

HENDERSON BAY LITERATURE CONTRACT

TO EARN .5 CREDIT, STUDENTS WILL;

1. READ FOUR BOOKS, (AT LEAST ONE STORY MUST BE FROM THE COMMON CORE RECOMMENDATION LIST.)

The Tragedy of Macbeth by William Shakespeare (1592) ★ *"Ozymandias"* by Percy Bysshe Shelley (1817) ★ *"The Raven"* by Edgar Allan Poe (1845) ★ *"The Gift of the Magi"* by O. Henry (1906) ★ *The Grapes of Wrath* by John Steinbeck (1939) ★ *Fahrenheit 451* by Ray Bradbury (1953) ★ *The Killer Angels* by Michael Shaara (1975) ★ *Jane Eyre* by Charlotte Bronte (1848) ★ *"Because I Could Not Stop for Death"* by Emily Dickinson (1890) ★ *The Great Gatsby* by F. Scott Fitzgerald (1925) ★ *Their Eyes Were Watching God* by Zora Neale Hurston (1937) ★ *A Raisin in the Sun* by Lorraine Hansberry (1959)

2. COMPLETE ALL SIX MAJOR PROJECTS:

Interviewing a Character Using Your Novel
Conversations with My Novel
Soundtrack
Storyboard
Scrapbook
Essay

3. SELECT TWO MINOR PROJECTS:

Research the Author
Vocabulary List
Character Venn Diagrams
Cover Design Analysis
Research Time Period and Setting
"Selling Your Book" PowerPoint
Advertising Your Book
Letter to a Character

Students may complete several projects for one book, but must complete at least one project for each book.
For example:

Book 1 – Storyboard and Scrapbook
Book 2 – Essay and Soundtrack
Book 3 – Conversations, Character letter, Cover design
Book 4 – Character interview

Key Ideas and Details:

CCSS.ELA-LITERACY.RL.K.1

With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RL.K.2

With prompting and support, retell familiar stories, including key details.

CCSS.ELA-LITERACY.RL.K.3

With prompting and support, identify characters, settings, and major events in a story.

CCSS.ELA-LITERACY.RL.K.4

Ask and answer questions about unknown words in a text.

CCSS.ELA-LITERACY.RL.K.6

With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RL.11-12.2

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.11-12.3

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is *set*, how the action is ordered, how the characters are introduced and developed).

CCSS.ELA-LITERACY.RL.K.9

With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

CCSS.ELA-LITERACY.RL.11-12.4

Determine the meaning of words and phrases as they are used in the *text*, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

CCSS.ELA-LITERACY.RL.11-12.5

Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a *story*, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

CCSS.ELA-LITERACY.RL.11-12.6

Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, *sarcasm*, *irony*, or understatement).

CCSS.ELA-LITERACY.RL.11-12.10

By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

SPRINGBOARD LEVEL IV - VII SUPPLEMENTAL READING LIST

The Adventures of Tom Sawyer by Mark Twain

This classic novel details a small-town boy's pranks and escapades along the Mississippi River.

Divergent by Veronica Roth

This action-packed dystopian novel takes place in a world where teenagers must select the faction to which they will devote the rest of their lives. Beatrice Prior must choose between staying with her family and being who she really is - she can't have both.

House on Mango Street by Sandra Cisneros

This collection of memoirs details a young girl's experiences growing up in the Latino section of Chicago.

Life as We Knew It by Susan Beth Pfeffer

Miranda is a normal teenage girl whose world is completely altered when a meteor crashes into the moon. Her journal tells the story of how much life has changed and how she struggles with wanting a normal teenage life.

Monster by Walter Dean Myers

Sixteen-year-old Steve has been accused of aiding a murderer. Is he guilty or simply in the wrong place at the wrong time?

The Scorpio Races by Maggie Stiefvater

It happens at the start of every November: the Scorpio Races. Riders attempt to keep hold of their water horses long enough to make it to the finish line. Some riders live; others die. Sean is the returning champion, and Puck is the first girl to ever enter. Neither is prepared for what is going to happen.

Slam by Walter Dean Myers

Seventeen-year-old Greg "Slam" Harris can do it all on the basketball court. He never doubted himself until he had to go one-on-one with his own future and he didn't have the ball.

Speak by Laurie Halse Anderson

Because Melinda busted an end-of-summer party by calling the cops, she enters the ninth grade completely alone. She distances herself from her classmates because there is a truth about that party that she locks deep inside of her.

Stargirl by Jerry Spinelli

A unique teenage girl has to make the difficult choice to either be original and outcast, or be accepted and conform.

Stuck in Neutral by Terry Trueman

Shawn's body is paralyzed, but unknown to everyone, his mind is completely alive. In this novel, the reader learns not to make assumptions based on a person's outward appearances.

