

Summer Reading Requirements

Dear Students, Parents, and Guardians,

Honors students at STHS are expected to participate in the summer reading program. The program is designed to encourage students to continue reading over the summer break and to introduce them to authors and literary works they might not otherwise experience.

The book list provided contains a combination of fiction and non-fiction books, with a blend of classics, contemporary fiction, and young adult novels. Students have the opportunity to choose two titles from the list to read over the summer. They will be required to take a computer-based quiz on one and create a project on the other. The list of project options and their rubrics are included in this packet, along with the book list. **The completed project will be due on the second day of class, and the quiz will be administered within the first week of school.** The grades on both the project (test grade) and the quiz (quiz grade) will count as grades for the first quarter. Additionally, there will be a presentation that will count as a class work grade and will be due after some in-class preparation (about two weeks into the school year) which will require students to read an excerpt from the book and explain why it is important or personally meaningful, as well as analyze the grade level literary device designated below:

- Freshmen: Characterization
- Sophomores: Symbolism
- Juniors: Theme
- Seniors: Use of language (including diction, figurative language, syntax/grammatical conventions)

If a student chooses to read a designated classic from the list, ten additional points will be added to the score of the quiz or project grade (if the student chooses to complete the quiz on their classic, they will receive ten points on the quiz grade; if they complete the project on the classic, the points will be awarded towards their test grade).

The quiz and project grades will be two of the first grades of the year. Because students have had the entire summer to read their choice of books and complete the associated assignments, late projects will not be accepted and will result in a failing grade. Please encourage students to read diligently and use their creativity. **Remember, it is important to meet all deadlines and start the year off successfully.**

In order to help narrow some choices, the books on the list will display the following attached information:

- *classic (worth extra points)
- V-Violence
- L-Adult Language
- S-Sexual Content
- AC-Adult Content

You may also wish to consult websites such as South Carolina Young Adult Book Award Nominees, Book Expert Online, goodreads, commonsensemedia.org, and Amazon for more detailed book reviews and summaries before making your final selections.

Title	Author	Lexile Level	Content Notices	Special Notes
1984	Orwell, George	1090		EXTRA CREDIT
Acceleration	McNamee, Graham	670		
Accident, The	Hoh, Diane	710		
Adrift: 76 Days Lost at Sea	Callahan, Steven	990	AC	
Age of Innocence	Wharton, Edith	1170		EXTRA CREDIT
All American Boys	Reynolds, Jason	hl770		
All the Bright Places	Niven, Jennifer	830		
All the Pretty Horses	McCarthy, Cormac	940	L, AC	
Angela's Ashes	McCourt, Frank	1110	SVL	EXTRA CREDIT
Ava's Man	Bragg, Rick	1150		
Awakening, The	Chopin, Kate	960	AC	EXTRA CREDIT
Bastard out of Carolina	Allison, Dorothy	900	SLV	
Beginning of Everything, The	Schneider, Robyn	930		
Bell Jar, The	Plath, Sylvia	1140	S, L	EXTRA CREDIT
Beware the Wild	Parker, Natalie C	hl790		
Big Sea, The	Hughes, Langston	1090		EXTRA CREDIT
Bitter Side of Sweet, The	Sullivan, Tara	810		
Black Like Me	Griffin, John Howard	990	V, L	EXTRA CREDIT
Book of Broken Hearts	Ockler, Sarah	hl750		
Book Thief, The	zusak, marcus	730	AC	
Boy in the Black Suit, The	Reynolds, Jason	hl760		
Breakfast of Champions	Vonnegut, Kurt	930	AC	
Caged Graves, The	Salemi, Dianne	840	AC	
Cannery Row	Steinbeck, John	930	L,V, AC	EXTRA CREDIT
Catch-22	Heller, Joseph	1140	AC	EXTRA CREDIT
Catcher in the Rye, The	Salinger, JD	790	L, S	EXTRA CREDIT
Chernobyl's Wild Kingdom: Life in the Dead Zone	Johnson, Rebecca	1190		
Child Called It, A	Pelzer, Dave	850	AC	
Colckwork Orange, A	Burgess, Anthony	1310	V, S, L	
Copper Sun	Draper, Shannon	820	V, L	
Cry, the Beloved Country	Paton, Alan	860	SLV	EXTRA CREDIT

