This year’s Summer Enrichment assignment gives you a **choice** of novels to read. You may choose a novel from the list below for **your grade level, or go to a higher level**. You may not go down a level.

Once you have chosen your novel. **Read and annotate your novel** – you may use sticky notes, write in your own copy of your novel, or use an annotation chart (attached).

While reading also, write down words and phrases that stand out to you, and/or reflect something important that occurs within the novel. Use the **Novel Project Word and Phrase Chart** (attached) to compete this part. You will turn this in with your assignment and you will use these words and phrases to create a Found Poem (See Rubric).

You will also create a **Trading Card** about your novel. See attached instructions.

If you have any questions about the project please email Ms. Katherine Rastrick (English Department Chair) at katherine1.rastrick@cms.k12.nc.us or one of the other English teacher below.

**Your Summer Enrichment assignment is due to your English teacher, regardless of if you have your English class during first or second semester, on the first day of school, August 28, 2017.**

Have a fabulous summer and enjoy the novel that you choose ☺

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**Choice Novels for Summer Reading**

**9th grade**

*Absolute Diary of a Part Time Indian* by Sherman Alexie

# *Into Thin Air* by Jon Krakauer

*Looking for Alaska* by John Green

*Lord of the Flies* by William Golding

*Extremely Loud and Incredibly Close* by Jonathan Safran Foer

*The Maze Runner* by James Dashner

*Between Shades of Gray* by Ruta Sepetys

*Ender’s game* by Orson Scott Card

*If I Stay* by Gayle Forman

*Old Man and the Sea* by Ernest Heminway

*Speak* by Laurie Halse Anderson

*Ellen Foster* by Kaye Gibbons

*Peripolous* by

*The Outliers* by Kimberly McCreight

*Everything Everything* by Nicola Yoon

*The Maze Runner* by James Dashner

**10th Grade**

*Life of Pi* by Yann Martel

*Hitchicker’s Guide to the Galaxy* by Douglas Adams

*You Will Not Have My Hate* by Antoinne Leiris

*Their Eyes Were Watching God* by Zora Neale Hurston

*A Lesson Before Dying* by Ernest J. Gaines

*Poisonwood Bible* by Barbara Kingsolver

*The Bean Trees* by Barbara Kingsolver

*All the Bright Places* by Jennifer Niven

*Nectar in the Sieve* by Kamala Markandaya and Indira Ganesan

*The Book Thief* by Markus Zusak

*Things Fall Apart* by Chinua Achebe

*Summerland* by Michael Chabon

*Fahrenheit 451* by Ray Bradbury

**11th Grade**

*The Jungle* by Upton Sinclair

*The Great Gatsby* by F. Scott Fitzgerald

*Cannery Row* by John Steinbeck

*The Color Purple* by Alice Walker

*The Three Musketeers* by Alexandre Dumas

*Catch-22* by Joseph Heller

*The Road Not Taken* by David Orr

*A Brave New World* by Aldous Huxley

*Do Android’s Dream of Electric Sheep* by [Philip K. Dick](https://www.amazon.com/Philip-K.-Dick/e/B00BRTKOEA/ref%3Dsr_ntt_srch_lnk_1?qid=1494009066&sr=8-1) and Roger Zelazny

