



Summer Reading Project: English 9 GT (2023)



Welcome to English 9 GT! Even though the next school year isn't for a couple months, it is time for you – as rising ninth graders – to prepare your summer reading assignment! This summer reading is an opportunity for you to read a piece of **dystopian/allegorical literature** to start a conversation regarding the **purpose, cultural relevance, and the philosophical issues and life lessons** discussed within this genre.

Directions:

1. Obtain and read one of the texts below (see brief synopses of each on the next page of these directions). Each text can be found in **multiple locations: through hard copy for rent or purchase, at the Baltimore County Public Library, through [Destiny](#), or through online sellers** (always opt for the cheaper options).
 - a. **TEXT OPTIONS:**
 - Ray Bradbury, *Fahrenheit 451*
 - George Orwell, *1984*
2. Read the novel you have chosen (*F451* or *1984*).
3. Review the PROMPT before, during, and after your read your novel:

PROMPT: *Examine and explain the author's purpose for writing this novel, considering this text's importance for and influence on today's society and culture.*

As you complete your project, be sure to avoid merely summarizing the plot, and rather, **analyze** the most **significant** aspects of the plot, conflict, and character(s) development.

4. **Determine the theme of the text. Write this into a theme statement.** This needs to be included somewhere on your project (even if it's an attached sheet of paper). Choosing a theme statement and justifying it with evidence is a major requirement of this project! Remember, your theme statement should be a universal statement about life/human nature that avoids personal voice (I, me, my, us, we, you) and avoids being too cliché, idealistic, or cynical. Find the sweet spot!
 - a. **Regardless of the project option you choose (see below), your project MUST IDENTIFY AND EXPLAIN a THEME STATEMENT.**
 - b. **THEME HELP:** The prompt indicates that dystopian literature is meant to teach today's readers a lesson that is relatable and meaningful for them. As you read your chosen novel, determine what LESSON (about life or human nature) readers are meant to learn from this novel. **Write this lesson in a complete sentence, which is your THEME STATEMENT.**
5. Choose **ONE** of the 'alternative project options' below. Each assessment option is worth 20 points and has its own rubric (provided on additional pages of this document).
6. **Submit this project** – on paper in person – to your GT English 9 teacher on the identified **due date, during the 2nd week of October 2023.** *Your teacher will make this deadline clear to you ASAP.*

***As stated above, this assignment will be collected during the second week of October 2023. It is strongly suggested that students begin the assignment prior to the start of school so that all clarification questions can be addressed before the deadline.*

Please be aware of the fact that your 9GT English teacher is extremely familiar with the description of each text as listed on SparkNotes (and similar websites such as Shmoop, GradeSaver, LitCharts, and Wikipedia). **You will, without question, receive a zero on the entire project should you choose to use ideas and/or language that are not your own.** This assignment helps your teacher understand your current writing and analysis ability, so you should not consult ANY other resources other than the text you have chosen and your own mind! Additionally, your teacher is aware of ALL movie versions of these texts – and that they are not the same as the novels. **You have been given CHOICES for this assessment – in NOVEL and in PROJECT TYPE – so please understand that plagiarism will NOT be tolerated at all; make this project your own!

Summer Reading 2023: PROJECT CREATION OPTIONS (with RUBRICS)

1. 2 Scene Addition

- Write 2 thorough, detailed scenes that could have *realistically* happened in the novel, but didn't actually happen.
- Do not change any character's personalities, names, or descriptions, and do your best to not change the **overall meaning** and **theme** of the novel. Your scenes should fit rather seamlessly into the novel without changing anything else major about plot or character.
- Your additional 2 scenes should be **2 TYPED pages of narrative EACH**. Make sure to include dialogue as needed, based on your novel's style.
- Once you have written your chapter additions, **write a brief response (5+ sentences) FOR EACH SCENE explaining:**
 - *Why you made your choice(s) – include plot points and one direct quote from the original text per scene*
 - *How each scene would have altered the novel's events*
 - *How each scene relates to your overall **THEME** statement (must include theme on project). Remember, that theme connects to the prompt – revisit the first page of this document/assignment!*

