wife, not his best friend, not even his trusted daughter. It seems *everyone* in her family has secrets. Sarah's even got one of her own — it's tearing her apart.

10 Traditional – Choose One

Nightjohn – Gary Paulsen

This historically accurate, frequently violent novel tells the story of 12-year-old Sarny, a female slave at the Waller plantation. Sarny first sees Nightjohn when he is brought there with a rope around his neck, his body covered in scars. He had escaped to freedom but has returned to teach reading—even though he knows that the penalty for reading is dismemberment. And Sarny is willing to take the risk to learn.

OR

Soldier's Heart -- Gary Paulsen

Gary Paulsen writes of the horrors of combat in a Civil War novella. Based on the life of a real boy, it tells the story of Charley Goddard, who lies his way into the Union Army at the age of 15. Charley has never been anywhere beyond Winona, Minnesota, and thinks war would be a great adventure. And it is—at first—as his regiment marches off through cheering crowds and pretty, flag-waving girls. But then comes the battle. Charley screams, “Make it stop now!” disbelieving that anything so horrible could be real. Paulsen is unsparing in the details of what actually happens on the battlefield: the living men suddenly blown into pieces, the agony and fear, the noise and terror, the stinking corpses.

General Reading List for All Standard and Traditional 10th Graders – Choose One

The Adventures of Tom Sawyer -- Mark Twain

“Here is the story of Tom, Huck, Becky, and Aunt Polly; a tale of adventures, pranks, playing hooky, and summertime fun. Written by the author sometimes called ‘the Lincoln of literature,’ *The Adventures of Tom Sawyer* was surprisingly neither a critical nor a financial success when it was first published in 1876. It was Mark Twain's first novel. However, since then *Tom Sawyer* has become his most popular work” (www.bn.com).

After the War -- Carol Matas

After being released from Buchenwald at the end of World War II, fifteen-year-old Ruth returns to her native Poland only to discover that Jews are still viewed with suspicion and hatred. Desperate and alone, she meets Saul who convinces her to help lead a group of children across Europe to Palestine (www.bn.com).

Boy's Life -- Robert McCammon

Follow the life of eleven-year-old Cory Mackenson as he struggles with the concepts of good and evil. When a horrific murder is discovered, the main character learns that his small Alabama community is not the safe haven it appears to be.

Breathing Under Water -- Alexandria Flinn

After hitting his girlfriend, sixteen-year-old Nick is sent to counseling. As part of his treatment, Nick keeps a journal in which he reflects on his relationship with Caitlin and how his life with an abusive father has shaped his destiny.

The Color of Water -- James McBride

James McBride will stir your heart with this powerful memoir about life in an interracial family. McBride, the son of Rachel Shilsky, writes about the inner conflicts he experienced as a black child of a white mother. He addresses the issues of growing up, personal identity, and parental love that are shared by all people. The book is a wonderful portrait of an exceptional mother's love for her family.

Ender's Game -- Orson Scott Card

Earth is under attack by a group of aliens. It's only hope is a tactical genius, who just happens to be a child named Ender Wiggin. During his military training at Battleschool, Ender excels at the war games, but will the pressure affect Ender? How will he fare in real combat conditions? The existence of humanity depends on his success.

The Killer Angels -- Michael Shaara

“In the four most bloody and courageous days of our nation’s history [the Battle of Gettysburg], two armies fight for two conflicting dreams. One dreams of freedom, the other of a way of life. More than rifles and bullets are carried into battle. The soldiers carry memories. Promises. Love. And more than men fall on those Pennsylvania fields. Bright futures, untested innocence, and pristine beauty are also the casualties of war. *The Killer Angels* is unique, sweeping, unforgettable—a dramatic re-creation of the battleground for America’s destiny” (www.bn.com).

