

# 9<sup>th</sup> English Literature and Composition

## Summer '18 Assignment

**Note to Students:** This assignment will cover material and literature to help prepare you for the upcoming year. Please take your time with the packet and read all the directions carefully. You should plan to complete and turn this assignment in on the first day of school.

Directions and Notes to Parents/Guardians:

**Families should review the packet together and join the Remind group:**

**[rmd.at/ibaph2019](http://rmd.at/ibaph2019)**

**(Instructions on how to join below)**

- **Students should read for at least 30 minutes each day.**
- **Each activity should:**
  - ❖ Have the date and assignment title.
  - ❖ Have a clear and complete answer that explains the student's thinking and fully supports the response.
  - ❖ Be neat and organized

Get information for **Westlake High School** right on your phone—not on handouts.

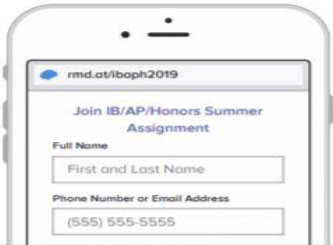
Pick a way to receive messages for **IB/AP/Honors Summer Assignment**:

**A** If you have a smartphone, get push notifications.

On your iPhone or Android phone, open your web browser and go to the following link:

[rmd.at/ibaph2019](http://rmd.at/ibaph2019)

Follow the instructions to sign up for Remind. You'll be prompted to download the mobile app.




**B** If you don't have a smartphone, get text notifications.

Text the message @ibaph2019 to the number 81010.

If you're having trouble with 81010, try texting @ibaph2019 to (706) 225-7116.

\* Standard text message rates apply.



Don't have a mobile phone? Go to [rmd.at/ibaph2019](http://rmd.at/ibaph2019) on a desktop computer to sign up for email notifications.

## Independent Novel Study

The following activities are to be completed with the novel *Things Fall Apart*, by Chinua Achebe. You will need to visit your local library, bookstore, or online to obtain a copy of the book.

Pace yourself accordingly for your reading and corresponding activities. The use of technology is encouraged, although not required, in the completion of any activities.

### Part 1: Vocabulary

As you read the novel make a list of words that you come across that are unfamiliar to you (not any that can be found in the book's glossary, names, or places). When you have finished reading the novel **choose one** of the following activities. Be sure to include a title and any necessary headings to document the activities you are completing.

Choose **one** of the following activities to complete:

- **Vocabulary Log:** Choose at least 15 words from your novel that you do not know the meaning. Record the dictionary definition for each word (quote the page number for each word used).
- **Create a Thesaurus:** Select at least 15 words from your novel that seem overused or boring. Rewrite the sentence from the book in which the word was found with a better one (quote the page number for each word used).
- **Identify at least 15** interesting words from your novel, record the definition, and tell why you think each is interesting (quote the page number for each word used).

### Part 2: Reading Journal (Connect & Question)

Your task is to keep a reading log and to complete **3 Reader Responses** for the beginning, middle, and end of the book.

**Response 1 Guiding Questions** (for the early chapters of the book – pgs. 3 - 53)

1. Explain one specific aspect of the culture described in the book. Tell how it compares to a specific culture you are familiar with.
2. Tell about a connection you made with the story (text-to-self, text-to-text/media, or text-to-world). Explain how your connection helped you understand the story better.
3. Discuss five meaningful or deep-thinking questions you had while you read.

## **Response 2 Guiding Questions** (for the middle chapters of the book – pgs. 54 - 106)

1. If the setting changes during the book, explain how and give examples. How does this change impact the story?
2. Compare and contrast two characters psychologically. To do this, consider their behavior and personality. Consider whether their physical descriptions match or differ with their behaviors and attitudes.
3. Give an example of a conflict or conflicts between:
  - a. two people
  - b. a person and his/her conscience (internal conflict)
  - c. a person and society
  - d. a person and an animal or nature
  - e. a person and a spiritual/supernatural being

## **Response 3 Guiding Questions** (for the final chapters of the book – pgs. 107 - 171)

1. If there is any special language used (dialects, foreign words, slang, etc.) give examples and explain its use and purpose. What effect does it have on the chapter and/or the book?
2. What is the theme or themes in the novel? How does the author show this idea? Cite evidence. Comment on how this theme fits in the novel and how it applies to life outside the book. What does this theme mean to you?
3. What did you learn from this novel? In answering this, you may comment on any aspect of the novel including how it is written.

