



CHRIST

PRESBYTERIAN ACADEMY

2011 Summer Reading Assignment *Seminar Students, Grades 10, 11, and 12* *Two Choice Books*

Overview:

Summer reading for seminar students stems from two lists generated by a committee of ten seniors who were asked to compile a list of books that had the greatest impact on them as individuals. Over the summer, students will select one book from the list of the Arthurian Tradition and one book from the second list of texts (one you have not read before). You will begin this assignment with the Arthurian text, as it will provide the character, situational, and symbolic patterns that you will bring to the second. As you read the second novel, look for patterns and similarities in the characters, situations, and symbols.

Required Reading: Select one book from each of the following groups. Students will read two books over the summer in preparation for their fall seminar.

Group One: Choose one of the following books.

One Flew Over the Cuckoo's Nest – Kesey
East of Eden – Steinbeck
The Elegance of the Hedgehog – Barbery and Anderson
A Tree Grows in Brooklyn – Smith
Into the Wild – Krakeur
In Cold Blood – Capote
The Man Who Was Thursday – Chesterton
Blue Like Jazz – Miller
Age of Innocence – Wharton
The Alchemist – Coelho

Group Two: Arthurian Reading Assignment: Select one of the following texts and read the *assigned* pages.

The Winter King by Bernard Cornwell – **Read Book II (The Princess Bride) pages (96- 185) and Book III (The Return of Merlin) pages (187- 265)**

Idylls of the King by Alfred Lord Tennyson – **Read pages (1- 52) and (137- 195)**

Arthurian Romances by Chretien De Troyes – **Read “The Knight of the Cart (Lancelot)” (207-294) and “The Story of the Grail (Perceval)” (381- 494)**

Le Morte De Arthur by Sir Thomas Malory – **Read Sections: The Tale of King Arthur (pages 21- 94), The Tale of Sir Launcelot Du Lake (pages 118-136), The Tale of the Sangreal (pages 359-431), The Book of Sir Launcelot and Queen Gwynevere (pages 432-471), and Le Morte D’Arthur (pages 472-507).**

Mists of Avalon by Marion Bradbury – **Read Book One pages (3-231).**

The Once and Future King by T. H. White – **Read Book I: The Sword in the Stone and Book III: The Ill-Made Knight**

Rubric:

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

Tools:

1. Include a statement of purpose or rationale for your project of choice. This paper should address your overarching theme or purpose governing your project that connects the worlds of the novels.
2. As you uncover these repeated patterns, select one of the following tools to showcase your findings:

Photo Essay:

The photo essay provides 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

12- 15 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 display 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.

Glog:

Glogster.com is an online collage site that allows students 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. When students post their glog to the public site, they need to print a color copy to give their teacher on the second day of class with the web address written on the back.

imovie:

What 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 need to be between 5 and 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.

Power Point:

Students may make a PowerPoint presentation that draws connections between their two texts. Slides should contain similarities, visuals, and symmetrical points that document your argument. On the second day of class, students submit a photocopy of their slide show in a folder.

Soundtrack:

Music is a resourceful avenue that can be tapped to embellish themes and characters found in literature. Using both texts create a 12-15 song soundtrack connecting these two works. Design the compact disc cover for the front and back, and submit your compact disc along with the case and design on the second day of school. On top of the Soundtrack, students write a 1-2 page response that explores the musical connections found and demonstrated on their soundtrack.

Grade:

Students will submit their folders with their rationale sheet and their project on the second day of school on Wednesday, August 17.

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) |
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| 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. |

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| Textual Connections | Project utilizes and presents strong textual examples and connections in terms of quotations, 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. | Project uses textual examples and connections in terms of quotations, situations, characters, symbols, and themes. Examples are provided from each text and show the interrelationship between them. Connections are accurate. | Project has some concrete examples that are text-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: