



CHRIST

PRESBYTERIAN ACADEMY

2011 Summer Reading Assignment *English I* *Black Ships Before Troy*

Abstract:

No other epic poem offers readers a side-line glimpse of the grand display of war like Homer's *The Iliad*. *The Iliad* is a war poem, cataloguing the magnificence of ships, the raging battles, both Greek and Trojan heroes, events, armor, and outcomes. *Black Ships Before Troy* is a thrilling and beautiful retelling of this story. Though written in prose, the language is lyrical and captures the imagery of both man and god as the two often intersect and collide. Along with its examination of the pantheon of Greek gods, *Black Ships Before Troy*, like the original poem, invokes the heroic spirit of Greek antiquity.

Assignment:

Students will draw connections between the world of war presented in *Black Ships Before Troy* and a novel (or film) of student's choice. As you read Sutcliff's text examine the character types, events, and objects. Where have you seen these patterns before? You may use a text you have read before or you may read another over the summer to use for the comparison. As you read and look for parallels, you will create one product that presents these comparisons of character, situation, and outcome.

Rubric:

The grading rubric follows the assignment and provides a detailed expectation for each of the choice activities.

1. Photo Essay:

The photo essay will provide a way for you to bring your own creativity and originality into your summer work as you look for parallels between your two texts and make connections to the world around you. For this task, students will plan, arrange, and take 10 photographs that capture the similar worlds in terms of character, situation, conflict, objects, motivations, themes, etc. Photographs need to be creatively placed on a poster board, in a photo album, or in some other creative means to display your

findings and observations. The pictures should demonstrate student creativity and understanding of both texts. Give your essay a title that captures its essence and be prepared to present your project to the class during the first week of school.

2. Glog:

Glogster.com is an online collage site that allows you to group multi-media files including music, film clips, youtube clips, photos, graphics, words, etc. into a document (a glog). Glogs should be constructed to reveal overlapping ideas, characters, themes, objects, etc. between your two texts. While you will post your glog to the public site, you will need to print a color copy to give to your teacher on the first day of class with the url written on the back.

3. imovie:

What a better way to connect worlds than with a short imovie. This project allows students to use the tools of film to tap into and explore the connections between both texts, using film clips, music, graphics, pictures, words, etc. to examine the relevance and similarities between the two works. Movies should be between 5 -10 minutes in length. Films will be graded on graphics, design, pace, sound, and connections. Students will turn in a burned dvd in a folder to their teacher on the second day of school.

4. Power Point:

Students may make a PowerPoint presentation that draws connections between Sutcliff's text and the text of their choice. Slides should contain similarities, visuals, and asserted points that make your argument. On the second day of class, students will submit a photocopy of their slide show in a folder to their English teacher.

5. Soundtrack:

Music is a resourceful avenue that can be tapped to embellish themes and characters found in literature. Using Sutcliff's *Black Ships Before Troy* and another text of your choice, create a 10- song soundtrack connecting these two works. Design a cd cover for the front and back, and submit your cd along with the case and design on the second day of school. On top of the Soundtrack, write a 1-2 page response that explores the musical connections your found and showcased on your soundtrack.

Summer Reading Assignment

Final Grade: _____

Grading Rubric

Grade: _____ **Level:** _____

Name: _____ **Teacher:** _____

Title of Books: _____ **Project Type:** _____

Criteria	Excellent (20- 15 points)	Successful (14- 10 points)	Poor (9- 0 points)
Originality & Creativity	Product displays personal creativity and originality in design, content, and appearance. Ideas are inventive and innovative. Project reveals out of the box thinking and abstraction.	Product shows some original thought and creativity. While new ideas are explored and presented, others are generated from other sources.	Projects use other people’s ideas (giving them credit) but show little evidence of creative or critical thinking.
Design	Project is aesthetically pleasing with various colors, textures, forms, graphics, media, and/or images arranged effectively to compliment purpose and guiding direction of the product. Photographs show intricate design and detail, varied shots and angles, and lighting patterns. Soundtracks provide a diverse range of music and styles, which compliment the content or connections.	Project is attractive, visually complete, and effective in color, design, and pattern. While the product offers an organized design, some visual elements are undersized or explored and detract from the overall presentation of the product. Photographs display a variety of shots and colors, angles and designs. Arrangement compliments content. Soundtracks offer a varied approach to the connections between novels.	Projects lack color, texture, and form. Objects, graphics, and/or images tend to be bunched in a way that is not appealing or complimentary of overarching purpose and design. Photographs appear bland and offer little in terms of visual appeal. Music seems stationary and lacks a common thread or purpose. Movies are disjointed and contribute little to the unifying purpose or plan.
Textual Connections	Project utilizes and presents strong textual examples and connections in terms of quotations,	Project uses textual examples and connections in terms of	Project has some concrete examples that are text-

	situations, characters, symbols, and themes. Examples stem from each work and explore the presence and significance of the universal correlations in an effective manner. Student extends the connections and brings in other pieces as well to strengthen pattern. Connections are accurate and effective.	quotations, situations, characters, symbols, and themes. Examples are provided from each text and show the interrelationship between them. Connections are accurate.	related. Content stems from one of the works read and lacks a visual or intentional connection to other texts. Some connections lack accuracy.
Rationale	Projects correlate directly with stated rationale and explore the various connections stated therein. Outcome is married to origin and fulfills the purpose of the project .	Projects connect to stated rationale and explore the connections stated therein. Outcome and origin hold similar aims, but lack concrete connection and development.	Projects do not connect to stated rationale and purpose and show little attempt to bring the two together.
Overall Composite	Projects meet and exceed expectations in terms of design and content, appearance and pattern. Students approach the task with a clear understanding of the texts and their relatedness.	Projects meet expectations in terms of design and content, appearance and pattern.	Students do not meet expectations in terms of design, and/or content, and/or appearance.

Comments: