

Centennial High School—Summer Reading—2010-2011

Ninth Grade Honors

Welcome to honors literature/composition at Centennial! Both your middle and high school instructors have worked hard to ensure that you get the most out of your high school English classes. Next year, you will build upon what you've done in middle school. You will have the opportunity to read, write, discuss, and evaluate as you explore the beauty and complexity of the English language.

As part of your preparation for an honors class, you are required to read two books and complete several grammar assignments this summer. All incoming freshmen in an honors class will read *Animal Farm* by George Orwell. The other book that you will read is *Mythology* by Edith Hamilton. As you are reading this summer, be aware of the assessment activities that will count toward your first semester grade in literature/composition.

ASSESSMENTS:

- CHS reading log for *Animal Farm* (completed this summer)
- Test over *Animal Farm* (given in August or September)
- Double-entry journal on *Mythology* (completed this summer)
- Project/presentation on *Mythology* (will be scheduled in August or September)
- On-line grammar assignments at www.chompchomp.com (completed this summer)

Access all forms and information at <http://www.chshub.com>.

ASSIGNMENTS/ASSESSMENTS:

1. *Animal Farm*
 - After reading *Animal Farm*, you will complete a reading log. You will get this reading log from your current language arts teacher or you can download it on the Centennial English website (<http://www.chsenglish.org>).
 - You should also prepare for a test on *Animal Farm* during the first or second week of school. A good way to prepare for this is to take notes as you read.
2. *Mythology*
 - While reading *Mythology*, complete a double-entry journal. You will get the instructions for this journal from your current language arts teacher or you can download it on the Centennial English website (<http://www.chsenglish.org>). Preferably, this journal should be typed.
 - Choose one project/presentation from the list below and complete it using information from *Mythology*.
3. Grammar Review
 - Go to www.chompchomp.com
 - Click on the tab labeled "Exercises." (You may also click on "here.")
 - There are nine (9) sections of exercises. You will do exercises from all nine (9) sections.
 - Do one exercise in each of the following sections: comma splices & fused sentences, fragments, irregular verbs, commas, pronoun agreement, pronoun case, pronoun reference, and subject/verb agreement. Do two exercises in the section entitled "word choice."

- This will total ten (10) exercises.
- Print out the handout that goes with each exercise you choose to do, and record your answers as you go through each interactive exercise.

PROJECT/PRESENTATION CHOICES

Artistic Project

The product must be an “art” object such as a shadow box, board game, movie poster, model of the setting/s, scrapbook of one of the characters, a sculpture, a painting, a sketch, etc. You should be as imaginative and creative as possible in order for the product to be unique and show evidence of original thinking. The focus should be on one myth or character from mythology. A one page, typed, double spaced explanation MUST accompany your “art” object and should explain how it relates to the myth or the character.

Dramatic Project

This product will involve a performance, and you may choose from three forms. In your performance, you must demonstrate knowledge of the selection by including plot events, key characters, thematic references, etc. A typed script MUST accompany your performance. Choose from one of the forms below:

- Deliver an original monologue as a god, goddess, hero, or heroine from mythology. This MUST be performed live and should include some appropriate costuming and props.
- Be a newscaster anchoring the six o’clock news and use events and characters from mythology as elements in the featured news stories. This MUST be performed live and should include appropriate costuming and props.
- Create a talk show in which you, the host/hostess, interview gods, goddesses, heroes, and heroines from mythology. This MUST be videotaped or on a DVD and should include appropriate costuming and props.

Written Project

This product involves creative writing and should NOT be approached like a traditional book report. Choose from the options below:

- Write an alternate ending for one of the myths (one page, double spaced, typed).
- Write a series of letters between characters (gods, goddesses, heroes, and heroines). A minimum of four letters must be written.
- Write a blog as one of the characters from mythology. This must include a minimum of 15 dated blog entries.
- Create a journal/diary as one of the characters from mythology. This must include a minimum of 10 to 15 dated entries.

In addition, include an illustration(s) with your original creative writing project. This may be an original drawing(s), clip art, computer generated illustration, cut from magazines, collage, etc.

You should be prepared for additional assignments related to Hamilton’s *Mythology* during the first month of school, so take notes as you read.

***All of your written components should be typed and in MLA format.**

The reading log, double-entry journal, and grammar assignments will be due on Monday, August 23, 2010.

Centennial High School
 Summer Reading Response-- 9th Grade Honors
DOUBLE ENTRY READING JOURNAL

Use this form for the second novel (student choice)

The purpose of a double entry reading log is to help you understand and analyze what you read. As you read, note in excerpts that strike you in some way, perhaps something you question or don't understand or something you agree or disagree with. Then once you have noted that part, react to it, reflect upon it, question it, or think about how it is related to other parts of what you're reading or to something outside the text. The two sides of the double-entry reading log should be a dialogue between you and the reading.

Directions:

1. Divide a page lengthwise into two columns.
2. At the top, write the date, the title/chapter of the book, and the author.
3. In the left column, write a quote from the reading. Include the page number.
4. Then in the right column, write your reaction to that entry.