The Uglies by Scott Westerfeld

Tally Youngblood is about to turn sixteen, and she can't wait for the operation that turns everyone from a repellent ugly into a stunningly attractive pretty. However, Tally learns about a dark side of the pretty world and she must choose between the life she has always wanted and an unknown future.

Whirligig by Paul Fleischman

A teenage boy makes a fatal mistake and goes on a journey of repentance.

The Book Thief by Markus Zusak

A young foster girl living in Munich, Germany during WWII has to adjust to living with foster parents during the Nazi regime.

Bruiser by Neal Shusterman

A story of young man who suffers from a curious condition that he tries to keep secret. When he begins dating a girl in his class at school, his life and future become fragile and his secret is threatened to be discovered.

Catcher in the Rye by JD. Salinger

A young man disillusioned and kicked out of yet another school travels to New York in hope of finding some meaning and direction for his future.

The Complete Short Stories by Edgar Allen Poe

A volume that contains some of the best short stories written by Edgar Allen Poe.

Dairy Queen by Catherine Gilbert Murdock

After spending her summer running the family farm and training the quarterback for her school's rival football team, sixteen-year-old D.J. decides to go out for the sport herself, not anticipating the reactions of those around her.

Ender's Game by Orson Scott Card

In order to develop and secure defense against a hostile alien race's next attack, government agencies breed child geniuses and train them as soldiers.

Extremely Loud and Incredibly Close by Jonathan Safran Foer

A young boy living in New York City during the 9/11 goes on a journey to cope with the tragedy and the loss of his father.

Knife of Never Letting Go by Patrick Ness

A boy and girl are on the run from a town where all thoughts can be heard--and the passage into manhood embodies a horrible secret.

Life of Pi by Yann Martel

A teenage boy begins a journey with his family to transport the animals from their zoo in India across the globe to Canada. Sadly, the journey turns tragic when the ship goes down and Pi finds himself stranded on a lifeboat with only a Bengal tiger for company.

Mr. Monday by Garth Nix

Arthur Penhaligon, destined to die at a young age, is saved by a key shaped like the minute hand of a clock, but his survival invokes the wrath of the mysterious Mister Monday who will stop at nothing to get the key.

Something Wicked This Way Comes by Ray Bradbury

Two boys who are best friends in a small Midwestern town finally come to understand that of all the terrors threatening them from "Cooger and Dark's Pandemonium Shadow Show," the greatest menace exists within themselves.

Thirteen Reasons Why by Jay Asher

The story of a young man who comes to "inherit" a series of tapes. The tapes hold the recordings of a young girl's last words, stories that she demands thirteen people hear for very different reasons.

The Umbrella Man and Other Stories by Roald Dahl - These compelling tales are an introduction to the adult writing of a storytelling genius.

Completed Stories

Book 1: Date Completed: _____

Title of Book: _____ Author: _____

Reading Level: _____

Comments: _____

Book 2: Date Completed: _____

Title of Book: _____ Author: _____

Reading Level: _____

Comments: _____

Book 3: Date Completed: _____

Title of Book: _____ Author: _____

Reading Level: _____

Comments: _____

Book 4: Date Completed: _____

Title of Book: _____ Author: _____

Reading Level: _____

Comments: _____

Major Projects

Interviewing a Character Using Your Novel	Rough <input type="checkbox"/>	Final <input type="checkbox"/>
Conversations with My Novel (Dialectical Journal)	Rough <input type="checkbox"/>	Final <input type="checkbox"/>
Soundtrack	Rough <input type="checkbox"/>	Final <input type="checkbox"/>
Storyboard	Rough <input type="checkbox"/>	Final <input type="checkbox"/>
Scrapbook	Rough <input type="checkbox"/>	Final <input type="checkbox"/>
Essay	Rough <input type="checkbox"/>	Final <input type="checkbox"/>

Minor Projects (select 2 minor projects)

Research the Author	Rough <input type="checkbox"/>	Final <input type="checkbox"/>
Vocabulary List	Rough <input type="checkbox"/>	Final <input type="checkbox"/>
Character Venn Diagrams	Rough <input type="checkbox"/>	Final <input type="checkbox"/>
Cover Design Analysis	Rough <input type="checkbox"/>	Final <input type="checkbox"/>
Research Time Period and Setting	Rough <input type="checkbox"/>	Final <input type="checkbox"/>
"Selling Your Book" PowerPoint	Rough <input type="checkbox"/>	Final <input type="checkbox"/>
Advertising Your Book	Rough <input type="checkbox"/>	Final <input type="checkbox"/>
Letter to a Character	Rough <input type="checkbox"/>	Final <input type="checkbox"/>

Name _____ Date _____

Title of book _____ Author _____

Interviewing a Character Using Your Novel

1. Introduce the main character of your novel as if you were presenting this person to the class. **Describe** and **draw** the character in detail.
2. As you read your book, what would you say is the most important incident that happens to the main character of the novel? Does this incident cause the character to grow and mature? Write a summary of the incident and explain why is this incident is so important.
3. Although the incident is described to some extent in the novel, you probably have additional questions. What if you had the opportunity to interview the main character? Make a list of five open-ended questions you would ask the main character. Open ended questions are questions that cannot be answered by a “yes” or “no”, but require further explanation and detail.

