

## 7<sup>th</sup> Grade Summer Reading Assignment

**Due Date: August 27, 2018**

### **Required Reading:**

***Rules of the Road* by Joan Bauer**

**and**

***The Turn of the Tide* by Rosanne Parry**

Today's middle school classrooms are more complex than ever before. Students must work towards specific objectives. Creative projects go beyond the narrow scope of the traditional book report. These projects allow students freedom of expression. They provide a concrete and visual way for each student to explore the novel in depth. These projects will engage your child as he or she demonstrates his or her knowledge of literary elements such as plot, character, setting, and theme in fiction. The following project helps students to synthesize information of large concepts into smaller pieces in visual and concrete ways. It provides opportunities for students to work in various media. Instead of tending to point to one "correct" answer, a project encourages critical and creative thinking. Best of all, the learning sticks. Because projects actively engage students, learning becomes fun. As writer Alfred Mercier once said, "What we learn with pleasure, we never forget."

You are required to read the above books during the summer break. In addition to reading, you must complete two of the projects listed below. **Be creative!** Your project should be neat, well organized, and attractive. Follow the requirements listed with each project idea. **Your project is due the first day of school.** During the first week of school, we will be discussing the book in depth and completing activities based on the events of the stories. **You will also be tested on each book.**

Choose two of the following activities and complete. **You must choose two different projects.** Make sure you pick two that you are excited to complete. You must include descriptions and details include each element of the plot: exposition, rising action, conflict, climax, falling action and resolution. The title, author and genre should also be included. Use the attached Summer Reading Companion Worksheet to help you organize information from the novels as you read. These worksheets will aid you as you create your project. **The Summer Reading Companion is to help you organize your project and does NOT need to be turned in with your assignment.**

**Projects are Due on 8/27/18.** You will be expected to do a short presentation of your projects in class.

**1. Song or Rap:** Write original song lyrics or a rap that describes the plot of the novel. Your lyrics need to include each element of the plot: exposition, rising action, conflict, climax, falling action and resolution. The lyrics need to be typed. Pick your favorite song and put your words to the music, or write your own music. You must write four verses and one refrain (30 lines) at minimum. You will need to perform it for the class or record it to play for the class.

**2. Graphic Novel:** Design a graphic novel version of the book. Write the dialogue and illustrate a graphic novel of the story. Include each element of the plot: exposition, rising action, conflict, climax, falling action and resolution. Your graphic novel must be in book form and have a front and back cover. Your book needs to have a minimum of 8 pages and must include dialogue and illustration on each page in addition to the front and back covers.

**3. Book Trailer:** Create a video book trailer including each element of the plot: exposition, rising action, conflict, climax, falling action and resolution enticing the viewers to want to read the novel. It must be more than 2 minutes, but no longer than 4 minutes. It must include sound, pictures, and words.

**4. Newspaper:** Design a mini newspaper about the novel. Include each element of the plot: exposition, rising action, conflict, climax, falling action and resolution from the novel to create a newspaper. You need to include different sections like: weather, comics, breaking news, letters to the editor, sports, entertainment, and other sections in a newspaper. Your newspaper must include a front and back page along with 5 other sections. It is to be a minimum of 6 pages, including front and back cover.

**5. Awards/Ceremony:** Design awards to give to each character in the novel based on their actions/role in the novel. For each award, you need to write a paragraph explaining why this character is receiving the award to read at the awards ceremony. A few examples could be "most courageous" for fighting peer pressure, or "wisest" for guidance given to other characters. Each paragraph must include each element of the plot: exposition, rising action, conflict, climax, falling action and resolution to explain and support the reason for the award. You need to create and design a physical award, along with writing the paragraph for 4 characters minimum. You must also include a small introduction to your ceremony before you begin reading your awards.

**6. Poem:** Narrative poems tell a story. Write a narrative poem version of the story and illustrate the poem. Use a minimum of 4 literary devices: similes, metaphors, onomatopoeia, alliteration, allusion, hyperbole, foreshadowing, etc. You need to include each element of the plot: exposition, rising action, conflict, climax, falling action and resolution in your poem. Your poem must have 6 stanzas minimum with 5 lines in each stanza (or total of 30 lines minimum.) You must draw a picture or create a collage to accompany your poem.