Curious Incident of the Dog in the Nighttime, The	Haddon, Mark	1180	L, V	
Dances with Wolves	Blake, Michael	940	SV	
Death Be Not Proud	Gunther, John	1060		EXTRA CREDIT
Death Coming up the Hill	Crowe, Chris	930	AC	
Desperation	King, Stephen	880	V, L, S	
Dixie Widow	Morris, Gilbert	840		
Don't Fail Me Now	LaMarche, Una	950		
Door Near Here, A	Quarles, Heather	860		
Double Exposure	Birdsall, Bridgett	hl700	AC	
Emma	Austen, Jane	990		EXTRA CREDIT
Emmy and Oliver	Benway, Robin	hl700	AC	
Ender's Game	Card, Orson Scott	780		
Every Last Word	Stone, Tamara Ireland	hl750		
Fast Food Nation	Schlosser, Eric	1240		EXTRA CREDIT
First They Killed My Father	Ung, Loung	920	VLS	
Fixer, The	Barnes, Jennifer Lynn	hl620		
Fly Named Alfred, A	Trembath, Don	830		
Forgotten Fire	Bagdasarian, Adam	1050	VLS	
Girl from Yamhill	Cleary, Beverly	1040		
Grapes of Wrath, The	Steinbeck, John	680	V, L	EXTRA CREDIT
Great Expectations	Dickens, Charles	1150		EXTRA CREDIT
Greatest Generation, The	Brokaw, Tom	n/a	AC	EXTRA CREDIT
Harriet: The Life and World of Harriet Beecher Stowe	Johnston, Norma	1050	AC	
Heart of Darkness	Conrad, Joseph	1050	AC	EXTRA CREDIT
Hiroshima	Hershey, John	1190	AC--GRAP HIC	EXTRA CREDIT
Hitchhiker's Guide to the Galaxy, The	Adams, Doug	1000		EXTRA CREDIT
Hobbit, The	Tolkien, JRR	1000	V	EXTRA CREDIT
House on Mango Street, The	Cisneros, Sandra	870	SVL	

I Am Malala	Yousafzai, Malala	1000	V,L,S	NOT YOUNG READER'S EDITION; EXTRA CREDIT
Impossible KNife of Memory, The	Anderson, Laurie Halse	hl720	AC	
In the Time of the Butterflies	Alvarez, Julia	910	V,S	
Ink and Bone	Caine, Rachel	HL750		
Into the Wild	Krakaur, Jon	1270	AC	
Invisible Man	Ellison, Ralph	950	AC	EXTRA CREDIT
James Baldwin	Gottfried, Ted	1090	AC	
Jane Eyre	Bronte, Charlotte	1040		EXTRA CREDIT
Julie	Marshall, Catherine	870		
Jungle, The	Sinclair, Upton	1170	L, AC	EXTRA CREDIT
Just Listen	Dessen, Sarah	810		
Kindness for Weakness	Goodman, Shawn	HL800		
Kite Runner, The	Housseini, Khaled	840	L,S, V	EXTRA CREDIT
Last of the Mohicans, The	Cooper, James Fenimore	1270	V	EXTRA CREDIT
Looking for Alaska	Green, John	930	S	
Lord of the Rings, The	Tolkien, JRR	860	V	EXTRA CREDIT; choose 1 of the 3 books
Lovely Bones, The	Sebold, Alice	890	AC	
Margaret Wise Brown: Awakened by the Moon	Marcus, Leonard S	1340		
Metamorphosis	Kafka, Franz	1340		EXTRA CREDIT
Moby Dick	Melville, Herman	420		EXTRA CREDIT
Mosquito Coast, The	Theroux, Paul	540	AC	
My Heart and other Black Holes	Warga, Jasmine	HL710	AC	
Native Son	Wright, Richard	700	AC	EXTRA CREDIT
Next of Kin: My Conversations with Chimpanzees	Fouts, Roger	1160		
Noggin	Whaley, John Corey	HL760		
Old Man and the Sea, The	Hemingway, Ernest	940		EXTRA CREDIT
Oliver Twist	Dickens, Charles	HL640		EXTRA CREDIT
On the Origin of Species	Darwin, Charles	1450	AC	EXTRA CREDIT