<p>The following are ideas to help you begin. Not all areas need to be addressed. READING NOTES</p> <ol style="list-style-type: none"> 1. Quote directly from the reading: words, phrases or sentences that for you clearly suggest meaning or that you simply like. 2. Write down anything you find challenging or different: any image or idea, or way of saying something that strikes you in some way. 3. Write down any parts you don't understand or parts you have questions or problems with. 4. List words whose meanings you don't know for sure. 5. If you need to, draw pictures or diagrams to help you understand the reading. 	<p style="text-align: center;">REFLECTION NOTES</p> <ol style="list-style-type: none"> 1. Comment on a direct quote. Explain why you found it significant or enjoyable. Or paraphrase it. 2. Explain why you found something challenging or different. Analyze it. 3. Try to explore anything that confuses you or gives you trouble. Write your question(s). You don't have to answer the questions, just try to figure out what the questions are. Or challenge the point being made: argue. 4. Consult a dictionary and write down definitions of words you don't know. 5. Explain your drawings to achieve further understanding of the reading. <p>any closing comments about your reactions to the reading as a whole.</p>
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Centennial High School English Department
Summer Reading Response
9th Honors
Animal Farm

I. Elements of Plot and Characterization

In two to three well-written and nicely-detailed sentences, chronicle the evolution, or development, of one of the main characters for each of the following elements of plot.

Exposition:

Rising Action

Climax

Falling Action

Denouement (or Resolution):

II. Theme

Isolate one passage that comments on the dominant theme of the novel, copying the passage in the space provided. Then, compose one well-developed paragraph, approximately five to eight sentences in length, explaining the novel's theme and the manner in which the selected passage reveals the particular theme.

Selected Passage	Explanation of Theme

III. Literary Elements: Symbols, Setting, Foreshadowing

Based on your reading of the novel, compose one well-developed paragraph, approximately five to eight sentences in length, analyzing the author's use of setting, symbols, **or** foreshadowing to enhance both plot and character development. **Please note, the paragraph must focus solely on the author's use of **ONE** of the aforementioned literary elements.*

IV. Personal Connection

Choose one scene from the novel that you feel to be important. Then, write a paragraph explaining how that scene connects to your life.

V. Literary Elements: Allegory

First, define the word **allegory**:

Then, write a paragraph in which you consider how *Animal Farm* might be an allegory. Use examples from the novel to explain.

NAME: _____ PERIOD _____

Evaluation Rubric for Summer Reading Project – Ninth Honors English				
Standards	Criteria			
	High (23-25)	Good (20-22)	Adequate (18-19)	Needs work (15-17)
Content: *Purpose *Organization *Audience appeal	* Creatively fulfilled purpose *Used logical, easy-to-follow order *Created and maintained high audience interest *Covered topic with clear understanding of subject matter *Implemented required characteristics *Promoted highly original ideas and critical thinking	*Completely fulfilled purpose *Used easy-to-follow order *Kept audience’s attention *Covered topic with appropriate information *Presented a story line or is connected to selection	*Fulfilled purpose *Used order that was confusing at times *Lost audience’s attention *Covered the basics *Failed to fulfill required elements	*Failed to fulfill purpose *Used hard-to-follow order *Created little audience interest *Omitted important information
Visual Presentation: *Audience Appeal *Purpose *Effectiveness *Effort	*Highly interesting, easy to see and understand *Supported purpose *Communicated main ideas clearly *Showed outstanding effort *Vivid colors *Included full-length written explanation	*Interesting, easy to see and understand *Supported purpose *Communicated main ideas *Showed effort *Vivid colors *Included written explanation	*Somewhat interesting *Related to purpose *Generally supported main ideas *Some colors * Included incomplete written explanation	*Messy, disorganized, hard to understand *Unrelated to purpose *No support for main idea *Showed little effort *No colors * Included little or no written explanation
Written Assignment: *Grammar *Accuracy *Revision Evident *Details	*No grammatical errors *Thoroughly proofread and revised *Supported main ideas with rich details *Showed evidence of elevated vocabulary and diction appropriate to selection	*Few grammatical errors noted *Adequate proofreading and revision *Supported main ideas *Some evidence of elevated vocabulary and diction appropriate to selection	*Several grammatical errors noted *Little evidence of proofreading and revision *Weakly supported main ideas *Little evidence of elevated vocabulary and diction appropriate to selection	*Many grammatical errors noted * No evidence of proofreading and revision *Unsupported main ideas *No evidence of elevated vocabulary and diction appropriate to selection
Dramatic Presentation: *Delivery *Eye Contact *Explanation of Connection to Novel	*Spoke audibly and expressively *Maintained excellent eye contact *Organized, creative presentation *Included written script	*Spoke audibly *Maintained good eye contact *Organized, creative presentation *Included written script	*Spoke with little expression *Maintained little eye contact *Disorganized presentation *Included written script	*Spoke inaudibly * Little or no eye contact throughout speech *Disorganized and unrehearsed presentation *No written script offered
Comments:				
Total points _____ X 2 = _____				