1.

2.

3.

4.

5.

4. Think about the voice of the main character of the novel. Take notes about the voice of the character.

How would you describe the voice of the character?	What kind of language does the character tend to use?	What kinds of things does the character usually talk about?

5. Imagine you are interviewing the main character. On a separate sheet of paper, write the interview in a question and answer format using the five questions you have created and use the format used below. Try to be as true to the voice of the character as you can.

The Question/answer format looks like this:

Q: Alex, what was going through your mind as you informed your parents you were going to disappear for a while?

A: I was wondering what else the world had to offer. I intended to invent an utterly new life for myself, one in which I could be free to wallow in unfiltered experiences. I even adopted a new name, Alexander Supertramp. I knew it was going to be a challenging journey.

Name _____ Date _____

Title of book _____ Author _____

Conversations with My Novel

As you read your novel, you will keep a dialectical journal (example provided). This journal allows you to respond to and even question what you are reading. In the dialectical journal, you can relate your own experiences to those of the characters in the novel and you can share your opinions and predictions about what is happening or may happen in the novel. These entries help you make your own meaning of the novel.

A dialectical journal allows you to respond to the text; on the left side of the attached dialectical journal you copy or summarize passages that catch your attention. Be sure to write down the page number of the passage. On the right side, you write your own thoughts and predictions about the passage.

Your writing can include these stems:

- I really like/dislike this part because...
- I wonder why...
- I predict that...
- I think the character should...
- This reminds me of the times when I...

How long should your journal be?

Your journal should be complete enough to give an overall, solid understanding of what happens to the characters in the novel along with your reactions and insights. If someone never read the book, the journal entries provide a lot of understanding.

NOTE: Your response to what “you say” in the dialectical journal should be longer than what the “book says”.

Name _____ Date _____

Title of Novel:

Author:

The book says....	Page Number	I say....

Create a dialectical journal page of your own and continue.

Name _____ Date _____

Title of book _____ Author _____

Soundtrack

Assignment

Your assignment is to create a soundtrack to accompany the novel you have read should it be made into a movie. You need to provide five pieces of music (at least three of which have lyrics), the placement of the music in the novel, and the justification for why you chose that music. Extra credit could include a CD cover for a CD of the songs.

You can pick songs in any genre, but remember that the music needs to fit with the scene or scenes in the novel they will accompany. Two of the pieces can be musical pieces without lyrics, but you must then describe them in detail and provide a copy of the music so that the person assessing can listen to it.

Rationale

Creating a soundtrack allows you to show your understanding of the novel and five important scenes in a creative way. It also allows you to make a connection between the novel and the musical and theatrical arts.

Requirements:

1. Choose five pieces of music that could accompany five different parts of the novel should the novel be made into a movie.
2. Include the name of each piece of music, the composer, the artist, and a copy of the lyrics. If there are no lyrics, a description of the music needs to be provided. A copy of the recording would be a bonus and essential for the music without lyrics.
3. In a two page paper,
 - a. describe the scene or scenes that each of the five pieces of music would accompany, and
 - b. justify why each musical piece makes sense as part of the soundtrack for the particular scene you have chosen.

For added information, see Springboard, Level IV, published by the College Board.

Soundtrack Rubric

Scoring Criteria	Exceeds Expectations	Meets Expectations	Does Not Yet Meet Expectations
Five Pieces of Music Chosen	More than five pieces of music are listed with a copy of a recording for each.	At least five musical pieces are listed to accompany five different sections of the novel. No more than two pieces are without lyrics.	Less than five musical pieces are presented.
Lyrics and Music	A copy of the lyrics of each song is attached with the composer and artist listed. It is presented in a particularly appealing way.	A copy of the lyrics of each song is attached with the songwriter and artist listed. If there are no lyrics, a description of the music and a recording are provided.	Lyrics and/or songwriter and artist names are incomplete or missing.
Description of Novel	A detailed description of the scene or scenes that each piece of music will accompany is included. The writing is particularly specific and descriptive.	A detailed description of the scene or scenes that each piece of music will accompany is included and shows good understanding of the novel.	Descriptions of scenes are incomplete or show an incomplete knowledge of the novel.
Justification of Each of the Songs	The justifications show an understanding of the novel and the scenes the music accompanies. A connection is made between the different scenes and the musical pieces that accompany them.	The justifications show an understanding of the novel and the scenes the music accompanies.	The justifications show little or no understanding of the novel and the scenes the music accompanies.
Length of Writing	The descriptions and justifications are more than two pages (12pt) long.	The descriptions and justifications are two pages (12pt) long.	The descriptions and justifications are less than two pages (12pt) long.
Bonus CD Cover	CD cover is neat, appropriate, shows a connection to the novel and the music, and is particularly creative.	CD cover is neat, appropriate, and shows a connection to the novel and the music.	CD cover is not neat, appropriate, or creative.
Comments:			

