

ECHS 11th Grade Summer Reading Project



All 11th grade ECHS students are required complete a summer reading project as a requirement for their United States History course. The project will employ classic literature, in order to investigate the themes of **social class** and **wealth distribution** throughout different historical time periods. Students must read **one book (from the list below)**. The outcomes will be the following:

1. Journal (50 points)
2. Project (50 points)

100 points = 1 Test Grade

The Project will be due on the first day of school for the juniors: August 25, 2017.

Book Choice

Students must choose one book from the following list. (Some books are subject to approval from Dr. Edney):

1. *Fahrenheit 451* –Bradbury, Ray
2. *1984* – Orwell, George
3. *The Jungle* – Sinclair, Upton
4. *Things Fall Apart* – Achebe, Chinua
5. *The Things They Carried* – O’Brien, Tim
6. *The Great Gatsby* – Fitzgerald, F. Scott
7. *The Scarlet Letter* – Hawthorne, Nathaniel
8. *The Diary of Anne Frank* – Frank, Anne (**Approval by Dr. Edney only**)
9. *A Clockwork Orange* – Burgess, Anthony
10. *A Tale of Two Cities* – Dickens, Charles
11. *Jane Eyre* – Bronte, Emily
12. *Like Water for Chocolate* – Esquivel, Laura
13. *A Hope in the Unseen* – Suskind, Ron
14. *The Color of Water* – Charles McBride
15. *The Outliers* – Malcolm Gladwell
16. *Pride and Prejudice* – Austen, Jane
17. *The Bookseller of Kabul* – Seierstad, Asne
18. *The Book Thief* - Zusak, Marcus (**Approval by Dr. Edney only**)
19. *The Alchemist* - Coelho, Paul
20. *I am Scout: The Biography of Harper Lee* - Shields, Charles J.
21. *The Kite Runner* - Hosseini, Khaled
22. *The Road*. McCarthy, Cormac
23. *Caramelo*. Cisneros, Sandra
24. *The Astonishing Life of Octavian Nothing, Traitor to the Nation, Vol. II: The Kingdom on the Waves* – Anderson, M.T.

Where Can I Get a Book?

-Electronic Copy: Look online. Some of them are free to download. You can place them in a Google Doc to highlight
-Use your **local library**
-Look at **bookstores or Amazon** to secure a copy for a minimal fee.

Components

- **Mandatory Journal: 50 Points:** Students must keep an electronic journal for the novel. Each journal entry must include two paragraphs: a **summary paragraph** of each chapter (5 sentences minimum) and a **personal response connection to the text paragraph** (5 sentences minimum). The summary must include character, setting and the main events in the plot. **All entries must be typed.**

- **Project Choices (Choose ONE from this list): 50 Points**
 - Write a **letter** to the protagonist or the antagonist; or one of the other characters. Choose at least 3 aspects of his/her story and relate it to aspects of the historical time period. Explain how social class and wealth distribution (explain your thoughts) relate to the three aspects you select. In your explanation use details from the text. Please type these letters and follow proper language conventions.

 - **Visual depiction of each novel:** Create a visual depiction (poster, power point, scrap book, etc.) of the novel. Use important quotes from the novels to accompany each visual. Explain how the quote connects to theme of social class and wealth distribution through story elements--character, setting, plot (exposition, rising action, climax, falling action, resolution, theme, and pov). Make sure to type the quotes in your visual display.

 - Create a **travel brochure** for the story. Tell the story as if you were advising someone to visit that place. Let the audience know who the important people are (protagonist), places to visit or avoid, foods to eat or not, things to do and not do and what should be avoided. You must relate how social class and wealth distribution will allow/deny access to places in that time period. Make sure you hit all of the important elements and details.

 - **Meet the author.** Pretend you are the author and you are being interviewed. Video tape a talk with the author. Explain why you wrote the book, what inspired you, read some parts of the story, and explain the significance to your theme and how it relates to social class and wealth distribution of the time period. Type the transcript.

 - **Movie Comparison** (Only for books highlighted in the list). Students will compare and contrast the depictions of social class and wealth distribution between the book and movie versions of the story. Students must use evidence to relay the similarities and differences portrayed by each version. Students must critique whether the movie did justice to the Author's interpretation of social class and wealth distribution of the time period.

 - Write or make a video of an **alternate ending** to the novel. Start at the climax of the story and rewrite how it ends with a new and imaginative ending. Be sure to include characters and setting from the novel. Ensure that you speculate the "what if" in the story.