The Last Algonquin – Theodore L. Kazimiroff

Pellham Bay Park, the Bronx – under the streets the villages of the Algonquin people lie buried. As recently as 1924, a lone Algonquin still lived in a wild isolated corner of New York City. Joe Two Trees was the last of his people and he entrusted his story to a twelve-year-old boy who became his only friend. It is the story of a man caught between two cultures, one lost, the other alien...the story of unforgettable loneliness, friendship, and courage ...the story of one man’s moving quest for dignity and peace.

March – Geraldine Brooks

From Louisa May Alcott’s beloved classic *Little Women*, Geraldine Brooks has animated the character of the absent father, March, and crafted a story “filled with the ache of love and marriage and with the power of war upon the mind and heart of one unforgettable man” (Sue Monk Kidd). With “pitch-perfect writing” (*USA Today*), Brooks follows March as he leaves behind his family to aid the Union cause in the Civil War. His experiences will utterly change his marriage and challenge his most ardently held beliefs. A lushly written, wholly original tale steeped in the details of another time, *March* secures Geraldine Brooks’s place as a renowned author of historical fiction (www. bn.com).

A Mind With Wings – Gerald and Loretta Hausman

The Hausmans introduce the life of Henry David Thoreau in a series of short, anecdotal chapters, each centered on one, often small event in the writer’s life. The authors frequently use dialogue in their accounts; however, as they explain in their introduction, the “dialogue is crafted out of Henry’s own statements.” Overall, their approach helps to paint a vivid portrait of Thoreau and his quirky, highly original mind, although in the midst of all the anecdotes,

My Contract with Henry --Robin Vaupel

Beth Gardner describes her transformation from a student who prefers to be invisible to one who chooses the notoriety that comes with civil disobedience. Her catalyst is Henry David Thoreau’s *Walden*, which Beth’s eighth-grade English class is to use as the basis for a group project on an “Experiment in Living.” She becomes increasingly intrigued with Thoreau’s ideas. Four partners build a cabin in idyllic Wayburn Woods and try to experience Thoreau’s philosophy as closely as possible. As they develop innate talents, they grow to appreciate one another’s unique abilities, but at the same time they suffer social problems typical to middle-school students: looks, grades, popularity, family, and status.

No Easy Answers -- Donald Gallo (Editor)

No Easy Answers is an anthology of stories about teenagers facing tough choices. Although their situations range from gang violence to unwanted pregnancy to drug abuse, these characters all must make decisions that may change their lives forever. These stories examine issues of personal strength and decision making.

The Poe Shadow – Matthew Pearl

Baltimore, 1849. The body of Edgar Allan Poe has been buried in an unmarked grave. The public, the press, and even Poe’s own family and friends accept the conclusion that Poe was a second-rate writer who met a disgraceful end as a drunkard. Everyone, in fact, seems to believe this except a young Baltimore lawyer named Quentin Clark, an ardent admirer who puts his own career and reputation at risk in a passionate crusade to salvage Poe’s (www. bn.com).

The Pox Party – M.T. Anderson

In this fascinating and eye-opening Revolution-era novel, Octavian, a black youth raised in a Boston household of radical philosophers, is given an excellent classical education. He and his mother, an African princess, are kept isolated on the estate, and only as he grows older does he realize that while he is well dressed and well fed, he is indeed a captive being used by his guardians as part of an experiment to determine the intellectual acuity of Africans. The boy’s guardians host a “pox party” where everyone is inoculated with the disease in hopes that they

will then be immune to its effects, but, instead, Octavian's mother dies. He runs away and ends up playing the fiddle and joining in the Patriots' cause. Readers will have to wait for the second volume to find out the protagonist's fate.

Runner -- Carl Deuker

High school senior Chance is a “ghost-walker” at school--barely talking, just passing, finding escape only in long, solitary, after-school runs. His hard-drinking father can't keep a job, and Chance worries how they will pay the mooring fees for their dilapidated, 30-foot sailboat home in Pugent Sound. When a marina worker offers him a job picking up secret packages, Chance can't turn down the lucrative opportunity, even though he's sure it's illegal. But as a friendship with smart student Melissa grows, so does Chance's concern about his job and its possible links to local smuggling rings.

