

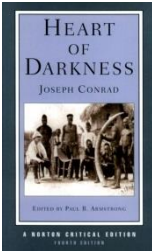
Odyssey Charter School
Summer Reading Assignment

8th Grade

Students: Once you select a book from the Summer Reading List, please select an assignment to demonstrate your understanding of the text. This assignment is due at the end of the second week of school to your English Language Arts teacher.

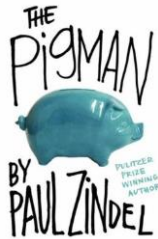
Heart of Darkness, by Joseph Conrad

The finest of all Conrad's tales, *Heart of Darkness* is set in an atmosphere of mystery and menace, and tells of Marlow's perilous journey up the Congo River to relieve his employer's agent, the renowned and formidable Mr Kurtz. What he sees on his journey, and his eventual encounter with Kurtz, horrify and perplex him, and call into question the very bases of civilization and human nature. *Students would only be asked to read the Heart of Darkness but they could read more if they are interested.*



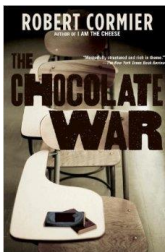
The Pigman, by Paul Zindel

Mr. Pignati is a lonely old man with a large belly and an awful secret. With a great big twinkling smile, Mr. Pignati is *The Pigman*. When John and Lorraine, two high school sophomores, meet Mr. Pignati and quickly become friends. Soon, John and Lorraine visit him every day after school, and he showers them with gifts, food, and most importantly, the love and attention they do not receive in their own joyless homes. One day, Mr. Pignati suffers a heart attack and John and Lorraine agree to take care of his house while he recovers. The true betrayal comes when John invites friends over to Mr. Pignati's house and they have a party without his permission, ruining one of his wife's dresses and destroying a collection of porcelain pigs. When Mr. Pignati returns to find his house ransacked, he is hurt. Feeling terrible, the two offer to take him to the zoo to help make up for it to see Mr. Pignati's fave baboon. When they arrive, they find he has died. Overcome with grief and the heaviness of the recent events, Mr. Pignati suffers a cardiac arrest and dies, leaving John and Lorraine grieving and reflecting on the fragility of life.



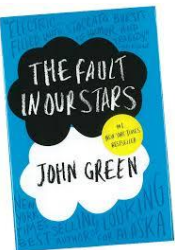
The Chocolate War, by Robert Cormier

The Chocolate War, set at a fictional Catholic high school, depicts a secret student organization's manipulation of the student body, which descends into cruel and ugly mob-like mentality against a lone, non-conforming student. The novel includes details of a high school secret society that uses intimidation to enforce the cultural norms of the school.



The Fault in Our Stars, by John Green

Hazel, a teen with a terminal illness, who is forced by her parents to attend a Cancer Kid Support Group. While there, she meets and falls in love with the seventeen-year-old Augustus Waters, an ex-basketball player and amputee.



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1) CASTING A FILM

Put together a cast for a film version of your novel. Imagine the director/producer wants you, the casting director, to make recommendations for the actors and actresses playing each part of the story. Include photos and descriptions of the stars you choose to play each part. To convince the producer to hire your cast, explain why each actor/actress is “perfect” for the part in a 1-2 page casting report. At least one example of textual evidence should be used for each cast member. Use the Casting Report Rubric to guide your project.

2) TIMELINE

Create an illustrated Time-Line of the important events in your novel. Illustrate the events of the day and provide a 3-4 sentence summary of each event on the timeline. At least one example of textual evidence should be used for each important date. Use the Timeline Rubric to guide your project.

3) NEWSLETTER

Create a 1-2 page newsletter that covers all of the main storylines in your novel. The audience for the newsletter is your teacher and others who may not be familiar with the book. At least one example of textual evidence should be used for each section of the newsletter. Use the Newsletter Overview and Rubric to guide your project.

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Casting Rubric

	Poor 2 pts	Fair 3 pts	Good 4 pts	Excellent 5 pts
Casting Photo	Poor Used only photo or description with no reason for why your friend fits the character.	Fair Used only the photo or description to describe why your friend fits the character.	Good Used photos and some description to write a brief information sheet as to why your friend fits the character.	Excellent Used actual photos and descriptions to develop a portfolio of your friends and why they fit the characters.
Technical	Poor Little to no thought given into setting, characters description for defense of casting choice.	Fair Some thought given into setting, characters description for casting, but was still lacking a show of creativity.	Good Good use of setting, characters description to defend casting choice.	Excellent Excellent use of setting, characters description to defend casting choice.
Mechanics	Poor 5 or more errors in spelling, punctuation, grammar and usage. Photos not clear; editing missing. Sheet looks thrown together. Everything fits on one 8x12 sheet.	Fair 3-4 errors in spelling, punctuation, grammar and usage. Photos a little fuzzy; editing somewhat distracting. Everything fits on one 8x12 sheet.	Good 1 -2 errors in spelling, punctuation, grammar and usage. Photos pretty clear; editing clean. Everything fits on one 8x12 sheet.	Excellent No errors in spelling, punctuation, grammar and usage. Photos clear; editing sharp. Everything fits on one 8x12 sheet.