Name _____ Date _____

Title of book _____ Author _____

Storyboard

Assignment

Your assignment is to create a storyboard of five different scenes that could be a part of a movie of your novel. Each scene needs to have at least ten shots and each shot is accompanied by a description of the angle, the shot type, the movement of the camera, the editing, the lighting, and the sound (diegetic and non-diegetic).

Rationale

This assignment allows you to show your knowledge and understanding of the novel you read in a creative way, using techniques of the movie industry. In particular, you will show your understanding of five important scenes by deciding on how they will be shot for a movie in order to elicit a particular effect on the audience.

Requirements:

4. Choose five scenes that are not continuous and could be a part of a movie of your novel.
5. Create a visually appealing storyboard for each scene that includes at least 10 shots. Each shot needs to be drawn and colored to depict the camera angle and show what the camera will see for that shot. Each shot is also accompanied by a description of :
 - a. The camera angle.
 - b. The type of shot.
 - c. The movement of the camera during that shot.
 - d. The editing done for that shot.
 - e. The lighting.
 - f. The diegetic sound (sound heard by the characters)
 - g. The non-diegetic sound (sound intended for the audience)
6. In a one (+) page paper, describe each of the scenes, why each is important to the movie, and the intended effect of the scene on the audience.

For added information, see Springboard, Level IV, published by the College Board.

Storyboard Rubric

Scoring Criteria	Exceeds Expectations	Meets Expectations	Does Not Yet Meet Expectations
Five Scenes Depicted	More than five scenes and/or 10 shots per scene are depicted. The storyboard is exceptionally creative and attractive.	Five scenes are depicted in a complete and visually appealing way. There are at least 10 shots per scene.	Less than five scenes are depicted and/or they are not visually appealing and/or there are less than 10 shots per scene.
Descriptions of Shots	The shot descriptions include all of the cinematic elements mentioned in the requirements for every scene and shot.	All of the cinematic elements mentioned in the requirements are used in every scene.	The shot descriptions do not include all of the cinematic elements mentioned in the requirements.
Written Paper	The paper does an exceptionally creative job of describing each of the scenes, why they are important to the movie, and the intended effect of the scenes on the audience.	The paper describes each of the scenes, why they are important to the movie, and the intended effect of the scenes on the audience.	The paper is incomplete and does not include all of the aspects listed in the requirements.
Understanding of Novel	The storyboard and the paper are exceptional and show a very good understanding of the novel.	The storyboard and the paper are complete and show an understanding of the novel.	The storyboard and the paper are incomplete or do not show an understanding of the novel.
Length of Writing	The written paper is longer than one page (12pt).	The written paper is at least one page (12pt) long.	The written paper is less than one page (12pt) long.
Comments:			

Creating a Literary Scrapbook

Name: _____ **Date:** _____

Book Title: _____

Author: _____

Task:

Your task is to choose a character in the book who stands out to you. Imagine what the character would be like throughout his/her life. What would some items be that would represent his/her life during those many years? Pretend that you are that character and place a collection of mementos from “your” life that hold importance and meaning into a scrapbook.

Examples might be:

- Diary entries
- Poems
- Newspaper or magazine clippings
- Photographs
- Drawings or sketches
- Souvenirs
- Letters/emails/texts to/from others
- Postcards
- Label off something

All entries must be accompanied by a written explanation of item. Be sure to include entries that fit the character’s personality and life experiences throughout the book.