One Writer's Beginnings	Welty, Eudora	1200		EXTRA CREDIT
Oracle Betrayed, The	Fisher, Catherine	670		
Palace of Spies	Zettel, Sarah	860		
Pigman, The	Zindel, Paul	950		
Pillars of the Earth	Follet, Ken	6.2 (grade level)	AC	EXTRA CREDIT
PLague, The	Camus, Albert	1070	AC	EXTRA CREDIT
Power of Myth, The	Campbell, Joseph	grade level 10	S	EXTRA CREDIT
Pride and Prejudice	Austen, Jane	1100	S	EXTRA CREDIT
Princess Bride, The	Goldman, William	870		EXTRA CREDIT
Reading Lolita in Tehran	Nafisi, Azar	8.4 (grade level)	AC	EXTRA CREDIT
Red Badge of Courage, The	Crane, Stephen	890	V	EXTRA CREDIT
Return of the Native, The	Hardy, Thomas	1040		EXTRA CREDIT
Revenge of a Not So Pretty Girl	Latham, Jennifer	HL800	AC	
Ring of McAllister, The	Marantz, Robert	850		
Room with a View, A	Forster, EM	760	S	
Sense and Sensibility	Austen, Jane	1160		EXTRA CREDIT
Shining, The	King, Stephen	840	S, L, V	EXTRA CREDIT
Should Hang Out Sometime: Embarrassingly, A True Story	Sunquist, Josh	830	AC	
Sight, The	Clement-Davies, David	890		
Sold	McCormick, Patricia	820	S, V, L	
Some Boys	Blount, Patty	HL630	AC	
Something Wicked This Way Comes	Bradbury, Ray	820		EXTRA CREDIT
Sound and the Fury, The	Faulkner, William	870	L, AC	EXTRA CREDIT
Speak	Anderson, Laurie Halse	690	AC	
Spider's Voice	Skurzynski, Gloria	850		
Spirit and Dust	Clement-Moore, Rosemary	HL770		
Stranger, The	Camus, Albert	880	AC	EXTRA CREDIT
Sudden Death	Chester, Kate	730	AC	BOOK 5 IN A SERIES

Tears of the Tiger	Draper, Shannon	700	V, L	
Tess of the D'urbervilles	Hardy, Thomas	1110	AC	EXTRA CREDIT
This Is What Happy Looks Like	Smith, Jennifer E	1010	AC	
Thousand Splendid Suns, A	Housseini, Khaled	830	SLV	EXTRA CREDIT
Three Cups of Tea	Mortensen, Greg	910	AC	EXTRA CREDIT
Three Musketeers, The	Dumas, Alexandre	990		EXTRA CREDIT
Time Machine, The	Wells, HG	1070		EXTRA CREDIT
To the Lighthouse	Woolf, Virginia	1030	AC	EXTRA CREDIT
Treasure Island	Stevenson, Robert Louis	760		
Tree Grows in Brooklyn, A	Smith, Betty	810		EXTRA CREDIT
Tyrant's Daughter	Carleson, JC	hl720	AC	
Uncle Tom's Cabin	Stowe, Harriet Beecher	1050	AC	EXTRA CREDIT
When You Were Here	Whitney, Daisy	hl780		
Wildflower	Whitaker, Alecia	830	AC	
Wind Blows Backward, The	Hahn, Mary Downing	770	AC	
Wolf by Wolf	Graudin, Ryan	hl670		
Immortal Life of Henrietta Lacks, The	Skloot, Rebecca	1140	AC	

