

# English III CP Optional Summer Reading

## A note for incoming English 3 CP students:

The phrase “summer reading” often has a negative connotation- we want to change that!

We want to give you the freedom to choose what you read over the summer so that reading becomes part of a fun and relaxing summer.

Why do we want students to read during the summer anyway? There are two major reasons:

☐ We want to make reading fun for students. Reading is essential to a well-rounded education. Reading makes students better writers, better thinkers, and better people. The more students read, the better life-long learners they will become. We want students to read as much as they can and anything they can!

☐ Reading during the summer also helps prevent the dreaded “summer slide” where students seem to forget all that they learned during the school year. No one should go for two whole months without reading something! Reading during the summer helps relieve the August brain fog.

**The English III CP teachers have created an optional extra credit assignment. If completed over the summer and submitted during the first week of school, students will receive extra credit towards their first quarter grade. For this assignment, students must pick a book off of the reading list below, and then choose a project from the choice board to complete. Students should view the options and the rubric closely prior to completing their project.**

**Suggested reading list**, curated by our incredible media center specialists:

- *We Should Hang Out Sometime* by Josh Sundquist (Memoir)
- *Scythe* by Neal Shusterman (Dystopian fiction)
- *Heroine* by Mindy McGinnis (Realistic Fiction)
- *The Inheritance Games* by Jennifer Lynn Barnes (Mystery)
- *Six of Crows* by Leigh Bardugo (Fantasy)
- *Blackout* by Dhonielle Clayton and others (Multiple authors and stories that all wind together)
- *Girls Like Us* by Randi Pink (Historical Fiction)
- *Punching the Air* by Ibi Zoboi and Yusef Salaam (Novel in Verse)
- *Almost American Girl* by Robin Ha (Graphic Memoir)
- *In the Shadow of the Moon* by Amy Cherrix (Nonfiction)
- *Fallout: Spies, Superbombs, and the Ultimate Cold War Showdown* by Steve Sheinkin (nonfiction)
- *Patron Saints of Nothing* by Randy Ribay
- *Miles Morales: Spider Man* by Jason Reynolds
- *Infinity Son* by Adam Silvera

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## Project Choices (choose 1)

