

CHS Summer Reading Project Options: 2023



Directions: Read the book you chose for summer reading and choose one of the following project options that you will bring to your class and teacher in the fall.

Please scroll through this document to see explanations, criterias for success, and models for each option.

There will be a prize awarded to the top summer reading projects!





Option 1: Musical Playlist Project



Selecting a story to music is important for creating a mood in an audience. This assignment asks you to create a playlist to represent important moments in the story you read. Choose two songs for the beginning, two for the middle, and two for the end. For each song, write an analysis about how that song connects to a specific part of the book.

Role: You are a musical producer for the movie interpretation of your summer reading book

Audience: Movie theater audience

Format: A written analysis with musical choices embedded in the project (Youtube link, Prezi, website, document with links to songs, Google slides, etc.)

Topic: Two songs for scenes from the beginning of the book, two songs for the middle of the book, and two songs for the ending of the book.

Example

[THE OUTSIDERS SOUNDTRACK | Smore Newsletters](#)

Musical Playlist Analysis Criteria For Success

- I wrote an introduction to interest readers and help them understand the synopsis of my summer reading book
- I have included at least six scenes and songs and included the title and artist.
- I analyzed the lyrics and musicality of songs and compared them to specific parts of the text.
- I explained in detail why the songs matched parts of the book by analyzing the mood and/or themes of the text.
- I chose precise words and used metaphors, images, or comparisons to explain what I meant.
- I punctuated quotes and citations accurately.
- I included images and musical selections in my chosen format.
- I varied my sentence structure, sometimes using simple and sometimes using complex sentence structure.
- I used resources to be sure the words in my writing were spelled correctly, including returning to sources to check spelling.

Option 2: Narrative Writing Project



Narrative Assignment:

Choose this task if you love to write creatively, if you had ideas about how you'd change the book you read, or if you're inspired by your story's setting, characters, and conflicts. This task asks you to choose a prompt below and write a story based off of your book.

Role: You are a ghostwriter for the author of your summer reading book!

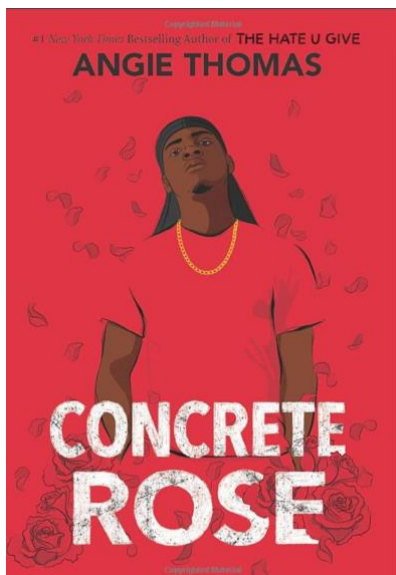
Audience: Readers of the original text

Format: A written story

Topic: Choose below!

Narrative Prompt Options		
Add an additional chapter to flesh out a character's decision or actions.	Revise the ending of the book to change how the story ends.	Revise chapter 1 to change the course of the story for characters.
Write chapter 1 of the sequel to continue where the original book left of.	Have different idea for a narrative inspired by your summer reading book? Go for it!	Write a diary entry from the main character's perspective to deeply explore the character's inner thoughts.
Imagine elements from your nonfiction book used in a fictional book. What story can you tell based off of your nonfiction reading book? Develop the setting, characters, and conflict.	Write from a different character's perspective during a particular event or moment in the story.	Write a personal narrative that tells a story about your own life, but make connections to your book's character choices & motivations, the setting, and/or the conflict of your summer reading book.

Example: *Concrete Rose* (Prequel to *The Hate U Give*)



ONE

When it comes to the streets, there's rules.

They ain't written down, and you won't find them in a book. It's natural stuff you know the moment your momma let you out the house. Kinda like how you know how to breathe without somebody telling you.

If there was a book though, there would be a whole section on streetball, and the most important rule would be at the top, in big bold letters:

Don't get your ass beat in front of a fine girl, especially if she *your* girl.

But that's exactly what I'm doing. Getting my ass beat in front of Lisa.