2 Scene Addition: Rubric	
Theme Statement included on project – universal, no personal pronouns, no you/your, not cliché/cynical/idealistic	/2
<p style="text-align: center;">2 scenes – TYPED:</p> <ul style="list-style-type: none"> • Detailed narrative – you are writing the story, not just explaining what would happen. • Dialogue • 2 pages per scene 	<p style="text-align: center;">Scene 1 - /4</p> <p style="text-align: center;">Scene 2 - /4</p>
<p style="text-align: center;">Written Explanations:</p> <ul style="list-style-type: none"> • 1 per scene – 5+ sentences EACH: <ul style="list-style-type: none"> ○ Why the choice was made ○ How this scene changes the story ○ How each scene relates to the theme statement 	/10
Comments	TOTAL /20

2. Model Medley (Fan Favorite!)

- Make creative models of **at least THREE** objects which are important to your selected novel. These should be significant objects, and should relate to the overall meaning, theme, character development, etc. of the text. Therefore, do not create a model of *a character* – think of an object *important to* character or an object that *represents* that character and create *that object*.
- **For EACH model that you create (not purchase), write a written response of at least 7-10 sentences.** Therefore, you should have at least 21 - 30 TOTAL sentences. Those sentences should explain:
 - *What each model is*
 - *How each model is important to the text, character, setting, etc. of the novel (Explain the significance in detail, using plot points AND ONE DIRECT QUOTE PER OBJECT)*
 - *How each model connects to the theme (must include theme statement)/message of the text. Remember, that theme connects to the prompt – revisit the first page of this document/assignment!*

Model Medley: Rubric	
Theme Statement included on project – universal, no personal pronouns, no you/your, not cliché/cynical/idealistic	/2
<p style="text-align: center;">Objects:</p> <ul style="list-style-type: none"> • THREE objects total • Each object must be symbolic or representative of an important theme, topic, moment, or character from the story – NOT just creating the character! • Must be a CREATED object – cannot just buy an object. • Must be 3-D – NO 2-D drawings! 	<p>Object 1 - /2</p> <p>Object 2 - /2</p> <p>Object 3 - /2</p>
<p style="text-align: center;">Written Explanations:</p> <ul style="list-style-type: none"> • Each explanation must be 5 – 7 sentences long • 1 explanation per object – <ul style="list-style-type: none"> ○ What each model is ○ How each model is SIGNIFICANT in the novel ○ How each scene relates to the theme statement 	<p>Expl. 1 - /4</p> <p>Expl. 2 - /4</p> <p>Expl. 3 - /4</p>
COMMENTS	TOTAL /20

3. Descriptive Bookmark

- Create an authentic but LARGE bookmark for your chosen novel. This bookmark should be larger than a normal bookmark so that you can fit all of the requirements – a rectangular sheet of computer paper or card stock works best.
- On the **front** of the bookmark, you **MUST** include:
 - the title & author,
 - a summary of most important events in the text (5+ sentences)
 - 3 relevant labeled/justified illustrations (**drawn**, not printed).
- On the **back** of the bookmark,
 - list and describe the main characters’ physical AND personality traits (3 + sentences each)
 - Rate the novel out of 5 stars and provide explanation for your rating (3+ sentences)
 - Include the theme statement and your explanation for that theme (3 + sentences). *Remember, that theme connects to the prompt – revisit the first page of this document/assignment!*
 - **What lesson can we learn from this novel?** (3 + sentences)

Descriptive Bookmark: Rubric	
Bookmark Creation / Creativity – Bookmark is completed on large paper (standard piece of paper, cardstock, poster paper, etc.); in COLOR; detailed; clear effort	/1
<p style="text-align: center;">Front of Bookmark Elements:</p> <ul style="list-style-type: none"> • Title, author • Summary – 5+ sentences that focus on the MOST important scenes / moments in the novel • 3 illustrations – relevant, labeled, explained, justified. These must be drawn and colored, and cannot be printed from the computer. 	<p>/1</p> <p>/3</p> <p>/3</p>
<p style="text-align: center;">Back of Bookmark Elements:</p> <ul style="list-style-type: none"> • List and describe the main characters’ physical AND personality traits in 3+ sentences EACH – should focus on 3 – 4 characters • Rate the novel out of 5 stars and explain your rating in 3+ sentences • Theme statement - universal, no personal pronouns, no you/your, not cliché/cynical/idealistic <ul style="list-style-type: none"> ○ Must EXPLAIN the theme in 3+ sentences 	<p>/4</p> <p>/2</p> <p>/3</p>