## **Part 3: Reader Reflection Assignment (Infer & Transform)**

When we “read between the lines” or look for deeper meaning, we are inferring. When that deeper understanding leads to a change in the way we see or do things, we are transformed. Your task is to look for the deeper meaning of the novel you read, making specific reference to the text and defending your position with sound reasons, and to discuss how this understanding changed you.

Choose **one** of the following activities. Include a title and any necessary headings.

1. Write a review of the novel wherein you try to get someone else to read it.
2. Write a letter to the author of the novel, expressing your thoughts, questions, etc.
3. Imagine the novel you read had been made into a movie. Write a newspaper review that discusses the characters, plot, or just general theme.
4. Create a brochure to promote the book. Include a review of the novel wherein you try to get someone else to read it, a summary, and a picture.
5. Make a character box. In a shoebox include 10 objects that would be meaningful to the main character. On a separate piece of paper, in a paragraph, explain why you have chosen each object.
6. Make a 3-D model of a major scene from the novel.
7. Find **three** songs that seem to relate to your novel. Write out the lyrics and then write an explanation of how they relate.

**Assignment Checklist:**

- \_\_\_ Vocabulary Activity
- \_\_\_ Reading Response #1
- \_\_\_ Reading Response #2
- \_\_\_ Reading Response #3
- \_\_\_ Reader Reflection

## Grading Rubrics

Vocabulary Grading Rubric			
Category	Not Within Expectations	Approaching Expectations	Meeting Expectations
	1 Point	2 Points	3 Points
	4 Points	5 Points	
<b>Vocabulary Selection</b>	<ul style="list-style-type: none"> <li>• Selected words are simple or represent proper nouns; limited selection.</li> </ul>	<ul style="list-style-type: none"> <li>• Some interesting or advanced words; some selection.</li> </ul>	<ul style="list-style-type: none"> <li>• Interesting or complex words; good selection.</li> </ul>
<b>Vocabulary Usage</b>	<ul style="list-style-type: none"> <li>• Many words are incorrectly used in the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>• Most words are used correctly in the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>• All words are used correctly in the assignment.</li> </ul>
<b>Presentation</b>	<ul style="list-style-type: none"> <li>• The assignment is attempted, but not completed correctly and/or is difficult to read and interpret.</li> </ul>	<ul style="list-style-type: none"> <li>• The assignment is almost completed according to directions and is somewhat neatly presented.</li> </ul>	<ul style="list-style-type: none"> <li>• The assignment is completed according to directions and is neatly presented.</li> </ul>