The Shadow Brothers -- A.E. Cannon

Set in Utah, this is the story of 16-year-old Marcus Jenkins. After years of easy friendship with Henry, his foster brother, Marcus discovers he's feeling resentful of Henry's matter-of-fact expertise at running, schoolwork and the social scene. But Henry too has angst, namely about wanting to rediscover his Navajo family. The boys' friendship ultimately overcomes the friction between them, allowing each to see the other more clearly, regardless of the choices they make.

Tuck Everlasting -- Natalie Babbitt

Her parents never allow ten-year-old Winnie Foster out of her home. One day she sneaks into the forest and is kidnapped by the immortal Tuck family. In this novel about the meaning of life and death, Winnie is offered the chance for eternal life. Will she accept this gift, or better yet, should she?

Uncle Tom's Cabin – Harriet Beecher Stowe

The narrative drive of Stowe's classic novel is often overlooked in the heat of the controversies surrounding its anti-slavery sentiments. In fact, it is a compelling adventure story with richly drawn stories and has earned a place in both literary and American history. A story of suffering and compassion, *Uncle Tom's Cabin* depicts slavery as honestly as it denounces it.

Worlds Afire -- Paul B. Janeczko

A riveting account of a horrific event that killed 167 people, mostly women and children, and injured 500. In a collection of narrative poems, Janeczko describes a circus fire that took place on July 6, 1944 in Hartford, Connecticut, from the viewpoints of those who were there. The event's horror leaps vividly from each poem. Readers hear from police officers, and many circus people, as well as the 13-year-old girl whose friends were lucky enough to go to the circus while she had to stay home.

The Year of the Hangman – Gary Blackwood

In 1776, the rebellion of the American colonies against British rule was crushed. Now, in 1777—the year of the hangman—George Washington is awaiting execution, Benjamin Franklin's banned rebel newspaper, *Liberty Tree*, has gone underground, and young ne'er-do-well Creighton Brown, a fifteen-year-old Brit, has just arrived in the colonies. Having been shipped off against his will, with nothing but a distaste for English authorities, Creighton befriends Franklin, and lands a job with his print shop. But the English general expects the spoiled yet loyal Creighton to spy on Franklin. As battles unfold and falsehoods are exposed, Creighton must decide where his loyalties lie... a choice that could determine the fate of a nation.

**BURRILLVILLE HIGH SCHOOL
SUMMER READING LIST 2009
GRADE 10 ADVANCED**

PART 1: NATIVE AMERICAN TOPIC – READ ONE OF THE FOLLOWING NOVELS:

The Last Algonquin – Theodore L. Kazimiroff

Pellham Bay Park, the Bronx – under the streets the villages of the Algonquin people lie buried. As recently as 1924, a lone Algonquin still lived in a wild isolated corner of New York City. Joe Two Trees

was the last of his people and he entrusted his story to a twelve-year-old boy who became his only friend. It is the story of a man caught between two cultures, one lost, the other alien...the story of unforgettable loneliness, friendship, and courage ...the story of one man's moving quest for dignity and peace.

OR

Black Elk Speaks: Being the Life Story of a Holy Man of the Oglala Sioux – John G. Neihardt et.al.

Black Elk Speaks is the story of the Lakota visionary and healer Nicholas Black Elk (1863–1950) and his people during the momentous twilight years of the nineteenth century. Black Elk met the distinguished poet, writer, and critic John G. Neihardt (1881–1973) in 1930 on the Pine Ridge Reservation in South Dakota and chose Neihardt to tell his story. Neihardt understood and conveyed Black Elk's experiences in this powerful and inspirational message for all humankind.