Option 1: Book Trailer

Create a movie trailer that summarizes the essence of your chosen book (plot details and devices that build theme) and effectively grabs audience interest without giving away the ending; your goal is to encourage people to buy a ticket to see your movie. The trailer should be 90 seconds to 3 minutes in length (no longer). It needs to be performed from a script Upload the final product to Youtube. *****ALL SCHOOL RULES WILL APPLY TO THIS PROJECT, INCLUDING THE USE OF VULGAR VERBAL OR BODY LANGUAGE, SEXUAL OR SUGGESTIVE CONTENT, AND CLOTHING CHOICES. VIOLATION OF THESE POLICIES WILL RESULT IN A REFERRAL AND A FAILING GRADE.**

Book trailer rubric

<i>Category</i>	4	3	2	1	Your score
Hook /summary elements	Hook grabs the attention of viewer and keeps it. Plot is revealed just enough to make viewer want to read the book. Conflict, main characters, and setting are made clear in ample detail and creatively conveyed through the project	Hook grabs the attention of the viewer. One point of the plot is a little too revealing. Conflict, main characters, and setting are made clear	Hook does not grab viewer's attention OR more than one scene reveals too much of the plot, thus causing viewer to feel like they already know plot without having to read the book.	There is no hook OR plot is completely revealed, not allowing for suspense. Viewer does not need to read the book because the trailer told them the entire story.	
Overall theme	The theme of the story is clearly conveyed without any need for explanation throughout the trailer. Video clips, music, and wording all relate back to the central meaning of the story	Central meaning of the story is clear but explicitly stated in the product. All elements of the video relate back to the theme of the story	Theme of the original story is unclear if someone has not read the original story Some elements of the video relate back to the theme of the story	Product does not address central meaning of the original story	
Literary Devices	Video product incorporates 1 key passage from the story, genre, 1 major symbol, and mood and	Video product incorporates 1 key passage, 1 major symbol, genre, and mood clearly through text and video features	Product is missing 1 literary device OR literary devices are integrated unclearly	Multiple literary devices missing or unclear or incorrectly interpreted	

	creatively conveys meaning from the text in a variety of ways				
Product features	<p>MPAA rating, critic comments, special effects, etc. all demonstrate effective inferencing skills for how the story could be extended into a 2 hour movie</p> <p>Selections are appropriate, look authentic, and align with content present in the story with no explanation needed</p>	<p>MPAA rating critic reviews, special effects, etc. are present and demonstrate understanding of the story</p> <p>Selections are appropriate, look authentic, and align with story content.</p>	<p>Missing critic reviews</p> <p>Selections are appropriate and align with the story but the product does not play like an authentic movie trailer</p>	<p>Several selections misalign with the story and the product does not look authentic</p>	
Text/Imaging/V ideo	<p>Text fully enhances other elements of trailer and does not overwhelm presentation.</p> <p>Images/video were carefully chosen to represent elements of plot.</p>	<p>Text is appropriate and supports the images/soundtrack.</p> <p>1-2 images were not carefully chosen/appropriate.</p>	<p>Text distracts from other elements of trailer.</p> <p>More than two images do not relate to other elements of trailer.</p>	<p>Text does not relate to images/soundtrack, thus confusing the viewer.</p> <p>None of the images correlate with other elements of trailer.</p>	
Soundtrack	<p>Soundtrack sets the mood for trailer, fully complementing text/images.</p>	<p>Soundtrack is appropriate and supports text/images.</p>	<p>Soundtrack is distracting OR sets the wrong mood.</p>	<p>Soundtrack does not correlate whatsoever with other elements of trailer.</p>	
Written Component (Script)	<p>Script is extremely detailed</p> <p>Presents a clear accounting of speech, action, tone, and body language</p>	<p>Detailed script aligns with the movie trailer</p> <p>Addresses speech, action, and body language, but may be missing tone of voice</p>	<p>Aligns to the movie trailer about half the time</p> <p>Addresses some tone of voice and action</p>	<p>Poorly aligns to movie trailer</p> <p>Addresses only things said out loud with no indication of tone or action</p>	

