



Booker T. Washington High School and the High School for the Engineering Professions

2019 10th Grade Summer Reading Assignment (Due September 13, 2019)

Schoolwide Book #1 (ALL STUDENTS) - Assignment 1

Directions: This summer you will read *Unwind*. As you read, you will make notes on character traits, character motivations, and the conflicts.

Book Information:

Unwind by Neal Shusterman

Reading Level: Ages 12-17

ISBN: 978-1416912040

Summary: Connor, Risa, and Lev are running for their lives. The Second Civil War was fought over reproductive rights. The chilling resolution: Life is inviolable from the moment of conception until age thirteen. Between the ages of thirteen and eighteen, however, parents can have their child “unwound,” whereby all of the child’s organs are transplanted into different recipients, so life doesn’t technically end. Connor is too difficult for his parents to control. Risa, a ward of the state, is not talented enough to be kept alive. And Lev is a tithe, a child conceived and raised to be unwound. Together, they may have a chance to escape—and to survive.

Character trait is a term that describes the individual aspects of a character’s personality. One character will have more than one trait that describes his/her personality; for example, a person can both friendly and smart. If you need help thinking of character traits, you can search for character traits in any search engine to find printed lists. To note character traits you need to....

- Highlight or underline an excerpt from the text that shows the character’s personality
- Write a note to explain the character trait:
 - What is the character trait that this quote reveals?
 - How do you know this?

Sample Excerpt for Character Traits	Sample Note on Character Traits
From Sharon Creech’s <i>Walk Two Moons</i> “She was dressed in a plain brown skirt and white blouse. On her feet were sensible, wide, flat, shoes. She did not wear makeup. Even though she had a pleasant, round face and long curly hair, the main impression I got was that she was used to being plain and ordinary, that she was not supposed to do anything shocking” (Creech 17).	<i>Phoebe’s mother, Mrs. Norma Winterbottom, is a respectable woman. She dresses in simple clothes and doesn’t do anything to make herself look beautiful. When the narrator says that Mrs. Winterbottom isn’t supposed to be shocking in any way, it shows that she is trying to be respectable.</i>



Conflict is a term that describes instances in a novel when a problem occurs. The characters can experience minor conflicts (like verbal or non-verbal arguments) and major conflicts (like fights or wars). To not conflict you need to...

- Highlight or underline an excerpt from the text that shows a conflict
- Write a note to explain conflict:
 - What is the problem?
 - How do you know this?

Sample Excerpt for Conflict	Sample Note on Conflict
From Sharon Creech's <i>Walk Two Moons</i> “‘I am not a goose,’ I said. ‘I already had dessert, and I’m going home to work on my English report.’ My father turned to Margaret. ‘I’d better go with her. Sorry—’ Margaret didn’t say anything. She just stood there as my father retrieved his jacket and joined me. I knew it was mean, but I felt as if I had won a little victory over Margaret Cadaver” (Creech 77).	<i>Sal is upset with Margaret because she is a daily reminder that her mother is gone. After Phoebe’s mother disappears, too, Sal does her best to remove the reminder of her own missing mother by being mean to Margaret.</i>

Character motivation is a term that describes the reasons why a character has a particular thought or did a particular action. To note character motivation you need to...

- Highlight or underline an excerpt from the text that shows why a character does or thinks something in your story.
- Write a note to explain the motivation:
 - What did the character think or do?
 - Why did the character think or do this?

Sample Excerpt for Character Motivation	Sample Note on Character Motivation
From Sharon Creech's <i>Walk Two Moons</i> “In the shop attached to the pipe museum, Gramps bought two peace pipes. One was for him and one was for me. ‘It’s not for smoking with,’ he said. It’s for remembering with” (Creech 41).	<i>Gramps bought two pipes so both he and Sal can remember the trip they took together.</i> *This motivation is directly said in the text.