ASSESSMENT – Keep a double-entry journal based on your reading

Choose significant and substantial excerpts that are critical to the meaning of the work, the author's writing style, and/or the literary elements (e.g. character, plot, setting, theme, symbols, etc.). You must include a **minimum of one excerpt for each chapter in the novel**. In a double-entry journal, you fold or divide your page in half, paraphrase the author's words on the left side of the page, and then write your interpretation and/or response on the right side of the page. Basically you paraphrase, explain, and analyze the author's language to increase your own comprehension. Journals should be typed neatly in two columns and single spaced.

PART 2: **REVOLUTION PERIOD TOPIC – READ ONE OF THE FOLLOWING NOVELS:**

The Year of the Hangman -- Gary Blackwood

The author guides readers through a might-have-been America in this suspenseful alternative history set during the Revolutionary War. In Blackwood's imagined 1777, the upstart colonists have been routed by superior British forces. George Washington awaits execution and the rebel leaders who have escaped capture are in hiding or have fled. Dashing Benedict Arnold has become a privateer operating out of French-controlled New Orleans, where Benjamin Franklin runs a printing shop and distributes an illegal newspaper, *The Liberty Tree*. Enter 17-year-old Creighton Brown, an upper-class English wastrel who arrives in Louisiana as Arnold's captive, after an earlier abduction from London that had been arranged by his mother. Lodged with Franklin, Creighton becomes a reluctant publishing assistant, and, as he begins to admire the Americans and their principles, an even more reluctant British spy. Creighton's lazy, spoiled ways undergo a revolution of their own when he is caught between dangerous plots and counterplots and is forced to take risks that threaten more than one life. Packed with action, convincing historical speculation, and compelling portrayals of real-life and fictional characters, this page-turner will appeal to fans of both history and fantasy. *Starr E. Smith, Fairfax County Public Library, VA*

OR

Citizen Tom Paine – Howard Fast

Among Howard Fast's historical fiction, *Citizen Tom Paine* - one of America's all-time best-sellers - occupies a special place, for it restored to a generation of readers the vision of Paine's revolutionary passion as the authentic roots of our national beginnings. Fast gives us 'a vivid picture of Paine's mode of writing, idiosyncrasies, and character - generous, nobly unselfish, moody, often dirty, frequently drunken, a revolutionist by avocation' (Library Journal).

ASSESSMENT – Write a five page critical essay about the main character in the novel.

Discuss how certain events change, or alter, the main character as they progress through the novel. That is, discuss specific moments, conversations, obstacles, etc. that change the way the character perceives his/her world and the people in his/her life- including him/herself! You need to have a clear **thesis statement** in your introduction that clearly states what it is that you will be proving. Use specific references from the text to support your ideas, including at least one direct quotation from the novel to support **each** of your points. Papers should be typed, double-spaced with 1 inch margins, Times New Roman 12 pt. Font, with MLA format including heading and page numbers.

PART 3: AMERICA IN THE 19th CENTURY TOPIC – READ ONE OF THE FOLLOWING NOVELS:

Uncle Tom’s Cabin – Harriet Beecher Stowe

The narrative drive of Stowe’s classic novel is often overlooked in the heat of the controversies surrounding its anti-slavery sentiments. In fact, it is a compelling adventure story with richly drawn stories and has earned a place in both literary and American history. A story of suffering and compassion, *Uncle Tom’s Cabin* depicts slavery as honestly as it denounces it.

OR

The House of Seven Gables – Nathaniel Hawthorne

Hawthorne’s tale about the brooding hold of the past over the present is a complex one, twisting and turning its way back through many generations of a venerable New England family, one of whose members was accused of witchcraft in 17th century Salem. More than 200 years later, we meet the family in its decaying, gabled mansion, still haunted by the presence of dead ancestors: Hepzibah, an elderly gentlewoman fallen on hard times; her ineffectual brother, Clifford; and young Phoebe, a country maiden who cheerfully takes it upon herself to care for her two doddering relations. There’s also Holgrave, a free-spirited daguerreotypist, who makes a surprising transformation into conventional respectability at the story’s end. *Carol Katz, Harrison Library, NY*

ASSESSMENT – Summer Reading Blockbuster Project

(See attached sheet.)

