Objective:

The summer reading projects will introduce you to two literary selections and the curriculum rigor when it comes to reading and analysis. It is vital for you to read over the summer and be exposed to as many pieces of literature as possible—this literature could be helpful for your AP exam in May and will serve as our opening discussion in the fall as well as be referenced all throughout the school year.

The summer reading project will also help prepare you for the extensive reading required outside of the classroom; this class will be structured like a college course, and is meant to prepare you for your post-secondary education. You can expect to read 20-50 pages a night, depending on the literary selection. Students who are unable to follow through on the reading schedules could face consequences in their grade and performance in the course, and on the AP exam.

Expectations:

* All students, who want to be admitted into the course on the first day of school, must complete all three of the summer reading projects and read through the following novel and play below.
* All students will turn in their summer reading projects on their due dates, or they will not be admitted into the course. Students can turn projects in early if they want to, but if any of the projects are turned in late, students will be dismissed from the course in the fall. ***No Exceptions.*** This is your formal warning.
* All students will read through the literature and be ready to discuss them with the class the first two weeks of school and later in the semester (Sparknotes DOES NOT constitute as reading!).
* All students will have mastery on all of the summer reading projects according to the rubrics which will be provided.
* All projects can be submitted/shared by e-mail to: [rutana@apps.harpercreek.net](mailto:rutana@apps.harpercreek.net). Projects can also be submitted to the school office; however, office hours may vary during the summer.
* Reading:
  + The Book Thief, by Markus Zusak
  + *Oedipus the King (Oedipus Rex),* by Sophocles: pages 157-251) and the *preview powerpoint* on my Weebly page: [www.mrsrutanhchs.weebly.com](http://www.mrsrutanhchs.weebly.com)

*(You may purchase your own copies or check out copies before leaving for summer break)*

Project Descriptions: *You will complete three projects/papers over the summer. I recommend you take the month of June off and relax, but begin reading your first book when July has started. You will have two weeks to work on each assignment. This is read/work at your own pace, but remember the due dates and deadlines!*

**Assignment #1:**

After reading halfway (midterm so to speak) through the novel, The Book Thief, you will complete a 2-3 page, double-spaced reaction to the text known as a response paper. We will be doing these response papers quite regularly throughout our semester and you can expect this in college. These responses papers are your thoughts, ideas, and critiques of the reading: WHAT DO YOU NOTICE—is a popular focus. Also, consider questions like: ***What do you find striking, or influential about the storyline, literary devices, and tone of the author’s writing? What do you notice about the writing style? Characters? Themes? Why does the author write the way they do? What is the author trying to teach us? What is the author’s final message?*** These responses paper should:

* Demonstrate you are reading and responding to the text, but NOT just giving me a summary.
* Demonstrate you can begin to critically analyze a piece of literature.
* Demonstrate you can successfully and properly use, integrate, and explain evidence from the text (i.e. QUOTES).

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| **Literature** | **Assignment: Response Paper** |
| *The Book Thief* | -Read up to/pass page 238, Part Five  -Write a 2-3 page response paper (see rubric!)  -Submit by 5pm on Monday July |

**Assignment #2:**

At the end of *The Book Thief*, you must complete a final project. This final project is an assessment of the reading as a whole and further shows the analytical skills and creative techniques you, as the student, can demonstrate to me. The final project also shows more complex and developed reactions to the reading than a regular response paper. For every major piece of literature we study during the regular semester, you can expect two types of writing finals: something that is traditional and analytical and something more creative and innovative. The final projects should continue to:

* Demonstrate you are reading and responding to the text as a whole.
* Demonstrate you can begin to critically analyze a piece of literature from start to finish.
* Demonstrate you can successfully and properly use, integrate, and explain evidence from the text (i.e. QUOTES).

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| **Literature** | **Assignment: Final Project** |
| *The Book Thief* | -Finish reading *The Book Thief*.  -Create a 4-5 page project (see rubric and options below!)  -Submit by 5pm Monday July |

You will pick from the writing projects described below.

\*\*Remember this will be 4-5pages long and must use cited, quoted evidence!

Book Thief Final Project Selections:

* **Quote, cite, and analyze three VITAL passages from the novel that share a similar theme, message, critique, etc. addressed in the literary piece. Pick passages that may show characterization or an important theme/message the author wants you to learn.**
* **Write a comparison essay between the literary selection and another noteworthy piece of work (film, poem, short story, play, or novel) in specific regards to theme, tone, mood, or setting. Discuss this other piece of literature as a complementary piece of “text” that people could/should also read along to help understand the main literary selection. *Example: Schindler’s List and Wiesel’s book Night.***
* **Write a series of letters/journal from any of the characters’ perspectives that reveal their personality, fears, desires, prejudices, and/or ways of dealing with conflict throughout the entire piece of literature and include a reflection discussing a couple key elements you created in your letters and why.**
* **Write a collection of poetry about the ideals, values, or concerns of the community and culture was depicted in the literary selection and include a reflection discussing a couple key choices you made in your poetry and why.**
* **Write an extended letter to the author of this literature discussing what you learned from their writing and/or things you like, disliked, etc. You could also include why the literature should be read by others, especially in a high school context.**
* **Other: If you have another project idea, please e-mail me and we can discuss it!**

***Please see my rubrics and samples to help you with these papers!***

**Assignment #3:**

Review through the powerpoint on my Weebly before reading Sophocles play, *Oedipus the King* (pages 157-251). When you finish reading the play, you will do another response paper; HOWEVER, this will be long (4-5 pages). Once again, these responses papers are your thoughts, ideas, and critiques of the reading: WHAT DO YOU NOTICE—is a popular focus. Also, consider questions like: ***What do you find striking, or influential about the storyline, literary devices, and tone of the author’s writing? What do you notice about the writing style? Characters? Themes? Why does the author write the way they do? What is the author trying to teach us? What is the author’s final message? You could also discuss how this play compares to other plays you have read. You could discuss the mythology, the chorus, etc.*** These responses paper should:

* Demonstrate you are reading and responding to the text, but NOT just giving me a summary.
* Demonstrate you can begin to critically analyze a piece of literature.
* Demonstrate you can successfully and properly use, integrate, and explain evidence from the text (i.e. QUOTES).

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| **Literature** | **Assignment: Response Paper** |
| *Oedipus the King* | -Read the entire play and review the powerpoint  -Write a 4-5 page response paper (see rubric!)  -Submit by 5pm on Monday August |