# Summer Reading Companion

My Name: \_\_\_\_\_

Book Title: \_\_\_\_\_

Grade: \_\_\_\_\_

Author: \_\_\_\_\_

**Setting:** *The setting of a story defines the time, place and era of the action. A book can have multiple settings. List and label facts about each setting you know as you read. Include **page numbers** to support your ideas.*

**Where does the story take place?**  
*Describe the location: country or city, mountains or beach, dirt roads or highway, bustling or sleepy, etc.*

**What time period does the story take place?**  
*Describe what you know and how you know it. Is it modern day because there is current technology? Is it winter time because it's snowing? Do you know the decade, year or month?*

**Characters:** *Characters are the "players" in a story who perform the actions. List the protagonist (main character), antagonist (character who the protagonist has a conflict with) and supporting or secondary characters. Include **page numbers** to support your ideas.*

| Character Name        | Physical Description | How the Character feels about him or herself | How the Character feels about others | Character traits: Describe <i>qualities</i> the character has: caring, selfish, conceited, etc. |
|-----------------------|----------------------|--|--------------------------------------|---|
| Protagonist:          |                      |  |                                      |   |
| Antagonist:           |                      |  |                                      |   |
| Secondary Characters: |                      |  |                                      |   |
|                       |                      |  |                                      |   |
|                       |                      |  |                                      |   |
|                       |                      |  |                                      |   |
|                       |                      |  |                                      |   |

**Plot:** The plot of the story is how the actions progress through the book. Different sections of the action have different names; they also happen at different times in the story. Write down specific, key events in the boxes.

|   |   |   |   |  |
|---|---|---|---|--|
| <b>Introduction:</b><br>Setting, characters and conflict are introduced | <b>Rising Action(s):</b><br>Part(s) where the protagonist is faced with obstacles to solve the conflict | <b>Climax:</b><br>Turning point in the story where the conflict is resolved or made worse | <b>Falling Action(s):</b><br>Part(s) where the protagonist learns to live with the consequences of the conflict | <b>Resolution:</b><br>Part that brings the material, theme, summarizing or thought provoking end |
| Beginning of the Story  |   | Middle of the Story   | End of the Story  |  |
|   |   |   |   |  |

**Themes & Symbolism:** As you read, list ideas about these following elements of fiction to help you discuss and write about the literary work. Include page numbers to support your ideas.

|  |  |  |              |
|--|--|--|--------------|
| <b>Themes:</b><br>The author's statement or lesson about life learned through the characters. For example, the theme of <i>The Ugly Duckling</i> might be "don't judge someone by their appearance alone." |  | <b>Symbolism:</b><br>When a concrete or real object is used to represent an idea or concept. For example, a <i>bird</i> , because it can fly, has often been used as a <i>symbol for freedom</i> . |              |
| Theme  | Character(s) that represent the lesson | Symbol   | Significance |
|  |  |  |              |
|  |  |  |              |

**Conflicts:** As you read, identify problems or struggles between two opposing forces in the story. Keep in mind, the four main conflicts are:

- Man vs. Man** – problem between two characters
- Man vs. Nature** – problem between character and some element of nature (blizzard, fire, etc.)
- Man vs. Self** – problem within a character's own mind
- Man vs. Society** – problem between a character and the law, regulation, tradition or other societal norm

| Description of the Conflict | Type of Conflict |                 | Why did you choose this Conflict type? |
|-----------------------------|------------------|-----------------|--|
|                             | Man vs. Man      | Man vs. Self    |  |
|                             | Man vs. Nature   | Man vs. Society |  |
|                             | Man vs. Man      | Man vs. Self    |  |
|                             | Man vs. Nature   | Man vs. Society |  |

# Summer Reading Companion

My Name: \_\_\_\_\_

Book Title: \_\_\_\_\_

Grade: \_\_\_\_\_

Author: \_\_\_\_\_

**Setting:** The setting of a story defines the time, place and era of the action. A book can have multiple settings. List and label facts about each setting you know as you read. Include **page numbers** to support your ideas.

Where does the story take place?

Describe the location, country or city, mountains or beach, dirt road or highway, building or sleep, etc.

What time period does the story take place?

Describe what you know and how you know it. Is it modern day because there is current technology? Is it winter time because it's snowing? Do you know the decade, year or month?

**Characters:** Characters are the "players" in a story who perform the actions. List the protagonist (main character), antagonist (character who the protagonist has a conflict with) and supporting or secondary characters. Include **page numbers** to support your ideas.

| Character Name        | Physical Description | How the Character feels about him or herself | How the Character feels about others | Character traits: Describe <i>qualities</i> the character has: caring, selfish, conceited, etc |
|-----------------------|----------------------|--|--------------------------------------|--|
| Protagonist:          |                      |  |                                      |  |
| Antagonist:           |                      |  |                                      |  |
| Secondary Characters: |                      |  |                                      |  |
|                       |                      |  |                                      |  |
|                       |                      |  |                                      |  |
|                       |                      |  |                                      |  |
|                       |                      |  |                                      |  |

**Plot:** The plot of the story is how the actions progress through the book. Different sections of the action have different names; they also happen at different times in the story. Write down specific, key events in the boxes.

|   |  |   |   |  |
|---|--|---|---|--|
| <b>Introduction:</b><br>Setting, characters and conflict are introduced | <b>Rising Action(s):</b><br>Part(s) where the protagonist is faced with or tries to solve the conflict | <b>Climax:</b><br>Turning point in the story where the conflict is resolved or made worse | <b>Falling Action(s):</b><br>Part(s) where the protagonist begins to live with the consequences of the conflict | <b>Resolution:</b><br>Part that shows a natural, ironic, surprising or thought-provoking end |
| Beginning of the Story  |  | Middle of the Story   | End of the Story  |  |
| (Empty space for writing key events)                                    |  |   |   |  |