	<p>Written in script format</p> <p>Artfully blends direct quotes, paraphrases, and inferred ideas from the story, while targeting scenes that will build interest</p>	<p>Written in script format</p> <p>Uses direct quotes, paraphrases, and some reader inferencing to build interest.</p>	<p>Written in script format, though may have some errors</p> <p>Uses direct quotes and paraphrases from the story to build interest</p>	<p>Written like an essay</p> <p>Uses only minimal direct quotes from the book with no attempt to target interesting scenes</p>	
Documentation / Respecting copyright law & intellectual property	All sources are cited completely and all copyrighted material is identified and used with permission.	1 source is not cited properly OR 1 copyrighted piece of material is not identified properly/used with permission.	2 sources are not cited properly OR 2 copyrighted pieces of material are not identified properly/used with permission.	More than 2 sources are not cited properly OR more than 2 copyrighted pieces of material are not identified properly/ used with permission.	
Length	Trailer is between 90 seconds and 3 minutes long. Images/text remain on screen long enough to peak/keep interest.	Trailer is between 90 seconds and 3 minutes long. Images/text remain on screen long enough to be read/comprehended.	Trailer is shorter than 90 seconds or longer than 3 minutes. Most images/text are on screen for right amount of time, but some are not.	Trailer is extremely over or under time constraints. Images/text are on screen too quickly to be read or too long to keep interest.	
Additional comments from Ms. Galloway					Total score:

Option 2: Shoebox Diorama Scene

Create a diorama of a major scene from your book

- Create a 3-D version of that scene
- Include all necessary features, props, characters, and other details
- Incorporate details related to setting, character, symbolism, and plot

The box should be painted on both the inside and outside. Creativity in your display is key to the visual aspect of the project, and the diorama should display a thorough knowledge of the reading.

Accompany the box diorama with a written description of the scene or story. Explain the importance of the setting in developing the story. Your writing should also address how the chosen scene develops symbolism, theme, plot, and character development. Include direct quotations and paraphrases from your chosen scene. You must document the scene or book chapter in correct MLA format. This portion will be uploaded to turnitin.com during the first week of school.

Category	4	3	2	1
Quality of Construction	The diorama shows considerable attention to construction. The items are neatly trimmed. All items are carefully and securely attached to the box. There are no stray marks, smudges, or glue stains. Nothing is hanging over the edges	The diorama shows attention to construction. The items are neatly trimmed. All items are carefully and securely attached to the backing. A few barely noticeable stray marks, smudges, or glue stains are present. Nothing is hanging over the edges.	The diorama shows some attention to detail. Most items are neatly trimmed. All items are securely attached to the box. No more than two glaringly obvious smudges, stray marks, or glue stains. Nothing is hanging over the edges.	The diorama was sloppily constructed. Items appear to be just slapped on. Pieces come loose on transport or are not securely attached to the box. Hangs over the edge of the box in places, and has numerous stray marks, smudges, and glue stains.
Creativity	Several of the objects used in the diorama reflect an exceptional	One or two items in the diorama reflect student creativity in their creation	One or two items in the diorama were customized by the student, but	The student did not make or customize any of the items in the diorama

