

Summer Reading Activities

Directions: After reading the mandatory novel, please complete the activity assigned to your grade level. Regardless of which semester your English class is scheduled for the 2015-2016 school year, turn the assignment in to your English teacher on Thursday, Sept. 10, 2015. Your English teacher will use this as a grade. Unless otherwise noted in the directions, please do not consult Internet sources to complete the activity. All work should be your own.

English 9— *The Golden Compass* by Phillip Pullman

Choose **one** of the following activities to complete.

- 1.) **SCULPTURE** -Create a sculpture of a character. Use any combination of soap, wood, clay, sticks, stones, old toy pieces, or any other object. An explanation of how this character fits into the book should accompany the sculpture.
- 2.) **Character Description**- Write a FULL (physical, emotional, relational) description of three of the characters in the book. Draw a portrait to accompany each description.
- 3.) **Found Poem**- pulling quotes directly out of the book, you will create a found poem for the story. You create a found poem by pulling significant lines or quotes straight out of the story and fitting them together to create a poem. Your found poem must be at least 15 lines long and should be focused around a central theme of the novel. On your paper, you must list the theme or central idea your found poem is focused on, the poem itself, and a visual representation to accompany your poem. This can be a sketch, a painting, a photograph, etc. It should be your poem brought to life in the form of a visual artistic representation.
- 4.) **COMIC BOOK**- Create a mini comic book of the novel.
- 5.) **LETTER TO THE AUTHOR** –Write a letter to the author of the book. Include descriptions of your favorite parts and characters, what you didn't like, suggestions you have for a different beginning or ending, and any questions you have for the author.
- 6.) Create a book trailer for students or teens who might be interested in reading the book. Using movie maker or a similar app, create a book trailer detailing a summary of the book without spoiling the story. Think of this assignment like creating a movie trailer, only it's for a novel instead of a film. You want to tell the audience what the book is about and why they should read it without giving the game away. Be creative, and the trailer should be a minimum of 2 minutes long.
- 7.) **Scrapbook**- taking on the persona of one of the characters in the novel, you will create a scrapbook of significant quotes from the story. Begin with a page detailing which character you chose and some character traits (information about that character and how they fit into the story). You will then use **AT LEAST 15** quotes, in chronological order, with page numbers included (1 quote per page, totaling 15 pages). You will list the quote and tell why that quote is significant or necessary to understanding the theme of the novel. Be creative and make the scrapbook interesting and vibrant, like a real scrapbook. This should be done on printer paper or construction paper, **NOT** notebook paper.

English 10—*Of Mice and Men* by John Steinbeck
Choose **one** of the following activities to complete.

- 1.) **IN THE NEWS!** –Create the front page of a newspaper that tells about events and characters in the book. The newspaper page might include weather reports, editorials, ads, etc. The title of the newspaper should be something appropriate to the book.
- 2.) **SCULPTURE** -Create a sculpture of a character. Use any combination of soap, wood, clay, sticks, stones, old toy pieces, or any other object. An explanation of how this character fits into the book should accompany the sculpture.
- 3.) **Character Description**- Write a FULL (physical, emotional, relational) description of three of the characters in the book. Draw a portrait to accompany each description.
- 4.) **TIMELINE** –Make and illustrate a timeline showing events of the story.
- 5.) **COMIC BOOK**- Create a mini comic book of the novel.
- 6.) **LETTER TO THE AUTHOR** –Write a letter to the author of the book. Include descriptions of your favorite parts and characters, what you didn't like, suggestions you have for a different beginning or ending, and any questions you have for the author.
- 7.) Create a movie (Movie Maker) using music and images to summarize the plot, discuss theme, and identify the literary devices employed.

English 11— *Things Fall Apart* by Chinua Achebe

Read the novel and consider either of the two essay prompts for your paper. This paper should be at least five paragraphs in length (5+ sentences per paragraph), and it must thoroughly examine the topic while providing proof of your position having read the novel. This is not a book report (meaning I don't need a list of everything that happened in the novel from start to finish), but it is an analysis of a topic of importance, as exposed through the reading of the novel.

Prompt choices:

- 1 The power of religion can both guide a society and destroy it. Discuss the ways in which Christianity, as promoted by the missionaries, does both.
- 2 "[Okonkwo's] whole life was dominated by fear, the fear of failure and of weakness." Explain how fear, in an ironic way, is the catalyst for destruction and failure in the novel.

English 12 and Dual Enrollment British Literature (Eng. 243) —*Pride and Prejudice* by Jane Austen

Choose **one** of the following prompts to answer in a 1-2 page essay. Use grammatically correct sentences and paragraphs and support your points with specific examples from the novel.

Analyze a character. What personality traits describe the character? What is his/her motivation? How does he/she interact with other characters, and what effect does this have?

Analyze a theme. How is it portrayed, and what effects does it have on the characters?

Dual Enrollment College Composition (Eng. 111)--*Catcher in the Rye* by J.D. Salinger

Choose **one** of the following prompts to answer in a 1-2 page essay. Use grammatically correct sentences and paragraphs and support your points with specific examples from the novel.

Literary critics Arthur Heiserman and James E. Miller Jr. write, “American literature seems fascinated with the outcast, the person who defies traditions in order to arrive at some pristine knowledge, some personal integrity.” In what ways does this novel exhibit a fascination with the outcast? Does Holden reach “pristine knowledge” or “personal integrity”? Explain.

In what ways is *The Catcher in the Rye* a novel of social protest? What aspects of society does Salinger critique? What alternatives does he offer?

Literary critic John W. Aldridge writes that Holden “remains at the end what he was at the beginning--cynical, defiant, and blind.” Do you agree or disagree? Explain.