<i>ASSIGNMENT</i>	<i>GRADING</i>	<i>DUE DATE</i>
Reading Log (Native American Novel) (TEST GRADE- worth two quiz grades)		Friday, August 31
Critical Paper (Revolution Novel) GRADE- worth two quiz grades)		Tuesday, September 4
Blockbuster Project (19 th Century Novel) (PROJECT GRADE- worth three quiz grades)		Thursday, September 6

All texts are available at <http://www.bn.com/> or www.amazon.com

REMEMBER SUMMER READING PROJECTS ARE REQUIRED TO BE SUBMITTED INTO YOUR DIGITAL PORTFOLIO, SO KEEP THIS IN MIND AS YOU MAKE YOUR DECISIONS AS TO THE CONSTRUCTION OF EACH PIECE.

SUMMER READING BLOCKBUSTER PROJECT

In thinking about your chosen 19th century novel, try looking at it from a variety of perspectives. That is, think “outside the box.” In this project, you are going to display your understanding of the work through the eyes of Hollywood, or an independent film company. *Keep in mind that the novels with which you are working deal with sensitive issues to humanity and to our country, so be respectful of that when considering your choices.*

***This project may be done exclusively using Power Point technology, but it’s not required. If you choose to do it via Power Point, have a back up plan if your disk, CD or thumb drive fails to work on the classroom computer.**

PART I: YOU ARE A CASTING DIRECTOR

Remember the characters in your novel and think about their characteristics: appearance, personality, choice of friends, intellect, sense of humor, etc. After considering this, choose “stars” from the silver screen, TV, or anyone in the (past or current) spotlight and cast them as your characters. For each character/star, do the following:

- A. STATE WHICH STAR WOULD GO WITH YOUR CHARACTER
- B. FIND A PICTURE OF THE PERSON AND GLUE IT ONTO YOUR PAPER (OR CUT/PASTE FROM A WEBSITE)
- C. STATE (3-5 SENTENCES) WHY YOU CHOSE THIS STAR TO PLAY YOUR CHARACTER. GIVE AT LEAST TWO TO THREE REASONS WHY HE/SHE WOULD BE THE BEST CHOICE.
- D. YOU SHOULD DO THIS WITH AT LEAST THREE OF THE CHARACTERS IN YOUR NOVEL. (15 POINTS)

PART II: COMING SOON, TO AN ENGLISH CLASS NEAR YOU...

Now that you’ve picked your cast, written a screenplay, and had a director film the movie, it’s time to hook your audience with a gripping, attention-getting trailer. Do so doing the following:

- A. THINK ABOUT THE MAIN, ATTENTION-GETTING POINTS OF THE NOVEL THAT WOULD GRAB AN AUDIENCE’S INTEREST IN THE FILM.
- B. ON A POSTER, POWER POINT, OR THROUGH YOUR OWN POWERFUL IN-CLASS ACTING, GET YOUR AUDIENCE TO COME AND SEE YOUR FILM. (BE CREATIVE. GO ON www.apple.com AND VIEW TRAILERS FOR MOVIES, OR THINK ABOUT TRAILERS YOU’VE SEEN. DESIGN YOURS LIKE THAT, PICKING OUT HIGHLIGHTS FROM THE PLOT THAT WOULD DRAW ATTENTION.

- C. THERE SHOULD BE AT LEAST FIVE LINES THAT HINT AT THE PLOT. (i.e. “Just when he thought he had it all...it came.” Think about that “movie trailer guy’s” deep voice when doing this part). WE SHOULD BE ABLE TO GET THE JIST OF THE PLOT BASED ON THIS PIECE. **(BE SURE NOT TO GIVE THE ENDING AWAY).** (10 POINTS)

PART III: SCORE YOUR MOVIE!