	<p>degree of student creativity in their creation and/or display. All elements are appropriately colorful and easily recognizable</p>	<p>and/or display Most elements are appropriately colorful and easily recognizable</p>	<p>the ideas were typical rather than creative Some elements are appropriately colorful and easily recognizable</p>	<p>(features ALL bought pieces that were just glued into the box)</p>
Design	<p>Objects are an appropriate size and interesting shape and are arranged well. Care has been taken to create balance and scale in the scene (not too much empty space/not too busy and item sizes are relative)</p>	<p>Objects are an appropriate size and interesting shape and are arranged well. Some errors in balance (some unused space or too much going on). Some items may be off scale</p>	<p>Objects are an appropriate size and shape, but they are sloppily arranged. Not much planning went into the balance and scale of the items in the project</p>	<p>Scale and balance make the project look odd. Very little attention to design</p>
Written Portion	<p>Written explanation of the scene features a detailed review of characters, symbolism, theme, plot, setting etc. AND explains clearly and in detail how the scene impacts the development of the story as a whole</p> <p>Writing features no errors in MLA citations or works cited</p>	<p>Written explanation of the scene features a detailed review of characters, setting, symbolism, plot, setting, and theme AND clearly explains how the scene impacts the development of the story as a whole.</p> <p>Writing features no errors in MLA formatting, except the</p>	<p>Written explanation of the scene features a detailed review of characters, symbolism, theme, plot, and setting but with little explanation of how the scene impacts the development of the story as a whole.</p> <p>Some errors in MLA formatting and one or two errors that affect readability may</p>	<p>The written component reflects mere summary of character, plot, and setting with no analysis or explanation.</p> <p>No attempt to cite in MLA format.</p> <p>Several errors affect readability, but the writing reflects the student's original thought</p>

	page, no errors that affect readability of the writing, and reflects the student's original work (not a mere Sparknotes summary)	occasional neglected citation of paraphrases, no errors that affect the readability of the writing, and reflects the student's original work	be present but the writing reflects the student's original work	
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Option 3: Poster/Infographic

Complete each of the following requirements on a poster or digitally using an infographic maker (as in Piktochart). Each section should be clearly labeled and detailed and **must include an example of textual evidence.**

Examples: <https://tinyurl.com/y7vwkctx> or <https://tinyurl.com/yamqs733>

Setting- Includes details of the setting and the importance of it.

Characters- Describes the major characters and analyzes their relationship to each other and the plot.

Conflict- Provides details of the major conflict(s) and describes the type of conflict.

Theme- Suggests the underlying theme of the text and provides reasoning and explanation from the text.

Symbolism- Clearly explains at least one example of symbolism from the text and the importance of it.

Plot Summary- Summarizes the overall plot and important events of the text.

Rubric:

	Section is clear and thoroughly completed	Section is clear and complete	Section is unclear or incomplete	Section is unclear and incomplete	Section is missing
Setting	4	3	2	1	0
Characters	4	3	2	1	0
Conflict	4	3	2	1	0
Theme	4	3	2	1	0
Symbolism	4	3	2	1	0
Plot Summary	4	3	2	1	0
Creativity and Neatness	4- Project is neat and creative	3-Project is somewhat neat and creative	2-Project is either neat or creative	1-Project is not neat or creative	N/A

Total _____ / 28

Option 4: Twitter Feed

Create a Twitter feed for a character from your story that covers key moments from throughout your selected novel (NOT FROM A SINGLE SCENE OR CHAPTER). Make it look as authentic as possible, including likes, followers, updates, retweets, etc. You could use <http://www.classrooms.net/twister> for help creating authentic looking Tweets or even create a Twitter account to screenshot and print.

	4	3	2	1
Development	<p>Each entry is 140 characters or fewer. The project clearly names several relevant Follows and Followers. It includes a minimum of 15 Tweets from throughout the novel.</p> <p>Uses a minimum of 2 direct quotes from 2 different characters (total of 4 direct quotes).</p> <p>The basis for ALL Tweets (whether direct quote or paraphrase) is correctly cited in MLA format</p>	<p>Each entry is 140 characters or fewer. The project clearly names several relevant Follows and Followers. It includes a minimum of 13 Tweets from throughout the novel.</p> <p>May be missing one direct quote</p> <p>The basis for ALL Tweets (whether direct quote or paraphrase) is correctly cited but with minor errors in MLA format</p>	<p>Each entry is 140 characters or fewer. The project clearly names several relevant Follows and Followers. It includes a minimum of 11 Tweets from throughout the novel.</p> <p>Uses direct quotations from only one character</p> <p>Only cites direct quotes</p>	<p>Each entry is 140 characters or fewer. The project clearly names several relevant Follows and Followers. It includes a minimum of 10 Tweets.</p> <p>Focuses too heavily on a single scene or chapter.</p> <p>Missing direct quotes</p> <p>No attempt to cite basis for any Tweets</p>
Creativity	<p>The Tweets demonstrate creative thinking and reader inferences. Includes many</p>	<p>The Tweets mostly demonstrate creative thinking and reader inferences.</p>	<p>The Tweets demonstrate some creative thinking but very few inferences. Includes a</p>	<p>The Tweets lack creativity and inferences. Very few favorites, retweets, and comments from</p>