*The Woman Warrior* by Maxine Hong Kingston

*A Doll’s House* by Henrik Ibsen

*Death of a Salesman* by Arthur Miller

*The Glass Menagerie* by Tennessee Williams

*A Streetcar Named Desire* by Tennessee Williams

*The Count of Monte Cristo* by Alexandre Dumas

*Perks to Being a Wallflower* by Stephan Chbosky

*Nineteen Minutes* by Jodi Picoult

*House Rules* by Jodi Picoult

*Still Life a Woodpecker* by Tom Robbins

*Jitterbug Perfume* by Tom Robbins

*Even Cowgirls Get the Blues* by Tom Robbins

*World War Z* by Max Brooks

*Beloved* by Toni Morrison

**12th Grade**

*The Strange Case of Dr. Jekyll and Mr. Hyde* by Robert Louis Stephenson

*Frankenstein* by Mary Shelley

*Dracula* by Bram Stoker

*Boy Erased: A Memoir of Identity, Faith, and Family* by Garrard Conley

*The Handmaid’s Tale* by Margaret Atwood

*Catcher in the Rye* by J.D. Salinger

*The Road Not Taken* by David Orr

*Pride and Prejudice* by Jane Austin

*One Hundred Year’s of Solitude* by Gabriel Garica Marquez

*The Fountainhead* by Ayn Rand

*Invisible Man* by Ralph Ellison

*The Curious Incident of the Dog in the Night-time* by Mark Haddon

*The Alchemist* by Paulo Coehlo

*The Stranger* by Albert Camus

*Slaughterhouse Five* by Kurt Vonnegut

*Metamorphosis* by Franz Kafka

*The House of Leaves* by Mark Z. Danielewski

*Andromeda Strain* by Michael Crichton

*The Hunt for Red October* by Tom Clancy

*Me Talk Pretty One Day* by David Sedaris

*The Awakening* by Kate Chopin

*Dark Tower Series* by Stephen King

**Annotation Guidelines**

Annotations for both of these texts should scan the different levels, but a majority of them should reflect level 2 or 3.

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| --- | --- | --- |
| **Level 1**  | **Level 2**  | **Level 3**  |
| Literal—found directly in the text  | Interpretive/Analytical—found by making inferences  | Universal/Thematic—found outside of the text  |
| Questions/notes that check for understanding  | Questions/notes about the author’s choices  | Questions/notes about how the text relates to the world outside the text, including how it relates to my life and what I know.  |

**You can choose to annotate the text for this assignment in three different ways:**

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| **1) Mark the Text OR**  | **2) Use Post‐Its OR**  | **3) Create a Double Entry Journal**  |
| Please obtain the text and annotate in the margins. Your teacher will collect the text and assess your annotations using the rubric.  | Annotate the text on post‐its and place them in the book. Your teacher will collect the book and post‐its to assess your annotations using the rubric.  | If you would like to interact with the text using a double entry journal, please create a journal using textual evidence and commentary to demonstrate your interaction with the text.

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| --- | --- |
| **Text and Page Number**  | **Connections and Insights**  |
| “You were the river current/carrying the roaring notes...” (lines 37‐38 page 8)  | The speaker uses a **metaphor** to compare her mother to the current in a fast‐ flowing river that seems to be carrying a song. The song might represent...  |

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***Rubric for Annotation***

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| --- | --- |
| 10  | The text is extensively highlighted or underlined with many margin notes in addition to shorthand notations. The annotations demonstrate that the student has carefully read and considered the text’s meaning. The margin notes serve as an abbreviated outline of what the text says and what the reader thinks about it.  |
| 9  | The text is extensively highlighted or underlined with fewer margin notes compared to the most carefully considered readings. Short-hand notations are present. The annotations which are there demonstrate that the student has carefully read and considered the text’s meaning. |
| 8  | The text is less extensively highlighted or underlined with some margin notes and short-hand markings. The annotations demonstrate a less thorough reading of the work than the top two rating.  |
| 7  | The text is highlighted or underlined and the student uses short-hand markings. There are virtually no margin notes; consequently, it is impossible to determine how thorough the reading of the text has been.  |
| 6  | Only shorthand margin notations are used or part of the text is unmarked or there are so few notations overall that the text may not have been read completely.  |
| 0  | The text is unmarked  |

**Novel Project Word and Phrase Chart**

As your read your choice novel write down words and phrases that stand out to you. Try to choose items that relate to the themes, motifs, symbols, archetypes, settings, characters, and major events of the novel. Make sure that you put the page number after what you write down – for example: “red habit” (45).

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| Word or phrase that stands out to you, or is significant | Page # of word or phrase | Why did you choose the word or phrase? |
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**Instructions for Summer Enrichment**

**Purpose:** To recall important details from works of significant literary merit that you have read for your novel project, it’s helpful to have a summary of those works at hand to study. As you know, writing things out by hand and using art/color are all proven ways to make information stick in your mind.

**Method:**

(1) As your read your choice novel **write down words and phrases that stand out to you**. Try to choose items that relate to the themes, motifs, symbols, archetypes, settings, characters, and major events of the novel. Make sure that you put the page number after what you write down – for example: “red habit” (45).