• Answer in multiple sentences: What lesson can we learn about life from this novel?	/3
COMMENTS:	TOTAL /20

4. Playlist * (Fan Favorite)

- Determine the **theme statement** (and related theme topics) for your chosen novel. For example, for *The Giver*, I could discuss theme topics such as: equality, memories, perseverance, knowledge, etc.
 - *Remember, that theme connects to the prompt – revisit the first page of this document/assignment!*
- Create a **playlist/soundtrack** of **at least 20 songs** for the novel. These songs should relate to the THEME STATEMENT/MAIN LESSONS of the novel. Therefore, these songs should also relate to the main scenes, conflicts, characters, etc. of your novel.
- For each song, you must provide:
 - **2** lines of *lyrics* – must be school appropriate.
 - **3 - 5** sentences *explaining* your selection. Why does this song work for this moment? How does it relate to the theme? Be specific; avoid repeating the same explanation for each song.
 - In your explanations, you must include 2 direct quotes. This means that for 2 of your 20 songs, you should include a direct quote from the novel in your justification!

Soundtrack / Playlist: Rubric	
Theme Statement included on project – universal, no personal pronouns, no you/your, not cliché/cynical/idealistic	/2
Playlist creation & explanation: <ul style="list-style-type: none"> • At least 14 different songs provided • List the artist and song title • Each song has 2+ lines of LYRICS from the song – which are school appropriate and meaningful, not just repeated lines of a chorus or verse 	/4
<ul style="list-style-type: none"> • Explain EACH song in 3+ sentences: <ul style="list-style-type: none"> ○ For what moment/scene does this song work? ○ WHY does this song work for this moment? ○ How does this song/meaning relate to the theme? 	/14
COMMENTS:	TOTAL: /20

5. 3 Responsorial Poems

- Write three poems in **response** to the text.
- These poems can be about characters or plot points (or whatever you so choose), however, they **MUST also** relate to the **theme statement (you must include the theme)** that you have chosen for the text. *Remember, that theme connects to the prompt – revisit the first page of this document/assignment!*
- After each poem, write a brief reflection (5-7 sentences) explaining the meaning of your poem and how it relates to your theme statement. Be specific.
- Each poem must be at least **EIGHT LINES** in length. These *cannot* be haikus.
- Each poem must include 2 pieces of figurative language: simile, metaphor, personification, allusion, onomatopoeia, etc.
- **Remember, these are not paragraphs.** They are poems and must be structured and punctuated as such. Style and rhyme scheme are your choice. Be deep, artistic, metaphorical, etc. Be creative!

3 Responsorial Poems: Rubric

Theme Statement included on project – universal, no personal pronouns, no you/your, not cliché/cynical/idealistic	/2
<p style="text-align: center;">Poems - general criteria:</p> <ul style="list-style-type: none"> • Each must be <i>in response or reaction</i> to the text – not just summary of events • Should be about characters, plot points, or conflicts that relate to THEME statement in some way. • 8 lines in length EACH – no haikus! • Each poem MUST contain at least 2 pieces of figurative language: ie. <i>simile, metaphor, personification, allusion, onomatopoeia</i> • These are NOT paragraphs – they should be structured as poems in lined format – rhyme scheme is up to you! 	/6
<p style="text-align: center;">Poem Explanations:</p> <ul style="list-style-type: none"> • Explain EACH of the 3 poems in approximately 5 sentences: <ul style="list-style-type: none"> ○ What message or meaning did you intend to convey in your poem? What does your poem mean? ○ How does your poem relate to the theme of the novel? ○ Significance? 	/12
COMMENTS:	TOTAL: /20