	<p>favorites, retweets, and comments from other characters.</p> <p>Lots of ongoing conversation between characters.</p>	<p>Includes some favorites, retweets, and comments from other characters.</p> <p>One or two ongoing conversation between characters.</p>	<p>minimum of favorites, retweets, and comments from other characters.</p> <p>Conversations are abbreviated and incomplete.</p>	<p>other characters.</p> <p>No ongoing conversations--s eems unnatural.</p>
Content	<p>The feed clearly belongs to a specific character from the book. It accurately reflects all major events and emotions with a high level of attention to ongoing conflicts, point of view, setting, characters, etc from the story.</p>	<p>The feed clearly belongs to a specific character from the book. It accurately reflects most major events and emotions with attention to ongoing conflicts, point of view, setting, characters, etc from the story.</p>	<p>The feed clearly belongs to a specific character from the book. It reflects (somewhat unclearly) a few major events and emotions with an attempt to incorporate conflicts, point of view, setting, characters, etc from the story.</p>	<p>Owner of the feed is unclear. Little attempt to address plot, character, point of view, conflict, or setting of the book (Tweets feels isolated and random).</p>
Appearance	<p>Submitted as screenshots from an actual Twitter feed. Includes all relevant colors, symbols, and logos. Product is neat and eye-catching.</p>	<p>The project looks like a real Twitter feed. It includes recognizeable and relevant colors, symbols, and logos. The product is neat and eye-catching</p>	<p>The project looks somewhat like a real Twitter feed. It includes recognizeable and relevant colors, symbols, and logos. The product is somewhat messy but maintains clear organization</p>	<p>Does not look like a Twitter feed (mere conversations glued to a poster) Appearance inhibits understanding</p>

Option 5: Essay

What is the theme of the story? How is that theme developed through the literary elements such as character, plot, setting, conflict, symbolism, language, and other devices?

A complete essay will ANALYZE how **at least three literary elements** impact the theme of the story. All paraphrases and direct quotes must be correctly cited in MLA format. An MLA works cited page (not included in the word count) must also be included.

Minimum Length: 1000 words

Maximum length: 3000 words

MERE PLOT SUMMARY WILL NOT BE ACCEPTED

SUBMISSION MUST BE MADE ELECTRONICALLY THROUGH TURNITIN.COM

4 – Demonstrates effective analysis of text and skillful writing	3 – Demonstrates adequate analysis of text and appropriate writing	2 – Demonstrates limited analysis of text and inconsistent writing	1 – Demonstrates minimal analysis of text and inadequate writing
<ul style="list-style-type: none"> ● Effectively addresses all parts of the task to demonstrate an indepth understanding of the text(s) ● Strong organizational structure and focus on the task with logically grouped and related ideas, including an effective introduction, development, and conclusion ● Thorough 	<ul style="list-style-type: none"> ● Adequately addresses all parts of the task to demonstrate a sufficient understanding of the text(s) ● Appropriate organizational structure and focus on the task with logically grouped and related ideas, including a clear introduction, development, and conclusion ● Clear analysis 	<ul style="list-style-type: none"> ● Inconsistently addresses some parts of the task to demonstrate a partial understanding of the text(s) ● Weak organizational structure and focus on the task with ineffectively grouped ideas, including a weak introduction, development, and/or conclusion ● Inconsistent 	<ul style="list-style-type: none"> ● Minimally addresses part(s) of the task to demonstrate an inadequate understanding of the text(s) ● Minimal evidence of an organizational structure and focus on the task with arbitrarily grouped ideas that may or may not include an introduction, development, and/or

