

JPII Summer Reading Grade 11

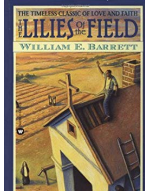
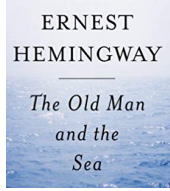
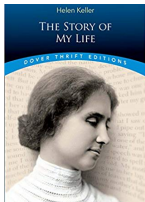


1. You have the choice to read or not to read one or more of the books below.
2. If you choose to read, you have the choice to do a project or not to do a project.
3. If you choose to do a project, you may choose any of the project rubrics that follow.
4. If you do a project, you may use the project grade for a 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.

This year the authors are Americans! Please choose from the following options.

- a. *Lilies of the Field* by William Barrett
- b. *The Old Man and the Sea* by Ernest Hemingway
- c. *The Story of My Life* by Helen Keller

Below is a description of each work. Each of them portrays goodness, truth, and beauty, provide practice for SAT and AP test reading, and can be used when college essay prompts ask students to state their philosophy of life in terms of a famous literary work.

Grade 11: English Language / American Literature			
<p><i>Lilies of the Field</i></p>  <p>William Barrett ISBN-13: 978-0446315005</p>	<p>About the Author:</p> <p>1962 novel by William Edmund Barrett based on the true story of the Sisters of Walburga.</p> <p>Published 1962 Pages 128</p>	<p>About the Book</p> <p>An ex-GI, black Baptist Homer Smith, meets Mother Superior, a German, and builds a chapel for her group of nuns, while teaching them English, southern-style.</p>	<p>What you might like</p> <p>A modern classic, this is a short, easy read. It explores joy, the meaning of life, and relationships, and shows true virtue in Homer.</p>
<p><i>The Old Man and the Sea</i></p>  <p>Ernest Hemingway ISBN: 978-0684801223</p>	<p>About the Author</p> <p>Ernest Hemingway crafted a terse, descriptive prose that influenced American authors after him. This story was a factor in his Nobel Prize for Literature.</p> <p>Published 1952 Pages 128</p>	<p>About the Book</p> <p>The old Cuban man goes down to the sea to match his fading strength against a huge marlin.</p>	<p>What you might like</p> <p>Great description of this last battle at sea of a fisherman who meets a worthy fish at the end of his life. Determination and strength fill the pages.</p>
<p><i>The Story of My Life</i></p>  <p>Helen Keller ISBN-13: 978-0486292496</p>	<p>About the Author</p> <p><i>The</i> Helen Keller, this is the girl, deaf and blind at nineteen months, who through the teaching of Annie Sullivan, learns to sign, read, write in English, and speak. Her immense intelligence powers these amazing achievements.</p> <p>Published 1903 Pages 80</p>	<p>About the Book</p> <p>Helen's handwriting, prose, and communication are portrayed as they emerged through her hard work and determination.</p>	<p>What you might like</p> <p>This is the amazing record of what a human mind can do. We are led to appreciate our own ability to speak, hear, see, write, read and communicate.</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).

You may choose from the following options. Do one project option for the first Honors book, and a different project for the book of your choice. Make any notes you wish for subsequent discussion.

Bring books and projects to the first day of English class.

1. Write Five paragraph S.E.E. essay:
 - a. Intro: context, audience, purpose of writing this work
 - b. Aspect 1 SEE, SEE;
 - c. Aspect 2 SEE/SEE;
 - d. Aspect 3 SEE/SEE;
 - e. Conclusion and Clincher.
2. Illustrate the book. See directions and rubric below.
3. Transform the book into poetry. See directions and rubric below.
4. Dramatic presentation of the story. See directions and rubric below.