Most major motion pictures use music to convey certain experiences or emotions displayed by the characters. It’s your turn to find music that relates to plot, mood, and themes of your novel. Remember, think about different aspects like melody, speed, and overall mood of a song*- not just its lyrics. Do each of the following:

- A. CHARACTER: FIND ONE SONG THAT RELATES TO THE MAIN CHARACTER’S EXPERIENCES OR PERSONALITY. THE LYRICS **(WHICH YOU WILL PROVIDE)** SHOULD REFLECT THIS EXPERIENCE, AND/OR THE EMOTION THAT YOUR CHARACTER HAD DURING THE NOVEL. **BE SURE TO WRITE A 3-5 SENTENCE EXPLANATION AS TO WHY YOU CHOSE THIS SONG IN RELATION TO THE NOVEL.**
- B. THEME: FIND ONE SONG THAT RELATES TO A THEME IN THE NOVEL. THAT IS, CHOOSE ONE MESSAGE TO US THAT THE NOVEL SUGGESTS, AND FIND A SONG THAT REFLECTS THAT. **BE SURE TO WRITE A 3-5 SENTENCE EXPLANATION AS TO WHAT THE THEME IS, AND HOW THE SONG RELATES TO IT. (AGAIN, PROVIDE THE LYRICS).**
- C. CONFLICT: EVERY GOOD STORY HAS SOME KIND OF CONFLICT. CHOOSE ONE CONFLICT IN THE NOVEL, AND FIND A SONG THAT DISPLAYS IT. **BE SURE TO WRITE A 3-5 SENTENCE EXPLANATION AS TO WHAT THE CONFLICT IS, AND WHY YOU CHOSE THE SONG TO REPRESENT IT. (AGAIN, PROVIDE THE LYRICS).**
- D. BE READY TO PLAY SNIPITS (NOT THE WHOLE SONG) OF EACH TO THE CLASS IN THE MOST EFFICIENT WAY POSSIBLE. (30 POINTS)

**PLEASE NO SONG CHOICES THAT ARE INAPPROPRIATE FOR CLASS! THANK YOU!*

PART IV: THE CRITICS HAVE SPOKEN....

- A. NOW PRETEND YOU ARE A CRITIC OF THE FILM/NOVEL. (IT MIGHT HELP TO READ SOME MOVIE REVIEWS).
- B. WRITE 5-10 SENTENCES STATING YOUR OPINION OF THE NOVEL, USING EXAMPLES FROM THE TEXT TO PROVE YOUR POINT. **REMEMBER: IT’S NOT ENOUGH TO JUST SAY “IT WAS BORING.” OR “I LIKED IT.” YOU NEED TO GIVE CONCRETE REASONS FOR YOUR THOUGHTS, USING AT LEAST TWO EXAMPLES FROM THE TEXT TO PROVE YOUR POINT. FOR EXAMPLE, “I THOUGHT THE BOOK WASN’T REALISTIC. BEING A TEENAGER, I**

FIND THAT MOST TEENS ENJOY BEING WITH THEIR FRIENDS, AS OPPOSED TO THEIR PARENTS- WHEREAS THE MAIN CHARACTER CHOSE TO BE WITH HER PARENTS MORE.” (10 POINTS)

PRESENTATION:

EACH PART OF YOUR PROJECT WILL BE PRESENTED TO THE CLASS. THE QUALITY OF THE PRESENTATION (COMPLETENESS, ENTHUSIASM, PRESENTATION SKILLS- EYE CONTACT, VOLUME, ORGANIZATION- AND OVERALL EFFORT) WILL BE PART OF THE GRADE AS WELL. (15 POINTS)

ULTIMATE SCORE: 80 POINTS

(SOME **EXTRA CREDIT** WILL BE AWARDED IF A STUDENT GOES “ABOVE AND BEYOND” WITH ANY PIECE, OR ALL OF THE PROJECT, SO DO YOUR BEST AND BE CREATIVE!)