

JPH English Summer Reading: Grade 9

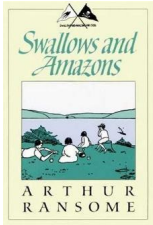
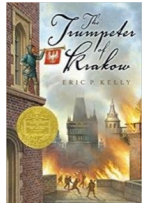


Students deserve choices. Some need summer freedom. Others need a challenge.

1. You have the choice to read or not to read; if you read, choose one or both of the books below.
2. If you choose to read, you have the choice to do a project or not to do a project.
3. If you choose to do a project, you may choose any of the project rubrics that follow.
4. If you do a project, you may substitute the project grade for a first quarter literature test grade
5. If you read two books and complete two projects, you can replace a first quarter test grade and a literature project grade. Projects are due the first day of English class.

Below is a description of each of these stories. Each is told by a gifted author and portrays what is true, good and beautiful. Additionally, these books are helpful to read in preparing for SAT and AP tests. College essay prompts often ask you to state your philosophy of life in terms of a renowned piece of literature.

Grade 9: English I

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<p><i>Swallows and Amazons</i></p>  <p>ISBN-10: 1567924204 ISBN-13: 978-1567924206</p>	<p>About Arthur Ransome</p> <p>Arthur Ransome was born in 1884. He was in Russia in 1917 and witnessed the Revolution. After escaping to Scandinavia, he settled in the Lake District of England with his Russian wife where, in 1929, he wrote <i>Swallows and Amazons</i>. Thus began a writing career that has produced some of the best children's literature of all time.</p>	<p>About the Book</p> <p>The Walker children ask their father's permission to spend the summer on an island in a sailing lake, and their mother, trusting that they are not duffers and will not drown, sends them off with tents and supplies. They form the crew on their boat, the <i>Swallow</i>, and sail her to many adventures, including war with the <i>Amazons</i>, Nancy and Peggy Blackett. 352 pages, published 1930.</p>	<p>What you might like</p> <p>Adventure, imagination, children doing all manner of things for themselves, including Roger's learning to swim, Titty's guarding the island by herself, and declaring war against the Amazons. How to <i>stimulate</i> the imagination!</p>
<p><i>The Trumpeter of Krakow</i></p>  <p>ISBN-10: 0689715714 ISBN-13: 978-0689715716</p>	<p>About Eric Kelly</p> <p>Eric P. Kelly wrote <i>The Trumpeter of Krakow</i> while teaching and studying at the University of Krakow. During five years spent in Poland he traveled with an American relief unit among the Poles who were driven out of the Ukraine in 1920, directed a supply train at the time of the war with the Soviets, and studied and visited many places in the country he came to love so well. Mr. Kelly later wrote many magazine articles and several books for young people. He died in 1960.</p>	<p>About the Book</p> <p>In 1461 the Charnetski family escaped to Krakow from their home in the Ukraine. Young Joseph is unaware of the great treasure his father bears, the Tarnov Crystal. Joseph makes friends and settles into his new life as student and assists his father in his new job as trumpeter in the Church of Our Lady Mary. A thief, however, makes various attempts to steal the Crystal before Pan Charnetski can give it to the king. Joseph, loyal and courageous, helps to protect his family and the city. 208 pages, published 1928.</p>	<p>What you might like</p> <p>Rich in Polish history and centered on the story of the faithful Mariacki trumpeter of Krakow, read this book with a map of Krakow handy. One of the characters is an alchemist who, deceived by his student, allows himself to be hypnotized and to act contrary to his reason and who, in one scene, is thought to be the devil. Another character is Jan Kanty, i.e., Saint John Cantius.</p>

Note: These books can be purchased online on Amazon, e-book versions are available on the Kindle app, and copies can be found at Barnes and Noble. Some editions can also be purchased at The Doc (with parent accompaniment).

Project Descriptions

If you choose to complete a project, choose from these options, and bring it to your first day of English class.

1. Illustration of the book
2. Write poetry about the book
3. Dramatic presentation of the story

For questions, please email Sister Mary Brigid Burnham at smburnham@jp2catholic.org or call 623-233-2777, ext. 1311.

God bless you and please have a wonderful summer! I look forward to meeting you in August.

1. OPTION ONE - Illustration of the Book

This project is **handwritten in ink** and uses drawings made by your hands, not computer images or magazine cutouts. There are **four** sections to the project, and each section can be spread out across your project in any creative but clear way. Label each section, draw two pictures, write a caption for each picture, and select three quotes from the book. Each quote should be **handwritten** in MLA format, with proper punctuation, capital letters, and in-text citations.

“End quote” [space] (Author’s last name [space] page number). Period after

Example: “Instead of death there was light” (Tolstoy 113).

Points are awarded for accomplishing the following.

_____ / 6 points - Cut the project into any shape that is not square or rectangle. For example, cut a poster board or sheet of poster paper into the shape of the Millennium Falcon (if I were doing a Star Wars project).