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

1. OPTION ONE - Five paragraph essay / S.E.E. Paragraph on a Moral Choice in this story

- Use MLA format (Times New Roman, Double Space, 12 point font. Heading: Student, Teacher, Course and Date).
- either handwritten or typed, in S.E.E. format.
- Work Cited at bottom of page.
- All quotes in MLA format, as this from Leo Tolstoy's novel *The Death of Ivan Ilyich*:
 - Ivan Ilych, looking at death, suddenly understood, "Instead of death there was light" (Tolstoy 113).
 - Citing Quote Format: speaker, hearer if any, what's happening at this point in the story, "Quote" (Author's last name[space]page).<--period at end

I. Topic Paragraph (1-3 sentences) - Context, audience, author's purpose=what moral choice does s/he want the reader to approve?, three ways s/he goes about accomplishing the purpose

II. Aspect 1 First statement about the **moral choice of a character - your choice**

1. Evidence from the text (paraphrase or quote with in-text citation)
2. Explain in your own words, from your own brain
3. Second statement about the moral choice of the same character
4. Evidence 2 - when quoting, state speaker, hearer if any, at what point in the plot (NOT "IN THE BOOK")
5. Explain 2 - explain your evidence from your own brain and experience

III. First Statement about how the character's moral choice **affected another character - your choice**

6. Evidence from the text (paraphrase or quote with in-text citation)
7. Explain
8. Second Statement about the ...
9. Evid...
10. Explain

IV. First Statement about the moral choice's **effect on the world of the story**;(ex: did people suffer? how? why?)

11. Evidence from the text (paraphrase or quote with in-text citation)
12. Explain
13. Second statement about this moral choice's effect on the world of the story-*lesson for readers*
14. E
15. E

V. Conclusion, Clincher, Title from Clincher

This title centered: Work Cited (only one, so Work, not "Works")

Left aligned: Author's Last Name, First Name. *Title of Book*. City of Publication, Publisher, Publication Date.

____ / 2 points - Proper heading at the top of the page (your name, teacher name if known, course, date)

____ / 1 points - Title taken from key words of the clincher

____ / 4 points - Thesis statement and three aspects of the character's moral choice.

____ / 3 points - Topic Sentence (include the author's name and the book about which you are writing)

____ / 10 points - S.E.E./SEE set one about moral choice

____ / 10 points - S.E.E./SEE set two about the effect that the moral choice has on another character

____ / 10 points - S.E.E./SEE set three about the effect that the moral choice has on the story

____ / 2 points - Clincher sentence (repeats or reflects 2-3 key words from the topic sentence)

____ / 6 points - proper MLA in-text citations

____ / 2 points - proper MLA Work Cited entry for the book

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

NAME: _____ Errors: _____ TOTAL: _____ / 50 points

2. OPTION TWO - Illustration of the Book

- handwritten** in ink
- use drawings made by your hands, not computer images or magazine cutouts.
- Create **four** sections, spread out across your project in any creative but clear way.
 - Label each section,
 - draw two pictures, write a caption for each picture, and
 - add three **handwritten** quotes from the book (not necessarily dialogue).
 - 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 below and turn in this rubric with your project.

NAME: _____

TOTAL SCORE: _____ / 50 points

3. OPTION TWO - POETRY, handwritten or typed Name _____

- Condense the story into an original poem or song of 40 lines.
- Divide the poem into the following sections:
 - Summarize the **plot line** (10 lines),
 - Identify and describe the best **character** (10 lines),
 - Describe the **most powerful** scene (10 lines), and the story's **conclusion** (5 lines)
 - Share the effect on the reader, who is you! (5 lines). You may use "I".
 - write the **two** quotes that inspired that section/verse of the poem. After each, include an in-text citation in MLA format (author's last name #).

Use this example below (a Star Wars poem) to guide you:

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).

Identify	1. Summary	2. Best Character	3. Most Powerful Scene	4. Conclusion	5. Effect on Reader
Book Title	10 lines = 5 pts	10 lines = 5 pts	10 lines = 5 pts	5 lines = 2 pts	5 lines = 2 pts
Author's name	Two quotes with citations = 6 pts	Two quotes with citations = 6 pts	Two quotes with citations = 6 pts	One quote with citation = 4 pts	One quote with citation = 4 pts
Poem Title					
Student's name					
/ 5	/ 11	/ 11	/ 11	/ 6	/ 6
Points:	Errors: (-.5)			Total: /50 points	

NAME: _____

4. OPTION FOUR - DRAMATIC PRODUCTION

- Prepare a Puppet, Video, or Audio 5-10 minute show
- Present the story's plot,
- Act the important scenes and characters.
- Prepare, record and/or filmed over the summer.
- Write a script/reading/screenplay and submit 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

TOTAL SCORE: _____ / 50 points

If you do this project, please turn in this rubric with your project.