Instructions:

1. Choose a character.
2. Look through text and take notes of descriptions, actions, feelings, thoughts, conversations, etc. of your chosen character.
3. Create a list of items that might be appropriate entries into the scrapbook.
4. Determine what your character might write in a personal diary or journal, email, text or letter.
5. Find, collect or create these items. (Ask “Why are these important to character?”)
6. Arrange entries into a logical, chronological order in your scrapbook.
7. Write captions for each entry defending why you chose each one.
8. Write a 400-500 word letter, describing your scrapbook to its reader. Be sure to reflect the character’s voice and personality.
9. Conclude your scrapbook assignment by designing a creative cover for your scrapbook which includes:
 - Character’s name
 - Title of the book
 - Author’s name
 - Your name & Date

Literary Scrapbook

Name: _____ Date: _____
 Book Title: _____ Author: _____

CREATING A SCRAPBOOK

Scoring Criteria	Exceeds Expectations	Meets Expectations	Does Not Yet Meet Expectations
Consistency, Number & Appropriateness of entries.	Scrapbook contains more than 10 entries that clearly & creatively represent the character.	Scrapbook contains a minimum of 10 entries that are consistent in representing character's personality and interests.	Scrapbook contains a less than 10 entries or the entries it contains do not represent the character.
Character's personality accurately represented.	Character's personality is thoroughly represented & clearly demonstrated by selected entries & written explanations.	Character's personality is moderately represented & demonstrated by selected entries & written explanations.	Character's personality is not represented or demonstrated by selected entries & written explanations.
Entries neatly presented, highly organized & clearly explained.	Organization & neatness of entries & writing enhance effect of character.	Scrapbook & written explanation are organized logically & presented neatly.	Scrapbook entries & written explanation lack clarity, neatness & organization.
Word Choice & Mechanics	Meaning of selected entries & written description are enhanced by advanced word choice & correct mechanics.	Word choice & mechanics are appropriate & do not detract from the meaning of the description of entries.	Word choice & mechanics detract from the overall accuracy of description of entries.

Name _____ Date _____

Title of book _____ Author _____

Essay

Your task is to write a 500+ word essay about the book you have read. Choose one of the essay forms from the list below.

Things to keep in mind:

- If you quote directly from the book, put the quotation in quotation marks and identify the page from which the quote is taken.
- If you use the ideas or words of someone else as part of the essay, make sure that you credit that person.
- Attach a list of the works cited using MLA format.

Essay #1 Book Review for a Work of Fiction

Your task is to create a book review for a work of fiction that you might submit to the school newspaper or a local newspaper or magazine.

Each review must:

1. Describe the setting.
2. Describe the main characters.
3. Tell a little about the plot but not too much.
4. Tell the reader about the theme or themes of the book.
5. Describe the book's writing style, including diction, syntax, voice, and tone.
6. Tell what genre this book belongs to. Compare it to others in the genre.
7. Include some researched information about the author.
8. Include at least **three quotes** from the book to illustrate plot, theme, style, etc.
9. Tell the reader how you feel about the book and why. Who is the audience for this book?

Some of these items you will mention briefly and others will take an entire paragraph. Each review is different and emphasizes something different depending on the book and the writer.

Essay #2 Book Review for a Work of Nonfiction

Your task is to create a book review for a work of nonfiction that you might submit to the school newspaper or a local newspaper or magazine.

Each review must:

1. Include an overview of the book. Tell what the book is about but don't tell everything. Identify the thesis of the book. You want people to read the book.
2. Give a detailed description of and response to one section, chapter, or event in the book.
3. Include some outside information about the author or authors.
4. Discuss the writer's style, including diction, syntax, voice, and tone.
5. Describe how the book is organized and laid out.
6. Quote from the book. Include **three quotes** from the book that are used to illustrate something from the book (style, point of view, etc.)
7. Compare this book with other books or movies that are similar.
8. Include a part where you are the critic. Did you like it or not? Who is the audience for this book?

Some of these items you will mention briefly and others will take a whole paragraph. Each review is different and emphasizes something different depending on the book and the writer.

Essay #3 Compare and Contrast Essay

Your task is to create a compare and contrast paper that compares the book you have just read with one or more of the other books you have read for this contract.

Each essay must include a comparison of these literary terms and devices:

Theme

Plot

Setting

Character development

Writer's style, including diction, syntax, voice, and tone

Audience

Be sure to state how these books are similar and how they are different.

Include at least **three direct quotes** to support your opinions.

Essay #4 Creating a Persuasive Text

Your task is to create a letter to your school principal with the purpose of persuading him to include the book you have read as part of the English curriculum.

Each letter must include a discussion of:

Readability (including reading level) and interest level

Theme

Plot

Setting

Characters

Writer's style, including diction, syntax, voice, and tone

The value to high school students who would read this book. (What would they learn about literature?)

Include a thesis statement, an example of pathos, ethos, or logos, and a final concluding clincher.

Include at least **one quoted statement** in support of your book from another source.

Include at least **three direct quotes** from the book to support your opinions.

Research an Author

Obtaining background information about an author before reading a book provides fascinating information for the reader. This knowledge often helps the reader understand the author's purpose in writing. Locate several websites about the author, note the websites below and then answer the following questions.