_____ / 4 points - Include on the project the title of the book, the author’s name, and your first and last name.

1. Section One: Setting of the story

_____ / 4 points - Two hand-drawn pictures with a label or caption. Each picture should match one of the quotes.

_____ / 6 points - Three quotes about the setting of the story, with in-text citations (author #) for each quote.

2. Section Two: Best Character

_____ / 4 points - Two hand-drawn pictures with a label or caption. Each picture should match one of the quotes.

_____ / 6 points - Three quotes about whomever you believe is the best character in the story, with in-text citations (author #) for each quote.

3. Section Three: Most Powerful Scene

_____ / 4 points - Two hand-drawn pictures with a label or caption. Each picture should match one of the quotes.

_____ / 6 points - Three quotes about the most powerful scene in the story, with in-text citations (author #) for each quote.

4. Section Four: True, Good, and Beautiful Lessons

_____ / 4 points - Two hand-drawn pictures with a label or caption. Each picture should match one of the quotes.

_____ / 6 points - Three quotes about a true, good, and/or beautiful lesson that can be learned from the story, with in-text citations (author #) for each quote.

If you do this project, please write your name in the space below and turn in this rubric with your project.

NAME: _____

TOTAL SCORE: _____ / 50 points

2. OPTION TWO - POETRY

Rewrite the story as an original poem of 40 lines. **Label** each section: summary (10 lines), best character (10 lines), most powerful scene (10 lines), conclusion (5 lines), and effect on the reader (5 lines). Use this example below (a Star Wars poem) to guide you:

To the right of the poem, which can be either handwritten or typed, include two quotes in INK that inspired that section. After each, include an in-text citation in MLA format: "End quote" [space] (Author's last name [space] page number). Period after

Example: "Instead of death there was light" (Tolstoy 113).

Summary (10 lines and 2 quotes)

"A long time ago, in a galaxy far, far away..."
 A story of black and white starts this way.
 A Dark Lord and his troopers in white
 Hunt for a Lady and two `droids in flight.
 Inside the Destroyer, the Emperor's henchmen;
 Inside R2D2, the plans of the Death Star's trenches.
 For in such times, boys become men,
 And men become heroes by believing again.
 Han trusts his blaster, and Luke trusts the Force
 And each serves the Princess, the Rebellion's Source.

"Leia leaned over the droid and inserted the program just as troopers' steps rang down the hallway" (Lucas 17).

Han: "Ancient weapons and hokey religions are no match for a good blaster by your side" (Lucas 217).

Best Character (10 lines and 2 quotes)

For the smiling tiny Lady of Alderan
 Had eyes of brown and nerves of steel,
 And though threatened by Vader's torture
 She'd never the Rebel location reveal.
 A princess and a fighter, rescued and running,
 Leia inspired men's loyalty and their utmost cunning.
 For she watched her home planet be ignited
 By the death beam from the Death Star. United
 By loss and desperation, the rebels readied for war.
 The only hope from Kenobi must find the flaw.

Vader: "I knew she would never willingly betray the Rebellion" (Lucas 202).

Leia: "I just hope when they analyze the plans that a weakness can be found" (Lucas 217).

Most Powerful Scene (10 lines and 2 quotes)

Rubric for grading: 50 points, with .5 subtracted for each spelling and grammar error.

Include: Title of book Title of poem Author's name Student's name	1. Summary 10 lines = 5 pts Two quotes with citations = 6 pts	2. Best Character 10 lines = 5 pts Two quotes with citations = 6 pts	3. Most Powerful Scene 10 lines = 5 pts Two quotes with citations = 6 pts	4. Conclusion 5 lines = 2 pts One quote with citation = 4 pts	5. Effect on Reader 5 lines = 2 pts One quote with citation = 4 pts
_____ / 5	_____ / 11	_____ / 11	_____ / 11	_____ / 6	_____ / 6

If you do this project, please write your name in the space below and turn in this rubric with your project.

NAME: _____

Number of grammar and spelling errors (minus ½ point each) = TOTAL: _____ / 50 points

3. OPTION THREE - DRAMATIC PRODUCTION

Prepare a Puppet, Video, or Audio show that presents the story's plot, including the important scenes and characters. The show must be prepared and/or filmed over the summer and be ready to present on the first day of class. The show should be 7-10 minutes in length and should have a script/reading/screenplay that can be submitted to the teacher at the time of the presentation.

Rubric for grading: 50 points total

**Points for the script / reading / screenplay _____ / 10

Include the following 5 elements in the show:

1. Set the scene _____ / 5
2. Build the action _____ / 5
3. Describe the climax _____ / 5
4. What happens to each character? _____ / 5
5. End with a powerful line (a quote?) _____ / 5

Include transitions between each of these five elements. _____ / 5

**Points for the Presentation in class

Overall impact on audience (ability to follow your storyline) _____ / 5

Give each character a clear "voice" or costume _____ / 5

If you do this project, please write your name in the space below and turn in this rubric with your project.

NAME: _____

TOTAL SCORE: _____ / 50 points