

## HIGH SCHOOL SUMMER READING PROJECT

Select ONE book to read and complete the project.

***Be sure you refer to the grade you will be entering.***

### **9th Grade:**

Captains Courageous (Rudyard Kipling)  
The Pearl (John Steinbeck)  
Roll of Thunder, Hear My Cry (Mildred D. Taylor)

### **10th Grade:**

Frankenstein (Mary Shelley)  
The Crucible (Arthur Miller)  
Animal Farm (George Orwell)

### **11th Grade:**

To Kill a Mockingbird (Harper Lee)  
Fahrenheit 451 (Ray Bradbury)  
Old Man and the Sea (Ernest Hemingway)

### **12th Grade:**

Hound of the Baskervilles (Sir Arthur Conan Doyle)  
The Strange Case of Dr. Jekyll and Mr. Hyde (Robert Louis Stevenson)  
Robinson Crusoe (Daniel Defoe)

Dual Credit English Students must read 2 books (*The Strange Case of Dr. Jekyll and Mr. Hyde* is required as one of those books.)

### PROJECT SUBMISSIONS:

Complete the project in Google Docs format. If you do not have access to Google Docs, use the word processing program available to you.

The teacher will give the guidelines of how to submit the project in Google Classroom on the second day of class. **This project is recorded as the first test grade of Quarter 1.**

*Note: Students who enroll after August 15 must submit the project by 3:00 p.m. on Quarter 1 progress report day.*

Student Name

Book Title

**DIRECTIONS:**

Write an original paragraph of approximately 100 words to answer each section. (Do not use AI or the internet, but compose in your own words.) Use a topic sentence and a conclusion sentence.

Include **two quotations** from the text to support each point in your paragraph. Each quotation should be no more than one sentence, placed in quotation marks, and page number listed in parenthesis at the end of the sentence.

*Example quotation use: Johnny revealed a new confidence when he confirmed he would do the silverwork, which surprised the customer, as he was “not accustomed to apprentices who settled matters while their masters pondered”(23).*

**1. Exposition:** What important events occurred before the story began? What do you learn about the setting and character in the first 1-2 chapters?

**2. Conflict:** What types of conflict does the main character face? What does the character stand to lose?

3. **Characterization:** Analyze the protagonist's traits and relationships. What theme is revealed through this character's development?

4. **Structure:** Analyze what part of the plot functions as the turning point of the narrative. Explain what the author is saying about life when this pivotal moment forces the protagonist's actions to a point of no return.

5. **Resolution:** Analyze what has changed from the beginning of the story. Explain whether the ending is one which points to an optimistic future for the protagonist and what the author is telling the reader from that ending.



## PROJECT RUBRIC

|                  | Good 3 points  | Fair 2 points   | Poor 1 point   |
|------------------|--|---|--|
| Exposition       | Contains a well-written original paragraph of what the reader learns in the first chapters. The evidence of understanding is present and clear. Two quotations are used to support the writing. A unifying topic sentence and conclusion are used.   | Contains a somewhat well-written original paragraph of what the reader learns in the first chapters. The evidence is somewhat present or lacking quoted support or missing unifying structure.              | Lacks good sentence structure, originality, or the evidence of understanding is not clear. |
| Conflict         | Contains a well-written original paragraph of the conflict faced by the main character and what may happen to the character. The evidence of understanding is present and clear. Two quotations are used to support the writing. A unifying topic sentence and conclusion are used.                    | Contains a somewhat well-written original paragraph of the conflict faced by the main character. The evidence of understanding is somewhat present or lacking quoted support or missing unifying structure. | Lacks good sentence structure, originality, or the evidence of understanding is not clear. |
| Characterization | Contains a well-written original paragraph of the protagonist's traits and relationships, including what this characterization says about life. The evidence of understanding is present and clear. Two quotations are used to support the writing. A unifying topic sentence and conclusion are used. | Contains a somewhat well-written original paragraph of how the character changed. The evidence of understanding is somewhat present or lacking quoted support or missing unifying structure.                | Lacks good sentence structure, originality, or the evidence of understanding is not clear. |
| Structure        | Contains a well-written original paragraph of the plot's turning point and the life message it portrays. The evidence of understanding is present and clear. Two quotations are used to support the writing. A unifying topic sentence and conclusion are used.  | Contains a somewhat well-written original paragraph of the turning point and life message. The evidence of understanding is somewhat present or lacking quoted support or missing unifying structure.       | Lacks good sentence structure, originality, or the evidence of understanding is not clear. |
| Resolution       | Contains a well-written original paragraph of what changed in the story from beginning to end. The evidence of understanding is present and clear. Two quotations are used to support the writing. A unifying topic sentence and conclusion are used.  | Contains a somewhat well-written original paragraph of what changed in the story. The evidence of understanding is somewhat present or lacking quoted support or missing unifying structure.                | Lacks good sentence structure, originality, or the evidence of understanding is not clear. |