6. Movie Maker

- Pretend that you are a director or a screenplay writer, and you have just read (and fallen in love with) this novel.
- Write a thorough persuasive letter (at least two pages) to a movie producer in which you attempt to get that producer interested in making this novel into a movie to be released in 2024 or so. In your letter, complete the following:
 - Explain why the novel’s theme, characters, conflicts, etc. are important to our society today. Discuss your theme here, and why it matters to our society today. Remember, that theme connects to the prompt – revisit the first page of this document/assignment!
 - Explain why the elements mentioned above (plot, characters, conflicts) would make a successful movie.
 - Suggest a setting/filming location for the movie with a justification (explanation).
 - Suggest a cast list. Which famous actors today would play the main characters? Explain each casting choice in at least 2 sentences.
- **Note:** Your teacher is aware that movie version of 1984 was released in 1984, and that a movie version of Fahrenheit 451 was released in 1966 and again in 2018. **Your job is to make and cast a NEW MOVIE for today’s time. Do not simply copy another’s work.**

Movie Maker: Rubric	
Theme Statement included on project – universal, no personal pronouns, no you/your, not cliché/cynical/idealistic	/2
<p style="text-align: center;">PERSUASIVE Letter to Movie Production Company</p> <ul style="list-style-type: none"> • Letter must be 1.5 – 2 pages typed, single-spaced • Letter requirements: <ul style="list-style-type: none"> ○ Explain why the storyline, characters, conflicts, themes, etc. are IMPORTANT and SIGNIFICANT to society today in 2023. /3 ○ Explain why the elements above would make this movie SUCCESSFUL – why would people want to pay to see it? How much profit can you expect from the box office? Explain in multiple sentences. /3 ○ Where should the movie take place – what should the setting be? /3 <ul style="list-style-type: none"> ▪ Explain WHY this setting will work. Will the movie be shot on-site, or will you work out of a studio? ○ Suggest a cast list. For 5 – 6 MAJOR characters, what actor or actress should play them? /4 	

<ul style="list-style-type: none"> ▪ Explain in multiple sentences why this specific actor or actress would be a good fit for the character – discuss their personality, their experience, their age, their appearance, etc. ○ Explain what you think audiences will learn about life from this movie. ○ Explain what you think audiences will ENJOY about this movie. 	/3
<ul style="list-style-type: none"> ○ Explain what you think audiences will learn about life from this movie. ○ Explain what you think audiences will ENJOY about this movie. 	/2
COMMENTS:	TOTAL: /20

7. Interview with a Main Character

- In an interesting, complex story, the main character must make some hard choices. Choose one MAIN character to analyze from your novel. It can be the protagonist, antagonist, or another main character.
- Write at least **10** open-ended interview/discussion questions to “ask” your character. Make sure to write questions that will give this character a chance to talk about the choices they faced – they should be able to talk about these questions for a *while!*
- Your questions should cover the MAIN EVENTS / MOST SIGNIFICANT EVENTS of the novel.
- Then, answer ALL the questions as if you were the character. As you write your answers, talk about the events, thoughts, and feelings that surrounded your choices and discuss the impact of your decision(s).
- You must include **2 direct quotes** from the novel somewhere in your interview – and analyze them.
- Don’t forget a **theme statement!** *Remember, that theme connects to the prompt – revisit the first page of this document/assignment!*

Interview with a Main Character: Rubric	
Theme Statement included on project – universal, no personal pronouns, no you/your, not cliché/cynical/idealistic	/1
Specific INTERVIEW Criteria	
<ul style="list-style-type: none"> • Choose ONE MAIN CHARACTER from the novel to analyze • Create 10 open-ended interview questions to ask your selected character: <ul style="list-style-type: none"> ○ No yes or no questions ○ No identification questions ○ No easy answer questions! • Questions should cover the main events and most significant conflicts / characters in the story. • For each question, have your selected character ANSWER in 4 – 5 sentences in a way that is representative of their characterization. Your character may choose to focus on the following, but can answer however you think he/she would: <ul style="list-style-type: none"> ○ What event/conflict/character does the question reference? ○ What does the character FEEL or THINK about the question / the choices he/she made? ○ How did the decisions he/she made affect the rest of the novel? ○ Does the character have any regrets? ○ Relevance to the theme statement? 	/5
	/14
COMMENTS:	TOTAL: /20

8. Children’s Book Creation

- Design a children’s book that tells the story of *your chosen novel* in a way that a young student (early childhood – under 8 years old) would understand. Consider the themes and topics discussed in the novel – you cannot change them, but you must explain them to a young child *appropriately.*
- Create a children’s book, complete with COVER and ILLUSTRATIONS, that tells the main events of your chosen novel in at least 10 pages.