(2) Use large card stock (no larger than a desk size = ½ poster board) to **create each trading card**. Colored pencils or colored ink pens work best – no bleeding, no smudging – but you can sketch the design in regular pencil beforehand. All regular pencil must be covered with either colored pencil or ink. For this particular project, **please do not create the cards digitally**.

**(3) The front of the card must include the following:**

### Title of the work

### Author

### Date of Publication:

### Genre:

* Characters (protagonist, antagonist, important secondary characters)
* Setting
	+ Characters and setting should be both labeled and drawn.
	+ The protagonist should be the largest figure on the card, centered, with the antagonist slightly smaller and behind.
	+ The important secondary characters and drawings representing the setting should be around the edges.
	+ Stick figures are perfectly fine, but remember to include clothing, props, etc. that represent the character.
	+ You can look up travel or history websites if you need to sketch tricky details such as a building in Venice or the shape of a ship in ancient Greece.

### **(4) The back of the card must include the following:**

### A one-sentence plot summary in Someone-Wanted-But-So-Then format (For example, The Big Bad Wolf wanted bacon for breakfast, but the three little pigs hid in the brick house, so he tried to climb down the chimney and then was killed in the kettle of boiling water.)

* At least three significant quotes (more is better) with a brief explanation of each one’s importance.
* The opening scene and its significance
* The closing scene and its significance
* At least three symbols or archetypes
* At least three motifs (a.k.a. themes/recurring ideas that are not symbolic)
	+ The symbols/archetypes and motifs should be written and drawn around the edges of the card as a border.

**(5) Found poem:**

* Create a poem using the words and phrases that you wrote down during your novel study
* Your poem can be any format - except
* You poem should use at least 20 words and phrases from the novel
* Type up poem - you may use any font
* Add pictures and illustrations that fit with the poems content
* Make your poem in to a shape other than rectangle or square

*Do not use SparkNotes to look up details that you can’t remember – I also have a paper copy that details a lot of this information – and quotations websites to remind yourself of important quotations. However – other than the quotes, of course – put everything in your own words!*

***RUBRIC for Summer Enrichment Project***

The **front of the card** must include the following:

### Title of the work \_\_\_\_\_\_/5

### Author \_\_\_\_\_\_/5

### Date of Publication: \_\_\_\_\_\_/5

### Genre: \_\_\_\_\_\_/5

* Characters (protagonist, antagonist, important secondary characters) \_\_\_\_\_\_/10
* Setting \_\_\_\_\_\_/30
	+ Characters and setting should be both labeled and drawn.
	+ The protagonist should be the largest figure on the card, centered, with the antagonist slightly smaller and behind.
	+ The important secondary characters and drawings representing the setting should be around the edges.
	+ Stick figures are perfectly fine, but remember to include clothing, props, etc. that represent the character.
	+ You can look up travel or history websites if you need to sketch tricky details such as a building in Venice or the shape of a ship in ancient Greece.

### (4) The back of the card must include the following:

### A one-sentence plot summary in Someone-Wanted-But-So-Then format (For example, The Big Bad Wolf wanted bacon for breakfast, but the three little pigs hid in the brick house, so he tried to climb down the chimney and then was killed in the kettle of boiling water.) \_\_\_\_\_\_/10

* At least three significant quotes (more is better) with a brief explanation of each one’s importance.

\_\_\_\_\_\_/30

* The opening scene and its significance  \_\_\_\_\_\_/20
* The closing scene and its significance \_\_\_\_\_\_/20
* At least three symbols or archetypes \_\_\_\_\_\_/30
* At least three motifs (a.k.a. themes/recurring ideas that are not symbolic) \_\_\_\_\_\_/30
	+ The symbols/archetypes and motifs should be written and drawn around the edges of the card as a border.

  **TOTAL \_\_\_\_\_\_/200**

**Word and Phrase Found Poem:**

Words and phrases that stand out to you (at least 20) \_\_\_\_\_\_/20

Page number after each quote \_\_\_\_\_\_/10

Poem reflects your novels themes, motifs, and symbols \_\_\_\_\_\_/30

Poem created is creative \_\_\_\_\_\_/10

Decorations fit the subjects and information in the poem \_\_\_\_\_\_/20

Whole page is decorated \_\_\_\_\_\_/5

Made into a shape – not rectangle or square \_\_\_\_\_\_/5

**TOTAL \_\_\_\_\_\_/100**