

**10<sup>th</sup> Grade World Literature**  
**Independent Reading Assignment**  
**Due Monday, September 24<sup>th</sup>**

**ASSIGNED TEXT (Choose ONE of the following):**

- a. *American Born Chinese* (Gene Luen Yang)
- b. *Life of Pi* (Yann Martel)
- c. *Looking for Alibrandi* (Melina Marchetta)
- d. *Persepolis* (Marjane Satrapi)
- e. *The Absolutely True Diary of a Part Time Indian* (Sherman Alexie)
- f. *The Alchemist* (Paulo Coelho)
- g. *The Joy Luck Club* (Amy Tan)

**ESSENTIAL QUESTIONS**

**Consider how your novel addresses the following questions:**

- a. What does it mean to fit in?
- b. How do we come to an understanding of how we fit into society?
- c. How do we reconcile the tension between internal and external identity?
- d. What does it mean to be “grow up?” What factors influence this process?

**BEFORE YOU READ**

- There will be checkpoints and assignments to accompany this project throughout our first unit. Please make sure to keep up with your reading, so that you will be prepared.
- Please adhere to ALL rubrics and instructions that accompany this project.
- Remember that although annotations can feel like a burden, it’s important to make your thinking visible and to aid your understanding and analysis.
- The most common complaint about annotating is that it slows down your reading. Yes, it does. That is the point. If annotating annoys you, read a chapter, then go back and annotation.
- Annotations should be in the margins of your text or on sticky notes. Annotations will NOT be accepted on a separate piece of paper.
- Approach your novel with an open mind. As this is World Literature, consider what they text reveals about people, cultures, and experiences outside of your own. Let the literature inspire you and stretch your imagination and perspective.
- Your teachers have read and are familiar with each of the novel selections. Keep that in mind when completing your assignments and preparing for your assessment.

**ASSIGNMENT**

**Part I: ANNOTATIONS:**

- You must obtain a physical copy of your selected novel and annotate the text.
- Because we will use this text during our first unit of study and the annotations are a grade, **you may NOT use an eBook.**
- Please reference the annotation rubric. The depth and quality of your annotations, as outlined on the rubric, determine your grade.

**Part II: CHOICE BOARD: Choose ONE of the following options, and be sure to follow ALL instructions.**

OPTIONS	INSTRUCTIONS FOR TASK
Tissue Box Project	<ol style="list-style-type: none"> <li>1. You will need to have a tissue box (<b>not used – it should have tissues still in it!</b>). Cover the tissue box with construction paper or the white side of wrapping paper, but still leave the top open for the tissue so that we can actually use it in our classroom. Make sure that tape is not visible.</li> <li>2. <b>Side 1:</b> Create a new book cover for your novel. Be sure to include the title of the book, the author’s full name.</li> <li>3. <b>Side 2:</b> Create a character web to describe one of the main characters in the story. The character’s name should go in the center with these four (4) categories branching off: 1) physical description (What does the character look like?); 2) personality (What adjective phrases describe this character? Be more descriptive than “nice,” “good,” “bad”); 3) significance (What does this character do throughout the story that makes him/her important?); and 4) personal connection (In what way can you relate to this character? Ex: personal experience, personality trait, etc.) Remember to be specific!</li> <li>4. <b>Side 3:</b> Select five (5) words from the novel that were new or unfamiliar for you. List each word and include a definition that you understand and the sentence(s) it was used in within the story (including page number). Be sure to put quotation marks around the sentences from the novel since you are quoting directly from the book. Construct an original sentence using each of the vocabulary words.</li> <li>5. <b>Side 4:</b> “Sell” the book to your classmates. Write a one paragraph advertisement about the plot of the story that would make other students want to read the book. Be creative, but be careful not to give away any surprises or endings for the story! No spoilers!</li> <li>6. <b>Side 5:</b> Select your favorite quote from the novel. Provide an explanation of the importance of the quote by making a text-to-text, text-to-self and text-to-world connection. Accompany the quote with a colorful illustration. This illustration may be computer generated if you are not good at drawing.</li> </ol>
Dialectical Journal	<ol style="list-style-type: none"> <li>1. As you read, choose passages that stand out to you and record them in the left-hand column of the t-chart provided. Provide the full excerpt and cite the page number. You must have <b>at least 10 excerpts</b> that cover the book in its entirety (in other words, your excerpts can’t be from the first few chapters. You must choose excerpts that reflect the book, from beginning to end).</li> <li>2. In the right column, write your response to the text (ideas/insights, questions, reflections, and comments on each passage). Your commentary should reflect a variety of the following: <ul style="list-style-type: none"> <li>o <b>(Q) Question</b> – ask about something in the passage that is unclear</li> <li>o <b>(C) Connect</b> – make a connection to your life, the world, or another text</li> <li>o <b>(P) Predict</b> – anticipate what will occur based on what’s in the passage</li> <li>o <b>(CL) Clarify</b> – answer earlier questions or confirm/disaffirm a prediction</li> <li>o <b>(CH) Challenge</b> – what ideas/beliefs/comments from the author or character do you disagree with or see differently? Explain.</li> <li>o <b>(R) Reflect</b> – think deeply about what the passage means in a broad sense – not just to the characters in the story. What conclusions can you draw about the world, about human nature, or just the way things work?</li> <li>o <b>(E) Evaluate</b> - make a judgment about the character(s), their actions, or what the author is trying to say</li> </ul> </li> </ol>
Double Entry Journal	<ol style="list-style-type: none"> <li>1. As you read, choose passages that stand out to you and record them in the left-hand column of the t-chart provided. Provide the full excerpt and cite the page number. You must have <b>at least 10 excerpts</b> that cover the book in its entirety (in other words, your excerpts can’t be from the first few chapters. You must choose excerpts that reflect the book, from beginning to end).</li> <li>2. You will develop 10 HOT questions to go with each excerpt. Your questions must higher level and align with the requirements for developing questions. Your questions should lead to further discussion and debate. Simple recall questions or those that can be answered with a simple “yes” or “no” will not be accepted.</li> </ol>