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From Sharon Creech's *Walk Two Moons*

"AT SCHOOK THE NEXT DAY, Phoebe wore a fixed expression: a sealed, thin smile. It must have been hard for her to maintain that smile, because by the time English class came around, her chin was quivering from the strain" (Creech 72).

Phoebe likes order, so when her mother left, she is feeling lost. She doesn't want anyone to know how she is feeling, so she fakes a smile.

***This motivation is not directly stated in the text. You have to use clues to figure out why the character did/thought what she did.**



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Summer Reading Annotation

Title of Novel: _____

Author: _____

Character Trait (quote)	Annotations <i>Which character trait describes this character? How do you know this?</i>
Conflict (quote)	Annotations <i>What is the conflict for the character? Why is this a problem?</i>



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Character Motivation (quote)	Annotations <i>Why did the character do/say what they did?</i>

Activity

Create a fake Facebook account at <http://www.classtools.net/FB/home-page> and put up at least 10 posts about a certain character from the book. Also put up at least 3 friends he/she might have.



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Choose a book from the following list as your second novel.

Assignment #2 - Summer Reading List

- * Shift by Jennifer Bradley
- * Rot and Ruin by Jonathan Maberry
- * Stormbreaker by Anthony Horowitz
- * Revenge of the Witch by Joseph Delaney
- * The House of the Scorpion by Nancy Farmer
- * A Boy Called Twister by Anne Schraff
- * Seven the Series by various authors
- * A Matter of Trust by Anne Schroff
- * The Curious Incident of the Dog in the Night-Time by Mark Haddon
- * The Lovely Bones by Alice Sebold
- * Looking for Alaska by John Green
- * Fahrenheit 451 by Ray Bradbury
- * Mexican Whiteboy by Matt de la Pena
- * The Fault in Our Stars by John Green
- * The Outsiders by S. E. Hinton
- * Monster by Walter Dean Myers
- * Graceling by Kristin Cashore
- * Girls Like Me by Tanya Savory
- * A Wrinkle in Time by Madeleine L'Engle
- * The Giver by Lois Lowry
- * The Kite Runner by Khaled Hosseini
- * To Kill a Mockingbird by Harper Lee
- * The Hunger Games by Suzanne Collins
- * The Tragedy of Romeo and Juliet
- * Animal Farm by George Orwell
- * The Book Thief by Markus Zusak



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BINGO- ASSIGNMENT #2

Create a book trailer video.	Create a word search about the book (20 words).	Create a poster to advertise your book.	Write a newspaper story about an event in the book.	Create a board game to go along with the book.
Create a new cover for the book (include flaps).	Write a poem or spoken word piece about the book.	Create a comic strip or cartoon on ToonDoo.com	Write a song or rap about the book.	Create a journal, and write five journal entries as one of the characters.
Write your own song that represents the book.	Build a model that represents your favorite part of the book.	FREE SPACE	Research topics that are mentioned in your book and put together a fact sheet.	Using classtools.net, make a Fakebook page for the main character(s) in the book.
Create a cast of characters and script/musical then record a dramatized summary of the book.	Create an alternate ending for your book; it must be a complete chapter.	Create a collage about your book.	Write a book review about the book.	Venn Diagram: Compare and contrast yourself to one of the characters.
Create and illustrate a timeline of events in the book using the Prezi Online presentation tool at www.prezi.com .	Create a Soundtrack with 8 songs for the book; save the songs to a flash drive to share. Explain why each song was chosen.	Create a detailed map of the setting in the book. Label places where events occurred.	Create a Wordle (wordle.net) of terms/characters from the book.	Create a pizza box book report to present on Friday of the first week of school (see attached directions)



Pizza Box Book Report

• **The Box Top**: Here, you will introduce the title of the book. This is where you can get creative and have fun with the title, slogan, lettering, illustrations, etc. Among the creative things you can do is highlight a few of the most important facts about the book. (Slogans: such as The Best Pizza in Town! - often seen on pizza boxes, or Hand-Tossed by... in the spot where you can write your name and the author's name.