"It's okay, Maverick," she calls out from a picnic table. "You've got this!"

ANGIE THOMAS

Straight up? I ain't got nothing. Me and King got zero points to Dre and Shawn's eleven. One more point and they win. Big as King is you'd think he'd block Shawn's lanky ass or something. Shawn getting by him like he don't exist. Posting him up, shooting jumpers in his face, all that. Got the homies going wild on the sidelines, and got King looking like a fool.

I can't be mad at King. Not with what's going down today. My head not in the game much either.

It's one of them perfect August days where the sun real bright yet it's not too hot to play ball. Rose Park full of King Lords in gray and black—seem like all the homies came to get a game in. Not that King Lords need an excuse to come to Rose. This our territory. We handle business here, chill out here, get our butts kicked on the court here.

I check the ball to Dre.

He grin extra wide. "C'mon, Mav. You going out like this in front of *your* girl? Lisa should've played instead of you."

"Ooohs" echo along the sidelines. Dre never go easy on me 'cause I'm his younger cousin. He been dunking on me since I was big enough to hold a ball.

"Worry 'bout this whooping you gon' take in front of *your* girls," I say. "Keisha and Andreanna won't wanna claim you after this one."

There go more "Ooohs." Dre's fiancée, Keisha, is over at the picnic table with Lisa, laughing. Keisha and Dre's daughter, Andreanna, is in her lap.

"Look at li'l homie, trash-talking," Shawn says, grinning with his gold grill.

"We should call him Martin Luther King 'cause he got a dream if he think he winning," Dre says.

"I have a dream," Shawn try to sound like MLK, "that one day, you may step on this court and get a goddamn point!"

The homies laugh. Truth is, Shawn's joke could've been whack and they'd laugh. That's how it is when you the crown of the King Lords, the Caesar of Rome. People do what they supposed to in order to stay on your good side.

One of them yell out, "Don't let them punk you, Li'l Don and Li'l Zeke!"

It don't matter that my pops been locked up for nine years or that King's pops been dead almost as long. They still Big Don, the former crown, and Big Zeke, his right-hand man. That make me Li'l Don and King Li'l Zeke. Guess we not old enough to go by our own names yet.

Dre bounce the ball. "What you got, cuz?"

He start right. I follow and run straight into Shawn's chest. They running a pick-and-roll. Dre get away from me, and King go after him, leaving Shawn open. Shawn gun for the hoop. Dre toss the ball up and—

Goddamn! Shawn dunk on King.

"Whatt!" Shawn yell as he hang from the rim. He jump down, and him and Dre do the handshake they've done since they were kids.

"They can't mess with us!" Shawn says.

"Hell nah!" Dre says.

I won't *ever* hear the end of this one. Thirty years from now, Dre gon' be like, "Remember that time me and Shawn didn't let y'all score?"

King slam the ball against the concrete. "Shit!"

He take losing to heart for real.

"Ay, chill," I say. "We'll get them next—"

"Y'all got beat *down!*" one of the homies, P-Nut, laughs. He this short dude with a thick beard, and he known to have a big mouth. There's scars on his face and neck 'cause of it.

"We should've stopped calling you Li'l Don a long time ago. You an embarrassment to the OG, balling like that."

The homies on the sidelines laugh.

I clench my jaw. I oughta be used to them kinda jabs. Let a lot of fools in the set tell it, I ain't as hard as my pops, ain't as street as my pops, ain't as good at anything as him.

They got no clue what I'm doing on the low. "I'm more like my pops than you think," I tell P-Nut.

"Could'a fooled me. Next time, big boy there oughta put as much effort into the game as he do into eating."

King step toward P-Nut. "Or I could whoop your ass instead."

P-Nut step toward him, too. "What it is, then, fool?"

"Whoa, whoa, whoa!" I say, pulling King back. He real quick to fight. "Chill!"

Narrative Criteria For Success

- I included precise details from the original text including setting, characters, and events.
- I wrote in the original author's style including lively, active verbs, sensory language that appeals to the readers' five senses, descriptive language, dialogue, and figurative language/literary devices (flashback, irony, etc.)
- I used paragraphs to separate different parts or time of the story and to show when a new character was speaking. Some parts of the story were longer and more developed than others.
- I showed why characters did what they did by including their thinking and their responses to what happened.
- I used transitional phrases to show passage of time.
- I varied my sentences to create the pace and tone of my narrative.
- I used resources to be sure the words in my writing were spelled correctly, including returning to sources to check spelling.