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Timeline Rubric

	4	3	2	1
Quality of content	Included events and ideas are important and interesting. No major details are excluded.	Most of the included events and ideas are important or interesting. One or two major events or ideas may be missing.	Some events and ideas included are trivial, and major events are missing.	Many major events and ideas are excluded, and too many trivial events are included.
Quantity of facts	The timeline contains at least 15–20 events related to the topic being studied.	The timeline contains at least 8–10 events related to the topic being studied.	The timeline contains at least 6 events related to the topic being studied.	The timeline contains fewer than 6 events.
Accuracy of content	Facts are accurate for all events reported on the timeline.	Facts are accurate for almost all events reported on the timeline.	Facts are accurate for most (~75%) of the events reported on the timeline.	Facts are often inaccurate for events reported on the timeline.
Sequence of content	Events are placed in proper order.	Almost all events are placed in proper order.	Most (~75%) of the events are placed in proper order.	Most events are incorrectly placed on the timeline.
Dates	An accurate, complete date has been included for each event.	An accurate, complete date has been included for almost every event.	An accurate date has been included for almost every event.	Dates are inaccurate or missing for several events.
Language & Examples	Events are clearly described and supported using accurate examples and evidence. Vivid language is used.	Events are described well, but language and examples are sometimes vague or inaccurate.	Events are not described well and language and examples are often vague or inaccurate.	Events are described using vague language and/or examples or inaccurate information.

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Newsletter Overview and Rubric

1. When you pass in your newsletter final copy and all required “sloppy copy” papers and notes, please include this sheet with the copy of the rubric on the back. I will expect to see that you have crossed off each item as it is completed.
2. You must have a title for your newsletter. This title should be created in some way from the title of the book or theme of the book.
3. Advertisements: Insert three or more advertisements for people, places, and/or things from your book. Refer to the Press Sentinel and other newspapers for ad ideas. For example, for PERSON you could advertise a service that someone is offering; for PLACE you could advertise a travel destination or a piece of real estate that is for sale; for THING you could advertise an item that is for sale or rent. Ads must be reflective of the time period in which the story occurs.
4. The newsletter must have three or more news stories about events in your book.
5. The newsletter must have two or more obituaries about characters in your book
6. Be sure to cleverly insert the book title, author’s name and your name in the newsletter in a location of your choice. I suggest that you include them in some creative way rather than just adding them on at the end. You will not credit if you simply write this information in as you turn in the assignment.
7. Final copy error-free. Five points will be deducted for each error in spelling, punctuation, etc., so proofread several times for accuracy!
8. Write a reflection that covers the entire newsletter. In the writing reflection, explain what part of the newsletter was your favorite part and why, if this was a difficult or easy assignment for you, what you liked or disliked about it, explain the worst or hardest part of the assignment and why, etc. (4 points)

Rubric Components	Point Scale			
	4	3	2	1
Layout	Outstanding visual appeal. Use of space and graphics are neatly done.	Visually attractive and presented neatly.	Simple layout design	Lacks neatness in layout
Content Development	Articles/ideas are engaging and insightful and illustrate an excellent understanding of the events, themes, and point of view in the novel. Obvious attention to detail in planning and organizing.	Articles/ideas are developed and illustrate a good understanding of the events, themes, and point of view of the novel. Newsletter is planned and organized well.	Some ideas are good, but lack development and detail. Mainly obvious details are included. There is limited evidence of planning and organization.	Articles/ideas do not go beyond the obvious, are randomly presented, and remain underdeveloped. Little evidence of planning and organization.
Elaboration	All articles are well-written. Material is accurate and detailed.	Most pieces are well-written with clear and accurate information.	Pieces are adequately written. Articles may contain factual errors, irrelevant information, or inadequate detail.	Pieces exhibit an awkward writing style. Points are general and obvious. Ideas are not well-developed. Factual errors, significant omissions, or irrelevant information is present.
Conventions	An excellent grasp of standard writing conventions are apparent. The newsletter is free of errors in grammar, usage, spelling, punctuation, and sentence formation.	A good grasp of standard writing conventions is apparent. The newsletter contains only minor errors which do not interfere with the understanding of the ideas presented.	Reasonable control of standard writing conventions is apparent, but some errors interfere with understanding the ideas presented.	Errors in spelling, punctuation, capitalization, grammar, usage, and sentence formation distract the reader and interfere with understanding the ideas presented.