<p>analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas</p> <ul style="list-style-type: none"> • MLA is present with no errors • Substantial, accurate, and direct reference to the text(s) using an effective combination of details, examples, quotes, and/or facts • Substantial reference to the main ideas and relevant key details of the text(s) • Skillful use of transitions to link ideas within categories of textual and supporting information • Effective use of precise language and domain-specific vocabulary drawn from 	<p>based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas</p> <ul style="list-style-type: none"> • MLA format is present with no major errors • Sufficient, accurate, and direct reference to the text(s) using an appropriate combination of details, examples, quotes, and/or facts • Sufficient reference to the main ideas and relevant key details of the text(s) • Appropriate use of transitions to link ideas within categories of textual and supporting information • Appropriate use of precise language and domain-specific vocabulary 	<p>analysis based on explicit and/or implicit meanings from the text(s) that ineffectively supports claims, opinions, and ideas</p> <ul style="list-style-type: none"> • Inconsistent use of MLA format (does not cite paraphrases) • Limited and/or vague reference to the text(s) using some details, examples, quotes, and/or facts • Limited reference to the main ideas and relevant details of the text(s) • Limited use of transitions to link ideas within categories of textual and supporting information • Inconsistent use of precise language and domain-specific vocabulary drawn from 	<p>conclusion</p> <ul style="list-style-type: none"> • Minimal analysis based on the text(s) that may or may not support claims, opinions, and ideas • Several major errors in MLA format • Insufficient reference to the text(s) using few details, examples, quotes, and/or facts • Minimal reference to the main ideas and relevant details of the text(s) • Few, if any, transitions to link ideas • Little or no use of precise language or domain-specific vocabulary drawn from the text(s) • Many errors may be present in sentence formation, grammar, usage, spelling, capitalization,
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<p>the text(s)</p> <ul style="list-style-type: none">• Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning	<p>drawn from the text(s)</p> <ul style="list-style-type: none">• Some errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present seldom interfere with meaning	<p>the text(s)</p> <ul style="list-style-type: none">• Errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present may interfere with meaning	<p>and punctuation; errors present often interfere with meaning</p>
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Helpful resources

For MLA formatting and citations:

<https://owl.english.purdue.edu/owl/resource/747/01/>

<http://www.easybib.com/>

For analytical writing:

<https://hhs-english-iv.wikispaces.com/file/view/PlotSummary.pdf>

http://cuwrite.com/wp-content/uploads/2016/08/avoid_plot_sum1.pdf

<https://www.kibin.com/essay-writing-blog/how-to-write-a-good-essay-commentary/>

For examples of projects (please note, some of these are examples of what to avoid--not all of these samples received top or even passing scores):

Diorama Projects:

<https://drive.google.com/open?id=1RUCV7RfI5-IrVWQBBrhUWlab4nOxELG8I>

<https://drive.google.com/open?id=1EUJAYh-YObgZJfFm3D0N9-U56VLXyM9p>

<https://drive.google.com/open?id=1irAGH-BZtRKPPayNk9RdR-pBfrMMwEHP>

<https://dochub.com/angalloway/9lR34o/diorama-writing-4?dt=xmjfQ67329oxP9Jqe5sc>

Twitter Projects:

<https://drive.google.com/file/d/1hHwLhArM684jzA-eGn7DeLLwLeZTWjVJ/view?usp=sharing>

<https://drive.google.com/open?id=1lfZuVdUDYS9bkB3ht0sztLJ30yAKjFas>

Book Trailer

https://drive.google.com/open?id=0B4camZFR2_giV1FHOEx3MHZNOEE

https://drive.google.com/open?id=0B4camZFR2_giUHh0dENTMnJEUFU

Essay

http://www.fountainheadpress.com/assets/ae_martian-essay.pdf