Option 3: Letter to the Author

Letter Writing Assignment:

Choose this task if you share a personal connection with the text you read. Your "Letter to the Author" gives you the opportunity to express your thoughts and feelings about different themes in the text while sharing how the book connects to your own life and experiences.

Role: Accomplished reader of book

Audience: The author of your book

Format: Letter

Topic: Connecting themes from the text to your own life

Letter to the Author Criteria For Success

- I identified a theme or themes in my text
- I shared my thoughts about the theme in my letter
- I outlined connections between the theme and the characters
- I connected my real life experience to the theme
- I used multiple paragraphs in my letter

Letter to the Author Exemplar

Dear Mrs. Lee:

I am lucky enough to have been raised in a small close-knit community. We moved here when I was four years old and now I'm a junior in high school. The draw back to this is, however, is that it's truly hard to look at people you've known your entire life and realize that maybe they are not exactly what you thought they were.

When I read *To Kill a Mockingbird* it opened my eyes to some things about the people in my town that I had never before considered. While growing up, I've always been able to count the number of African Americans in our community on one hand. Most of the time, there haven't been any. Soon after I realized this, I started noticing that comments I often heard my peers saying about African Americans were very offensive and sometimes even hostile. I had never really thought about their comments, such as using the "N" word, until after I read your book. I began to draw a direct parallel between Scout and myself. Scout had always accepted what people said about African Americans, until one day she realized it was wrong how people treated them—they were no different than she was. For the longest time, I had just been ignoring comments because, even though I knew deep down they were wrong, I didn't realize just how wrong. When I said something to my parents about what I had been noticing, they said that they have observed the same prejudice. I also thought about the fact that all my life African Americans have been moving in and out of my town and I had never really considered the reason why they left after a few months. In eighth grade one of my friends told me her family had bought a house from African Americans. After her family moved in, someone burned a cross in their yard because they thought that the African Americans still lived there.

I guess you could say that I had been wearing rose-colored glasses when it came to prejudice. I'd missed all the obvious signs--no African Americans living in my community (or any other minorities for the fact), the white supremacy group meetings that I had heard of people seeing, and the remarks that I heard at school.

I also realized that prejudice had not only been a part of my community life, but of my extended family's life. During my entire life, as well as my Mom's my Granddaddy has been prejudiced toward not only black, but to races that aren't white. I've heard the remarks all my life but I didn't pay any attention to them until I read *To Kill a Mockingbird*. After I read your book and shared my feelings with my parents, my mom told me that she was not allowed to read your book when she was younger because her parents would not let her. She didn't realize at the time that it was because of prejudice. She also explained to me that she has struggled all her life to overcome the prejudice instilled in her

as a child. My parents have tried very hard to raise their children so that they would not be prejudiced toward anyone.

Just last week the Nazi sign was painted on a stop sign here in town. *To Kill a Mockingbird* has helped open my eyes to what was right in front of my face.

Sincerely,

Option 4: Poem about a book

Poem Assignment:

Choose this task if you have a love for poetry and would like to express your thoughts and feelings about your book in poetic form. Use a poetic format of your choice to share the theme of the book, to summarize the events and characters of the book, or to connect the theme/topic of the book to your own life and experiences.

Role: Poet who recently finished the book

Audience: Readers of the text

Format: Poem

Topic: Theme from the book

Poem about a book Criteria For Success

- I created a title for my poem
- I wrote my poem using a specific poetic structure
- I wrote about a theme from my book
- I summarized the characters and events of the book
- I connected the theme/topic of the book to my own life and experiences

Loveless Society

By Maria G. Dryden

*I am apart of a loveless society
and I refuse to believe that
I can change it.
This is a shock but
"Love is the glue that bonds things"
Is a lie and
"Love is overrated"
So soon I can tell my child
I do not love you,
And my boss will know I think
work
Is more important than
love.
Once
People loved used to love each other
But not anymore
Experts tell me
love is obsolete and 30 years from now it will not be in dictionaries
I do not think that
I will live i a country of love*