Connect and Question Grading Rubric			
Category	Not Within Expectations	Approaching Expectations	Meeting Expectations
	1 Point	2 Points	3 Points
	4 Points	5 Points	
<b>Ideas/Content</b>	<ul style="list-style-type: none"> <li>• Entries do not show reflection about readings. The connections do little to help me understand the story. Questions are quick, literal questions and often not related to the story. Reading log not completed.</li> </ul>	<ul style="list-style-type: none"> <li>• Entries include some reflection of readings, but also lots of summary, or “stories.” Connections often recount events. Questions relate to predictions and content. Reading log partially completed.</li> </ul>	<ul style="list-style-type: none"> <li>• Entries show evidence of reflection of readings and original ideas, not summaries, or “stories.” Connections relate to the story and are often tied to an emotional response. Questions are relevant to the story and help to learn more about the meaning. Reading log completed with accuracy and detail.</li> </ul>
<b>Evidence From Novel</b>	<ul style="list-style-type: none"> <li>• Not enough detail is included in examples from the novel to show the reader what part of the novel is being discussed.</li> </ul>	<ul style="list-style-type: none"> <li>• Examples and references from the novel are provided but more detail is often needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Examples and references from the novel are provided in detail where necessary.</li> </ul>
<b>Fluency</b>	<ul style="list-style-type: none"> <li>• Journals are difficult to read and understand.</li> </ul>	<ul style="list-style-type: none"> <li>• Journals are mostly easy to read and understand.</li> </ul>	<ul style="list-style-type: none"> <li>• Journals are always easy to read and understand.</li> </ul>
<b>Quantity &amp; Presentation</b>	<ul style="list-style-type: none"> <li>• Many journal entries are not the required length. Presentation is not clear. Proper format has been attempted only.</li> </ul>	<ul style="list-style-type: none"> <li>• One or two journals are not quite long enough. Presentation is adequate. Journals are fairly neatly presented. Titles are usually included.</li> </ul>	<ul style="list-style-type: none"> <li>• All journal entries are of adequate length. Presentation is very clear. Journals are neatly written or typed. A title is included for each entry.</li> </ul>

Reader Reflection Grading Rubric					
Category	Not Within Expectations		Approaching Expectations		Meeting Expectations
	1 Point	2 Points	3 Points	4 Points	5 Points
<b>Ideas/Content</b>	<ul style="list-style-type: none"> <li>Ideas are present but more information is needed. Inferences are evident only as simple predictions. There is no evidence of “new” thinking.</li> </ul>	<ul style="list-style-type: none"> <li>Ideas are clear but information is general and predictable. Inferences are sometimes connected to the story. New thoughts or ideas are not always connected to the story.</li> </ul>	<ul style="list-style-type: none"> <li>Ideas are clear, original, and focused. Attempts at deeper thinking with relevant reactions and opinions are evident. New thoughts are connected to the story and often answer the question, “Why do I think the author wrote this book?”</li> </ul>		
<b>Evidence From Novel</b>	<ul style="list-style-type: none"> <li>Not enough detail is included in examples from the novel to support opinions.</li> </ul>	<ul style="list-style-type: none"> <li>Examples and references from the novel are provided but more detail is often needed to support opinions.</li> </ul>	<ul style="list-style-type: none"> <li>Examples and references from the novel are provided in detail to support thoughts and opinions.</li> </ul>		
<b>Fluency &amp; Word Choice</b>	<ul style="list-style-type: none"> <li>Language is functional. Writer uses familiar words and few energetic verbs. Sentences are sometimes stiff and choppy or repetitive.</li> </ul>	<ul style="list-style-type: none"> <li>Good word choice. Verb usage and descriptive words are used well. Writing has flow and rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>Imagery and verbs are strong. Specific and accurate words are used to convey meaning. Writing has flow and rhythm. Sentences add interest to text.</li> </ul>		
<b>Quantity</b>	<ul style="list-style-type: none"> <li>Thoughts and opinions are brief and not the required length.</li> </ul>	<ul style="list-style-type: none"> <li>Thoughts and opinions are close to the required length.</li> </ul>	<ul style="list-style-type: none"> <li>Thoughts and opinions are at least two pages double-spaced (written) or one page typed (12 pt.) or more.</li> </ul>		
<b>Conventions</b>	<ul style="list-style-type: none"> <li>Some usage, grammar, or paragraphing problems exist. Spelling and end-of-sentence punctuation are almost always correct. Punctuation may be incorrect or missing.</li> </ul>	<ul style="list-style-type: none"> <li>Grammar and usage are correct. Paragraphing may create problems. Spelling and punctuation are correct.</li> </ul>	<ul style="list-style-type: none"> <li>Grammar and usage are correct and contribute to clarity. Punctuation is correct and paragraphing adds to organizational structure.</li> </ul>		