- What do you consider interesting and unusual about the author's life?
- What events in the author's life affected his/her writing?
- List the title and types of books the author has written.
- To what audience(s) does the author write to?
- Has the author won any prizes? What does that tell you about the book/author?
- What illustrator has the author chosen?

Vocabulary List

Name _____ Date _____

Title of book _____ Author _____

1. Word: _____

Sentence in the book:

Page: _____

Definition: _____

Use the word in a new sentence:

2. Word: _____

Sentence in the book:

Page: _____

Definition: _____

Use the word in a new sentence:

3. Word: _____

Sentence in the book:

Page: _____

Definition: _____

Use the word in a new sentence:

4. Word: _____

Sentence in the book:

Page: _____

Definition: _____

Use the word in a new sentence:

5. Word: _____

Sentence in the book:

Page: _____

Definition: _____

Use the word in a new sentence:

Vocabulary List

6. Word: _____

Sentence in the book: _____

Page: _____

Definition: _____

Use the word in a new sentence: _____

7. Word: _____

Sentence in the book: _____

Page: _____

Definition: _____

Use the word in a new sentence: _____

8. Word: _____

Sentence in the book: _____

Page: _____

Definition: _____

Use the word in a new sentence: _____

9. Word: _____

Sentence in the book: _____

Page: _____

Definition: _____

Use the word in a new sentence: _____

10. Word: _____

Sentence in the book: _____

Page: _____

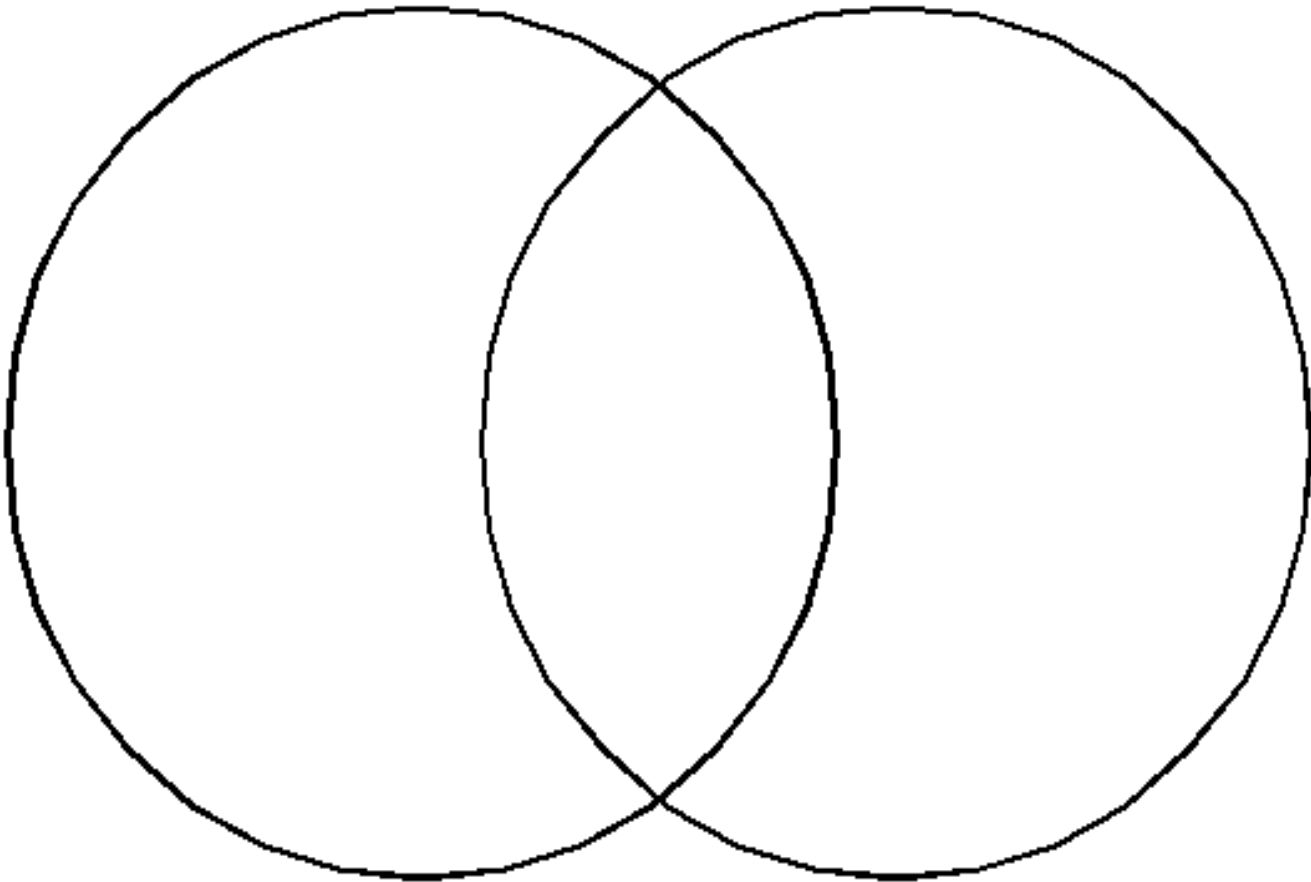
Definition: _____

Use the word in a new sentence: _____

CHARACTER VENN DIAGRAM – Character to Character

Name: _____ Date: _____
Book Title: _____ Author: _____

Use the Venn diagram to write words and phrases to describe and compare the looks, personality, behavior, and anything else you know about two of the characters in the book. Similarities go in the middle shared section. Differences are listed in the outer areas. Write a minimum of 8 items in each category.



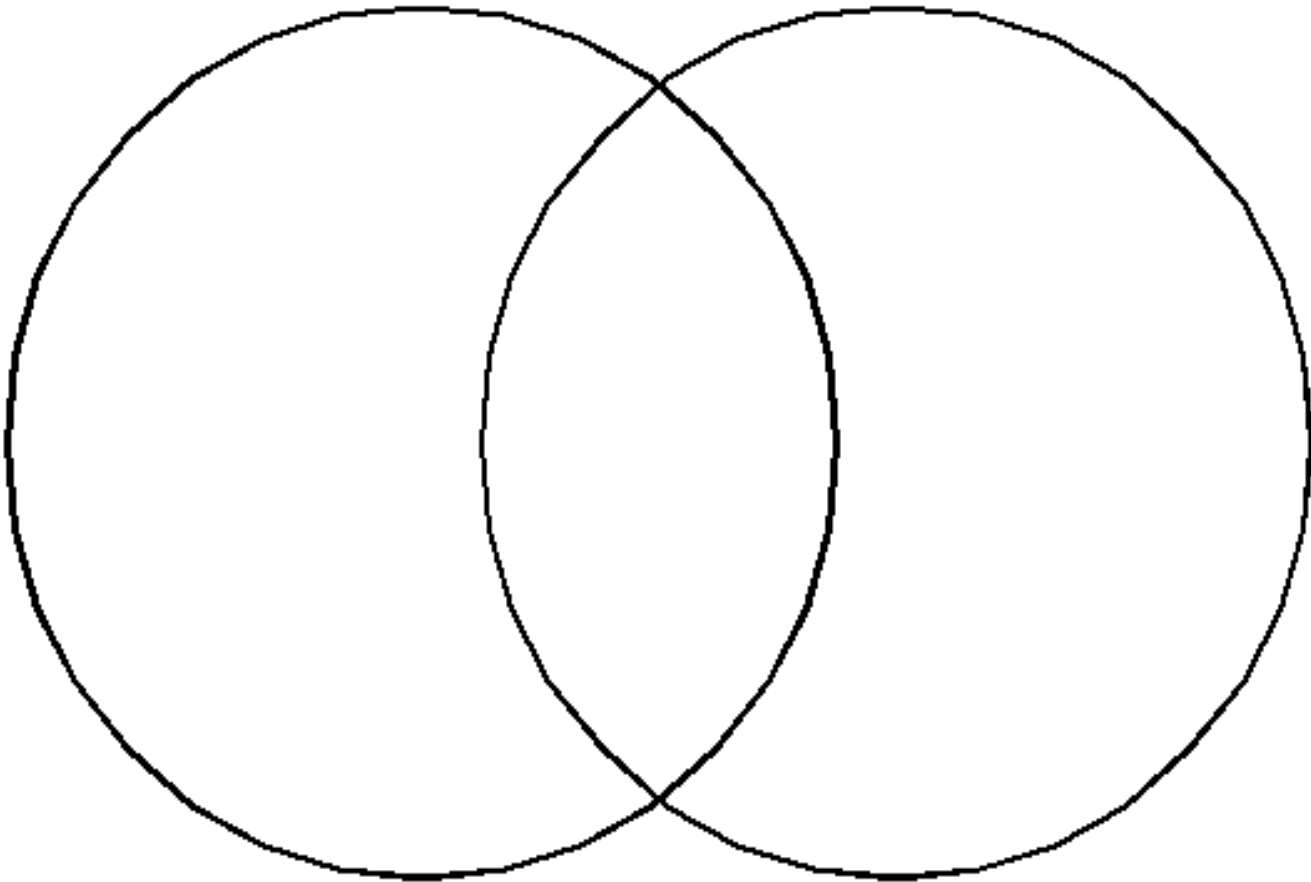
CHARACTER VENN DIAGRAM – Character to Self

Name: _____ Date: _____

Book Title: _____ Author: _____

Use the Venn diagram to write words and phrases to describe and compare the looks, personality, behavior, and anything else you know about one of the characters in the book and yourself. Similarities go in the middle shared section. Differences are listed in the outer areas.