*And all of this will come true unless we **REVERSE IT***

Now read it backwards

Option 5: PODCAST

Podcast assignment:

Role: You have your own Podcast series. Your next episode you will discuss your summer reading book

Format: An audio recording of your podcast with a written script

Topic: Choose Below

Podcast Prompt Options		
Interview the author!	Describe your experience while reading the book!	Interview a friend who also read the book!
Interview a character!	Have different idea for a podcast inspired by your summer reading book? Go for it!	Invite a celebrity to a podcast and discuss your shared summer reading

Podcast Criteria for Success

- I have created a **written script** that contains
 - I varied my sentence structure, sometimes using simple and sometimes using complex sentence structure.
 - I used resources to be sure the words in my writing were spelled correctly, including returning to sources to check spelling
- I have a created a podcast **audio recording** that is at least 2 minutes long.
 - The audio is clear for the listener.
 - I have used time effectively in my audio recording
 - I have created podcast that engages the listener
- I have created an introduction that orients the listener to the book.
- I analyzed the theme of the text providing evidence from the text. I explained the message the author was trying to convey and why
- I have discussed my opinion of the book. Would I recommend reading my summer reading? Thoughts about particular characters?
- I have made connections to the text. (text to text, text to self, text to world)
- I have created a sense of closure to the podcast episode

Example:

[In "Miles Morales Suspended Grapples with Racism and Saving the World" - NPR](#)

[Article Describing the Podcast episode](#)

Description by Apple:

"Miles Morales, the beloved protagonist of Jason Reynolds' Spider-Man novel, is back. And this time, he's dealing with an in-school suspension for challenging his history teacher at an elite Brooklyn private school. But between writing poetry about his new crush and saving the world, the young, Black and Puerto Rican superhero also stumbles into some major themes about racism and censorship. Reynolds tells NPR's A Martinez how his newest novel is a response to the book bans taking place across the country – and how he wishes it didn't have to be."

Option 6: Video or written book critique



Choose this option if you'd like to express yourself visually and lyrically on how you felt about your chosen text. This is an opportunity for you to reflect on the book whether you liked it or didn't like it and whether you would recommend it to someone else to read. Many book reviewers review books that were recommended to them by another person or fellow book enthusiast and you get to step into that seat with this option. You can film your critique as a BookVlog where you will review the book you read for prospective readers as a way to either build interest or provide insight into the text or you can write a traditional book review opinion editorial piece that includes the same concept in written form.

Here are some examples in the links below:

This is a video that includes images of where the readers felt these compilation of images reflected the aesthetic and mood of *The House on Mango Street* novel. You can use this option if you don't want to be on camera but will speak in the background while playing related images:

[House on Mango Street Booktok Clip](#)

This is a clip reviewing "*The Black Kids*" by Christina Hammond Reed where the book reviewer does a vlog review of the novel to both provide a synopsis for the text and garner interest:

[Youtube Review on The Black Kids](#)

This is a Youtube book review on "*Exit West*" by Mohsin Hamid

[Exit West Vlog Review](#)

Here is an example of a book review/opinion editorial (op-ed) like piece where you are writing your review in a three paragraph summary to talk about how you enjoyed or did not enjoy the book and provide a rating, (scale of 1-5).

[NPR book review for Warrior Girl UnEarthed](#) (full attached)



Criteria For Success for book critique vlog

- I created a tagline or title for my review
- I included a written description for my vlog which includes a summary of the book
- I discussed at least two key events that took place in the book
- I discussed the main character and their relation to the plot of the book
- I identified a theme and its relationship to the books plot line
- Stated an authentic and substantive critique of the novel (why you liked it/didn't like it and why)
- I published it as a video

Criteria For Success for book review/op-ed

- I created a title for my book review
- I wrote a well structured review that includes an opening paragraph, clear thesis, and conclusion
- I discussed at least two key events that took place in the book
- I identified a theme and its relationship to the books plot line
- Stated an authentic and substantive critique of the novel (why you liked it/didn't like it and why)