<p style="text-align: center;">Counselor Recommendation Letter</p>	<p>Write a summary appraisal from the school counselor’s point of view that assesses the character’s academic and personal qualities and promise for study in college. The college is particularly interested in evidence about character, relative maturity, integrity, independence, values, special interest, and any noteworthy talents or qualities. What makes this character stand out? What contributions can this character make to your chosen college? Why do you feel this student would be well-suited to attend college? <u>Your letter should be a minimum of 2 pages, double spaced. It must be typed and follow MLA format.</u> Please note: your letter should reflect the depth of your character and his/her development throughout the entirety of the text.</p>
<p style="text-align: center;">ABC Summary</p>	<p>Choose a character you liked and then create sentences based on the alphabet scheme that demonstrate your knowledge of the character. Your summary for each letter should be of substance and quality, reflecting the characters and their growth, major themes, epiphanies, symbols, key events, moments, conflicts. Your summary should reflect your depth of reading and comprehension.</p>
<p style="text-align: center;">Art Gallery/Tableau</p>	<ul style="list-style-type: none"> <li>■ A tapestry is a large canvas, often broken into frames, that tells a story. The images displayed tell the story of important events, emotions, conflicts, symbolism, resolutions, or themes. Examine the events, emotion, conflicts, resolutions, symbolism, and/or themes of your novel and create a tapestry of at least 3 frames.</li> <li>■ Requirements <ul style="list-style-type: none"> <li>- Drawings must be completed on drawing paper (not notebook paper or computer generated).</li> <li>- Drawings must be rich, complex, and reflect artistic ability.</li> <li>- Drawings must be “filled in” (meaning, not outlines, or drafted sketches)</li> <li>- Drawings must accurately depict the plot, theme, symbolism, or values within the novel.</li> <li>- 1 Frame per Paper (min. of 3 total)</li> <li>- You must also include a curator card (typed or written neatly on an index card) that explains the vision and message behind your tapestry (min. of 1 paragraph, 7-11 sentences)</li> </ul> </li> </ul> <p>*Please note: If you cannot draw, if you are NOT artistically inclined, this is NOT the option you should choose. Neither stick figures nor internet prints will be accepted.</p>

**Part III: ASSESSMENT**

You will complete a multiple choice and constructed response test for your chosen independent reading. You may use your annotated book during the test. This will take place the week during the sixth week of the semester--beginning September 24<sup>th</sup>.