- *Be specific* – do not leave out anything important! Remember, you cannot change the events of the novel – people still die, people still get hurt – just tell me the way you’d tell a child!
- The pages/captions should be 5+ sentences long.
- **On the back** – justify your choices. Why did you tell the novel this way? Why did you change anything? How does this novel relate to the THEME STATEMENT you have selected?

Children’s Book Creation: Rubric	
Theme Statement included on project – universal, no personal pronouns, no you/your, not cliché/cynical/idealistic	/2
<p style="text-align: center;">Book Creation Criteria</p> <ul style="list-style-type: none"> • Create a PHYSICAL book – this is NOT an e- book! <ul style="list-style-type: none"> ○ Cover page – Cover image, title, author, IN COLOR. Feel free to use cardstock, to laminate (if possible – do not pay for this – Ms. Donahue can help you!) ○ 10+ pages of the STORY / NOVEL. Each page must be explained/written in 5+ sentences ○ 10 illustrations (one per page) 	/4
<p style="text-align: center;">Book Content Criteria</p> <ul style="list-style-type: none"> • Book must be true to story and must show clear effort and understanding of the text. • Consider the theme topics, plots, and conflicts in the novel – make them CHILD-APPROPRIATE. Explain these concepts in a way that a 5 – 8-year-old could handle. • Must include ALL of the elements of a story plot: exposition, rising action, climax, falling action, resolution. Must not leave any main events out. • On the back cover or 11th page – Justification in 5+ sentences: <ul style="list-style-type: none"> ○ Why did you tell your story this way? ○ Why did you change what you changed? ○ How does this story relate to the theme statement you provided? 	/4 /5 /5
COMMENTS:	TOTAL: /20

9. Main Character on Trial * (Fan Favorite)

- Imagine that you are a prosecuting attorney putting one of the characters from the book you read on trial for a crime or misdeed they committed in the play. Prepare the following:
- *Opening statement:* As a prosecutor, your job is to tell the jury who your character is and why he/she is guilty. In a brief paragraph of 5 sentences, explain who your character is. What do they look like? Where do they come from? What are their character traits? THEN, explain briefly (but not too specifically), what they did to land themselves in the court room. Don’t provide evidence yet; just be brief.
- *Rebuttal:* In the next short paragraph, explain why OTHER people might think your character is innocent. You know they are guilty, but why might the defense find them innocent? Consider what makes this character “good” in some ways and explain.
- *ARGUMENT:* In a detailed paragraph of 10 sentences, PROVE that your character is GUILTY of their crimes. Provide **3 – 5 SPECIFIC plot points** that prove their guilt, including at least **2 direct quotes from the book**. Explain with great detail why the jury should find him or her guilty.
- *EVIDENCE:* Create or draw a piece of evidence that you, the prosecutor, can present to the judge. This should be colored but does not have to be the best drawing in the world!
- Tell me if the jury took your side! Is he guilty or innocent? What is his/her sentence/punishment?

Main Character on Trial: Rubric	
Theme Statement included on project – universal, no personal pronouns, no you/your, not cliché/cynical/idealistic	/2
<p style="text-align: center;">Opening Statement</p> <p>Introduce yourself and the case – explain who is on trial and their specific crime. Your opening statement should be approximately 5 sentences. Your task is to OUTLINE the proof that you will present to the jury during the trial. Do not provide specific evidence yet, instead, simply introduce what you hope to prove and how.</p>	/3
<p style="text-align: center;">Evidence</p> <p>Present your case. For this project, your EVIDENCE is the <u>PLOT</u>.</p> <ul style="list-style-type: none"> • Explain 5 major plot points IN DETAIL – they all must prove or help to prove that your chosen character is guilty of your explained crime. • Include a direct quote for each piece of evidence. • +3 points if you can draw or create a piece of physical evidence that would prove their guilt! 	/5
<p style="text-align: center;">Call a Witness</p> <ul style="list-style-type: none"> • Select another character from the novel to be your witness. This character can be deceased for the purposes of this assignment. State their name. • What TWO questions would you ask this witness to help your case? Write the question and explain how they would answer to help you – use their perspective! 	/3
<p style="text-align: center;">Rebuttal</p> <p>What would the lawyer defending your character say to prove you wrong? Why might other people think your character is innocent? What makes this character “good” in some ways? Be specific and explain in approximately 5 sentences.</p>	/4
<p style="text-align: center;">Closing Argument</p> <p>In 3+ sentences, summarize the evidence that was presented throughout the trial and try to persuade the jury to find your “client” guilty. Be persuasive here – this is your last chance to prove the judge (Ms. Donahue) that your character is guilty!</p>	/3
COMMENTS:	TOTAL: /20