• **Inside the Box Top**: Here you will write 10 vocabulary words from your book. They should be words that are important to know when reading this book. You will also explain what each word means.

• **The Pizza**: Now to the real meat of the lesson! Each pizza slice will represent each component of a fictional book. You will have a circular piece that you will glue on the bottom of the inside of the box illustrating each of the slices that you write about. You will then need to use Velcro, or some other way to attach the written slice on top so that it can move but not get lost or misplaced.

Characters Slice: You will list the most important characters in the story and provide a brief description of each of them. Tell us which character is the antagonist and protagonist.

Plot Slice: You will list each part of the plot diagram on this slice. You will elaborate more on each component during your presentation.

Setting Slice: Write where this story takes place. If it takes place in multiple places, list them. Give details about the setting.

Theme Slice: What is the author trying to tell us? What is the underlying message? Some examples of themes are: - Things are not always as they appear to be- Love is blind

Point of View Slice: Who is telling the story? The main character (First Person), the author (third person-uses; he, she, they) ...list some of their characteristics.

Conflict Slice: There are four kinds of conflict. Write down which type is in this story and explain what the conflict is to the class.

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|-----------------------------|--------------------------------------|
| 1) Man vs. Man (physical) | 2) Man vs. Circumstances (classical) |
| 3) Man vs. Society (social) | 4) Man vs. Technology |
| 5) Man vs. Self (internal) | 6) Man vs. Nature |
| 7) Man vs. God | |



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Summer Reading Assignment Project Rubric

	1	2	3	4
Selects appropriate characters, events, or ideas	Demonstrates little understanding of significant characters, events, or ideas in book	Demonstrates age-appropriate understanding of significant characters, events, or ideas in book	Demonstrates above-average understanding of significant characters, events, or ideas in book	Demonstrates complete and fluid understanding of significant characters, events, or ideas in book
Uses a format appropriate to the type of project	Demonstrates weak skill in constructing a project that is clear and respectful of book's themes, ideas, purpose, etc.	Demonstrates some skill in constructing a project that is clear and respectful of book's themes, ideas, purpose, etc.	Demonstrates skill in constructing a project that is clear, probing, and respectful of the book's themes, ideas, purpose, etc.	Demonstrates strong skill in constructing a project that is concise, clear, probing, and respectful of the book's themes, ideas, purpose, etc.
Demonstrates clear understanding of the book	Demonstrates little understanding and appreciation of the book's imagery, symbolism, importance, and purpose	Demonstrates some understanding and appreciation of the book's imagery, symbolism, importance, and purpose	Demonstrates above-average understanding and appreciation of the book's imagery, symbolism, importance, and purpose	Demonstrates great understanding and appreciation of the book's imagery, symbolism, importance, and purpose
Connects project to the book's major concepts/events and general theme or purpose	Shows little or no connection of the project to the book's major concepts/events and general theme or purpose	Shows a connection of the project to the book's major concepts/events and general theme or purpose	Creatively or clearly shows an obvious connection of the project to the book's major concepts/events and general theme or purpose	Creatively and clearly shows an obvious connection of the project to the book's major concepts/events and general theme or purpose
Communicates correctly and effectively	Speaks, writes, or presents the book in a disorganized way that doesn't explain ideas to other students; Uses spelling, grammar, & vocabulary with errors	Speaks, writes, or presents the book in a way that explains ideas to other students; Uses spelling, grammar, & vocabulary with some errors	Speaks, writes, or presents the book in a very organized and engaging way that explains ideas to other students; Uses mostly correct spelling, grammar, & vocabulary	Speaks, writes, or presents the book in a very organized, fun, and engaging way that explains ideas clearly to other students; Uses near-perfect spelling, grammar, & vocabulary
Displays visuals effectively	Below average visual appeal. Little or no artistic quality.	Average visual appeal, some artistic quality. Interesting visual presentation	Above-average visual appeal, some artistic quality. Creative, and interesting visual	Superior visual appeal, artistic quality. Creative, original, and interesting visual presentation