<p><b>1. COMPARE THE PLAY TO THE MOVIE:</b> Write one letter to the director critiquing the following: settings, costumes, sequencing, accents/dialect, scenes added and deleted, characters added and deleted, and any other significant adaptations. Write one letter to the author as if you are the director apologizing for and explaining the reasoning for the adaptations. Instead of writing letters, you can create, direct, and star in a talk show where you accomplish the same goals via interviews. You must type the script.</p>	<p><b>2. CREATE A NEWSPAPER:</b> This project should resemble a real newspaper with writing in columns; you can include a variety of different kinds of features including horoscopes for characters, "Dear Abby" advice column, comic strips, news articles, advertisements, personal ads, obituaries, sports page, celebrity and entertainment page, food section, and photos. Everything you include, must be based on events and characters in the play or the time period.. <b>Must be typed.</b> 3-4 Pages in length.</p>	<p><b>3. TIMELINE:</b> List all the major events from the play and organize them in the order they would have happened Be sure to include important events that may only be mentioned (not necessarily explored) within the text that contribute significantly to the audience's understanding of the background of a particular character / situation / location / etc. On your timeline, write a short description of what happens at each event, and if possible, try to identify the time of each event with dates, seasons, etc. Add pictures and symbols to make your timeline colorful.</p>
<p><b>4. RELATE CURRENT EVENTS:</b> Find 3 articles that relate to the theme, plot, character, or an event in the play that is significant. Annotate the articles by citing them, writing a few sentence summary of the article, a few sentence credibility check on the author (why they can be trusted on this topic) and a detailed, thorough explanation of how the current event reflects an idea from the play. <b>Must be typed.</b></p>	<p><b>5. CREATE A MAP:</b> Make a list of all the locations (houses, stores, streets, parks, lakes, etc.) Then draw the map showing a bird's eye view of the area. Label each location. Create a legend below the map with the list of the locations and a description of important events that occur at each. The map must be detailed, colorful, and large enough to be seen clearly.</p>	<p><b>6. FILM, DIRECT, AND STAR IN YOUR FAVORITE SCENE:</b> Recreate a scene from the play. Write a script including dialogue and stage directions. Create the set, add music, recruit actors and film it. Your film has to make sense to someone who has not read the play, so you will need to include a prologue and epilogue. Script must be typed.</p>
<p><b>7. CREATE A COMIC STRIP:</b> It should have an illustrated cover with the title and author, and be comic book size. Inside, retell the story using dialogue and descriptions of the setting and characters. Put your writing in bubbles. Create colorful illustrations that help tell the story. Create 10-12 comic strip segments.</p>	<p><b>8. WRITE A WINDOWS AND MIRRORS REFLECTION:</b> Choose 5 quotes from the play that resonated with you. Space out quotes from throughout the novel and look for high impact. Type each quote with parenthetical documentation and under the quote, compose a paragraph that explains why the quote resonated with you and how it could be perceived as a window and a mirror. A strong, well-organized paragraph is required for each quote. <b>Window:</b> How is the quote significant to the book as a whole; what does it reveal about the character or the story? <b>Mirror:</b> How does the quote reflect back to you - something you believe to be true about yourself; something you value and try to emulate?</p>	<p><b>9. CREATE A SCRAPBOOK:</b> Choose one of the main characters and reflect on several events that occur to him or her. You can include photographs, letters, postcards, telegrams, a family tree, newspaper article clippings, memorable items, or anything else. If you include objects or photographs, be sure to write captions below describing what they are or what's going on and their significance to the character. Create a nice cover for your scrapbook. On the inside, paste an information sheet identifying the full name of the character, his/her age (guess if you don't know), birthdate (if known), where he/she lives, and any other important information. The scrapbook should be 8-10 pages in length.</p>
<p><b>10. CREATE AN ARTISTIC RENDITION:</b> Choose a theme, setting, or event from the play to illustrate. You may draw, paint, sculpt or create in some other medium. Attach a typed on-paragraph explanation of your work and its relativity to the play.</p>	<p><b>11. Poetry Writing</b> Write a poem of at least 24 lines to describe the events, characters, etc. of <i>The Crucible</i>. The poem must be your own creation and include some literary elements and have correct grammar and punctuation.</p>	<p><b>12. Journal</b> Write a diary of at least 6 entries regarding your chosen character's perspective of the events in the play: court, jail, trial, hangings, etc. The perspective can be a character in the play or outside of the play such as a reporter, or a person who really lived during that time period. You can include pictures.</p>

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	Category	10 points	8 points	6 points	4 points	2/0 points
P R O D U C T	<b>Assignment Requirements</b>	Project meets all requirements from the assignment sheet & is clearly based on information from the text	Project meets most of the requirements from the assignment sheet; Most requirements contain textual basis	Project meets some of the requirements from the assignment sheet; Some requirements contain textual basis	Project meets a few of the requirements from the assignment sheet; No evidence of textual support	Project meets none of the requirements from the assignment sheet
	<b>Organization &amp; Neatness</b>	Project is very neat and well-organized; Meets all MLA standards; Can be used as an "exemplary model"	Project is mostly neat & organized; Improvements could be made with more time or effort; Some attempt at MLA	Project is somewhat organized but looks like it was completed at the last minute; No MLA attempt	Project is messy and disorganized	Project is not complete and is too messy or disorganized to understand the student's objective
	<b>Grammar &amp; Mechanics</b>	No misspellings or grammatical errors	Few misspellings or grammatical errors	Some misspellings or grammatical errors	Several misspellings or grammatical errors	Too many errors in spelling or grammar to understand objective
	<b>Relation to the book</b>	Relation b/n project & book is clearly evident; thorough text, images, or quotations with no explanation needed	Relation b/n project and book is evident when the student explains	Relation b/n project and book is weak even with explanation(s)	Relation b/n project & book is not explained	Relation b/n project & book is non-existent
	<b>Content Accuracy</b>	All content is accurate; No factual errors	Most of the content is accurate; one error in information	Some of the content is accurate; more than a few errors in information	Several inaccuracies in the content	Content is confusing & doesn't reflect an understanding of the topic
	<b>Effort</b>	Project shows great effort and planning; Visible time & effort went into creation	Project shows good effort and planning; Above average; Could benefit from more time/effort	Project shows some effort and planning; An attempt was made but not thoroughly carried out	Project shows little effort and planning	Project shows no effort or planning