10. Traditional Essay

- In a *multi-paragraph* essay, explain how the author uses stylistic elements such as *diction (meaningful, emotional word choice etc.)*, *imagery*, *figurative language*, *symbolism*, *mood*, or *tone* to develop the **theme** of the text. ***Remember, that theme connects to the prompt – revisit the first page of this document/assignment!*** Therefore, **this theme should be about a lesson to learn from this novel.**
- In your essay:
 - Complete an introduction - Briefly summarize and react to the events of the text. What happened and how did you react? (No personal voice!)
 - You must create the **theme statement** for the text.
 - Explain, using evidence, how the author supports this theme using your chosen 2 - 3 elements.
 - You must include **multiple (3+)** direct quotations (including page numbers) in your essay.

Traditional Rhetorical Analysis Essay: Rubric
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<p style="text-align: center;">Introduction:</p> <ul style="list-style-type: none"> • Background info (title, author, genre) • Brief explanation of plot (2 sentences) • Introduction of THEME STATEMENT to learn from novel: <p style="text-align: center;">PROMPT:</p> <p style="text-align: center;"><i>Examine and explain the author's purpose for writing this novel, considering this text's importance for and influence on today's society and culture. How does the author use literary techniques to demonstrate their purpose for writing?</i></p> <ul style="list-style-type: none"> • Identify 2 - 3 rhetorical devices to analyze – <i>diction (must characterize – meaningful? Emotional? Logical? Technical?), imagery, figurative language (simile, metaphor, etc.), symbolism, mood, tone.</i> • Identify THEME STATEMENT – relevant, universal, no personal pronouns, no you/your, not cliché/cynical/idealistic. 	/3
<p style="text-align: center;">Body Paragraphs - Analysis</p> <p><i>* You are proving how Shakespeare uses rhetorical devices to prove a theme statement.*</i></p> <ul style="list-style-type: none"> • Each device must be in in separate body paragraph • 2 - 3 examples of each device = NEED DIRECT QUOTES FOR EACH EXAMPLE • Cite all quotes AFTER introducing and pasting the quote (Author, Page#). • Analysis, not summary – for each device and quote, prove that they are accomplishing their purpose and proving your theme statement. <ul style="list-style-type: none"> ○ Do not tell me what the quote means, rather, tell me WHY it MATTERS for the theme. 	/12
<p style="text-align: center;">Conclusion Paragraph</p> <ul style="list-style-type: none"> • Restates THESIS statement • Final, meaningful analysis – make an impact! Quick summary, then make the reader remember this essay – lessons? Characterization? 	/2
<p style="text-align: center;">CONVENTIONS / PROOFREADING</p> <ul style="list-style-type: none"> • Proofread to remove errors in spelling, capitalization, punctuation, grammar, etc. • Your essay should be multiple paragraphs, with each paragraph indented. • Avoid personal voice (I, me, my, us, we, you, your) in this literary analysis essay. 	/3
COMMENTS:	TOTAL: /20

You are ready to start!

Before beginning, read over the directions and requirements carefully to ensure full comprehension of the task at hand. **Please keep in mind that this project allows CHOICE – you are choosing which novel to read AND you are choosing HOW to show your teacher your mastery of that novel.** Therefore, it is important for you to make this work your own – as long as you try to read carefully and complete a project that meets the requirements, you will be just fine!

As you work over the summer, please feel free to reach out to me via email at sdonahue@bcps.org or ajackson8@bcps.org with any questions. I will do my best to get back to you ASAP with any helpful tips, suggestions, and feedback. *There will certainly be an opportunity for me to give feedback on your essay before the due date.*

Have a great summer! Happy reading!

- Ms. Donahue & Dr. Jackson ☺