Write a minimum of 8 items in each category.



Name _____ Date _____

Title of book _____ Author _____

Cover Design Analysis

Book Title: _____

Author: _____

Publisher: _____

Date of Publication: _____

Type of Literature: _____

Front cover layout: describe the design, artwork, how do you think these are related to the book?

Back cover layout: describe the design, artwork, how do you think these are related to the book?

If the front or the back page has a brief description of the contents of the book, write it down here.

What does the title of the book tell you about the book?

From the title and front and back covers of the book what do you predict the book is about?

Name _____ Date _____

Title of book _____ Author _____

Research Time Period and Setting

Assignment

Describe the setting and time period of the book you read. Then, research the time period in which your book is set. Find out what was happening in the area in which the book was set during that time period, as well as what was happening in the United States and the rest of the world. Take all of your findings, create a 300+ word paper, and document your sources in a works cited section at the end of the paper.

Rationale

Knowing more about the setting and the time period may help one understand the story more and the motivations of the characters.

Requirements

1. Describe the setting of the novel you read.
2. Describe the time period of the novel you read.
3. Research in books or on the Internet some of the history of the time period of your novel as it relates to the area in which the book is set (local history if it is appropriate). In addition, find out some historical information about the United States and other parts of the world during this time period. (Minimum: Two sources.)
4. Describe the connections between the history of the time and the book you read.
5. Organize your findings into a 300+ word multi-paragraph paper with documentation of your sources in a works cited section.

SELLING YOUR BOOK--PowerPoint

Name: _____ Date: _____

Book Title: _____

Author: _____

Create a PowerPoint “selling” your book to others. Design a minimum of 5 slides, and make it look as interesting as possible. Remember, you want others to “buy” your book. Be sure to introduce your book in the first slide. You might consider some of the following:
(see PowerPoint Design Tips on back)

- Interesting or unique quotes
- Picture of cover
- Introduction of main characters
- Asking your audience questions to capture their interest such as,
Have you ever wondered why or how...? Then this is the book for you.
Would you like to find out more about...?

Summary of PowerPoint Design Tips

- Don't Overuse Effects or Overcrowd Slides.
- Use Bulleted Points Effectively.
- Think Like Someone in Your Audience.
- Never Forget Your Conclusion Slide.

ADVERTISING YOUR BOOK

Name: _____ Date: _____

Book Title: _____

Author: _____

Create a one page advertisement/poster “selling” your book to others. Make it look as interesting as possible. Remember, you want others to “buy” your book. It should be on poster board (minimum 12” by 18”) You might include some of the following:

- computer assisted design
- characters
- setting
- key phrases or quotes
- glimpses of plot

LETTER TO CHARACTER

Name: _____ Date: _____

Book Title: _____

Author: _____

Choose a character in the book to which you will write a multi-paragraph letter in one of the following formats: (Minimum 300 words.)

- *Write a letter from one character to another character in the book, giving him/her advice about how to handle a particular situation.*
- *Write a letter from one character to another character(s) persuading or convincing them to think about or handle a situation in another way.*
- *Write a letter from you to a character in the book with whom you would like to become friend. (Be sure to include references from passages in the story about things you have in common.)*
- *Write a letter from you to a character in the book with which you disagree, explaining why you disagree and how you would have chosen to solve the issue. (You might explain how your solution might have affected the outcome of the book.)*
- *Write a letter from you to the author of the book about which character you enjoyed or related to the most and why.*
- *Write a letter from you to the author of the book about which character you liked the least or had difficulty relating to the most and why.*

Friendly Letter Format

Heading: Check to make sure you have the correct information on the correct line. first line - street number and street name
second line - town or city, state and ZIP code
third line - the date

Greeting or salutation: Dear So-and-so, (remember your comma!)

Introduction: This part is intended to get the person to want to continue reading and to give the person an idea as to why you're writing. You would usually start out talking about the person to whom you're sending the letter (it's polite). Then you might want to give some information about you and why you're writing. This can all go in one paragraph, or, if it's too long and doesn't "go" in one paragraph, make the decision to separate it.

Body: This is the main part of the letter. It gets to the point of why you're writing. Change paragraphs and indent each time you change the topic you're talking about. This is the longest part of the letter.

Conclusion: Wrap it all up.

Closing: Choose an appropriate closing, and sign your name. Make sure this lines up with the heading. Only the first word is capitalized. (Yours truly, Sincerely yours, etc.)

Signature: Usually in cursive.

Friendly Letter Format

Heading

Salutation

Introduction

Body (Often more than 1 paragraph)

Conclusion

Closing

Signature
