

Summer Book Report – Grades 9/10

DUE : AUGUST 31, 2018

EMAILED to sguidry@chslsj.org / amcneal@chslsj.org

SUMMER READING LIST

- How the Garcia Girls Lost their Accent by Julia Alvarez
- Of Mice and Men by John Steinbeck.
- The Glass Castle by Jeannette Walls and Rodrigo Corral
- The Book Thief by Markus Zusak
- To Kill a Mockingbird by Harper Lee

****Students enrolled in PRE AP Literature for 10th Grade will be asked to write a 2nd Book Report of your choice from the Prompts on the Following page!**

Honors/Pre-AP Literature Book Project Menu:

- **Point of view column.**

Write an opinion column like those that appear on the editorial page of the newspaper. Choose a theme or topic from the novel you just read and write the column from the point of view of one of the characters. Your character might write about the importance of education or why we should accept people who are not like us.

- **File a complaint.**

Adapt the persona of one of the characters who you feel was portrayed in a sexist or racist manner. Write up a complaint explaining what you feel was unjust in your portrayal and explain the actions you would like the author to take to remedy the biased portrayal.

Projects are DUE:

August 31, 2018

Please email your assignment to
with your: NAME_Grade#

Send reports to:

sguidry@chslsj.org Mr. Guidry
amcneal@chslsj.org Ms. McNeal

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Instructions: Write a Book report using the following guiding questions and criteria. Make sure to fully read, comprehend, and analyze the text before you begin writing the Book Report. Demonstrate thorough analysis of the texts, as necessary to support your understanding of the story you have chosen.

<p style="text-align: center;">Major Conflict(s)</p> <p>--This description should involve a breakdown of the Character Motivations and Obstacles faced. What Motivates your Characters? What Obstacles do they face? Do your characters change within the text? How do you know? Use evidence to support your analysis with “quotations” from the literary work and page #s to reference.</p>	<p style="text-align: center;">Themes/Lesson</p> <p>Choose a single word or phrase that tethers different moments throughout the story. EXAMPLE: Freedom or Courage in the face of Obstacles EXPLAIN how your Theme/Lesson is revealed to the character. Use 2 Pieces of Evidence to support this inference. Discuss how the THEME/LESSON is a universal truth and can be applied in your life.</p>	<p style="text-align: center;">Literary Analysis</p> <p>Analyze how that author uses one Literary Device (literary element) such as: Motif, Symbolism, Repetition, Imagery, Allusion, Diction, Tone, Setting, characterization etc. Use evidence to support your analysis with “quotations” from the literary work and page #s to reference. Give 3 Examples of this Literary Device throughout the text.</p>
<p style="text-align: center;">ATR/Resolution</p> <p>This description should involve how the main and secondary characters go about trying to fix the Problems and if they succeed and resolution. - Did the Characters Attempt to resolve the conflict(s) and fail? What were the characters like before, during and after the conflicts arose within the text? How do you know? Use evidence to support your analysis with “quotations” from the literary work and page #s to reference.</p>		<p style="text-align: center;">Literary Critique</p> <p>Would you recommend this book to a friend? Why or why not? Is this a book that can connect to what you have learned in class? Why did you choose this book and/or how does this book relate to you as a person? Did you learn something new that you will now apply to your life after reading the book?</p>