**Themes & Symbolism:** As you read, list ideas about these following elements of fiction to help you discuss and write about the literary work. Include page numbers to support your ideas.

|  |   |  |                     |
|--|---|--|---------------------|
| <b>Themes:</b><br>The author's statement or lesson about life learned through the characters. For example, the theme of <i>The Ugly Duckling</i> might be "don't judge someone by their appearance alone." |   | <b>Symbolism:</b><br>When a concrete or real object is used to represent an idea or concept. For example, a bird, because it can fly, has often been used as a symbol for freedom. |                     |
| <b>Theme</b>   | <b>Character(s) that represent the lesson</b> | <b>Symbol</b>  | <b>Significance</b> |
| (Empty space for writing themes)   |   | (Empty space for writing symbolism)  |                     |

**Conflicts:** As you read, identify problems or struggles between two opposing forces in the story. Keep in mind, the four main conflicts are:

*Man vs. Man* - problem between two characters

*Man vs. Nature* - problem between character and some element of nature (blizzard, fire, etc.)

*Man vs. Self* - problem within a character's own mind

*Man vs. Society* - problem between a character and the law, regulation, tradition or other societal norm

| Description of the Conflict | Type of Conflict |                 | Why did you choose this Conflict type? |
|-----------------------------|------------------|-----------------|--|
|                             | Man vs. Man      | Man vs. Self    |  |
|                             | Man vs. Nature   | Man vs. Society |  |
|                             | Man vs. Man      | Man vs. Self    |  |
|                             | Man vs. Nature   | Man vs. Society |  |
|                             | Man vs. Man      | Man vs. Self    |  |
|                             | Man vs. Nature   | Man vs. Society |  |

Name: \_\_\_\_\_ Summer Reading – Creative Project Rubric Creative Project Choice: \_\_\_\_\_

|  | A  | B   | C  | D   | E Incomplete  |
|--|--|---|--|---|---|
| <b>Reveals Understanding of the Reading</b>                  | The student's product shows a complete, deep, and thorough understanding of the reading through his/her work. The student's work is insightful.  | The student's product shows some evidence of a deep and thorough understanding of the reading through his/her work. The student goes beyond a basic adequate understanding, showing some insight. | The student's product shows basic adequate understanding of the reading through his/her work.  | The student's product shows some understanding of the reading through his/her work, but it is not enough to meet standards.   | The student's product shows little or no understanding of the reading through his/her work.   |
| <b>Creativity (expressing the theme in an inventive way)</b> | The student's product shows outstanding creativity that connects to the reading and the audience on several levels.  | The student's product shows good creativity that connects to the reading and the audience on a couple of levels.  | The student's product shows basic adequate creativity that connects to the reading and the audience on at least one level.   | The student's product shows little creativity and may have trouble connecting to the reading and/or the audience.   | The student's product shows no creativity and/or does not make a connection to the reading and the audience.  |
| <b>Originality</b>   | The student's product is truly his/her own. It stands out from the rest.   | The student's product is predominantly original, but may be a little similar to others.   | The student's product has original characteristics, but there are a good number of similarities to others.   | The student's product has very little originality. It is too similar to others.   | There is no evidence of originality.  |
| <b>Preparation, Quality, Effort</b>                          | The student's work reflects complete dedication, persistence, and the highest level of effort. The work is of the highest quality too. The final product is polished on all levels, revealing total preparation. | The student's work reflects a good level of dedication, persistence, and effort. The work is of high quality too. The final product is polished on most levels, revealing good preparation.       | The student's work reflects an adequate level of dedication, persistence, and effort. The work is of basic quality. The final product is polished on some levels, revealing basic preparation. | The student's work reflects a lack of dedication, persistence, and effort. The work is below average in quality. The final product lacks care, revealing little preparation.              | The student's work reflects a clear lack of dedication, persistence, and effort. The work is of poor quality. The final product truly lacks care, revealing little preparation. It is as clearly put together at the last minute. |
| <b>Presentation</b>  | The student's presentation of the work is thorough, going well beyond an introduction of the work to the class. Volume, eye contact, and pacing are exceptional.   | The student's presentation of the work is good, going beyond an introduction of the work to the class. Volume, eye contact, and pacing are more than effective.                                   | The student's presentation of the work is adequate, going somewhat beyond an introduction of the work to the class. Volume, eye contact, and pacing are effective.                             | The student's presentation is just a basic introduction of the work to the class. The student makes no effort to go beyond that. Volume, eye contact, and pacing are less than effective. | The student's presentation is incomplete. Volume, eye contact, and pacing are not used effectively or are not used at all.  |

Grade & Comments: \_\_\_\_\_

