Dear incoming 9th grader,

I am looking forward to working with you next school year in Advanced English II. In preparation for this class, I have designed the following summer assignments that are due on the first day of school. NO LATE WORK WILL BE ACCEPTED. Please email me if you have any questions.

Sincerely,
Ms. Molly Seifert
molly.seifert@beechwood.kyschools.us

ASSIGNMENT #1: PICK ONE OF THESE BOOKS TO READ –
You can choose a book from the Kentucky Bluegrass Award (KBA) Winners’ list or from the recommended AP reading list. I strongly suggest that you try to tackle a classic piece of literature from the AP reading list; however, you can choose from the KBA list if you’d prefer.

AP Recommended Reading List
The link below contains a recommended reading list from Collegeboard.com. College Board is the organization that creates and administers the PSAT, SAT, and AP exams. Use this list to expand your horizons; these books are more challenging! You may choose any classic piece of literature EXCEPT the following books that you will read either this year or later in high school:

To Kill a Mockingbird
Of Mice and Men
The Tragedy of Romeo and Juliet
The House on Mango Street
The Catcher in the Rye
A Separate Peace

http://www.marianhs.org/userfiles/994/Recommended%20reading%20list%20from%20Collegeboard.pdf

Allegedly / Tiffany D. Jackson
Mary B. Addison killed a baby. Allegedly. She didn’t say much in that first interview with detectives, and the media filled in the only blanks that mattered: a white baby had died while under the care of a churchgoing black woman and her nine-year-old daughter. The public convicted Mary and the jury made it official. But did she do it?

Chasing King's Killer: The Hunt for Martin Luther King, Jr.'s Assassin / James L. Swanson
In his meteoric, thirteen-year rise to fame, Dr. Martin Luther King Jr. led a mass movement for Civil Rights -- with his relentless peaceful, non-violent protests, public demonstrations, and eloquent speeches. But as violent threats cast a dark shadow over Dr. King's life, the author hones in on James Earl Ray, a bizarre, racist, prison escapee who tragically ends King's life.

Far From the Tree / Robin Benway
Being the middle child has its ups and downs. But for Grace, an only child who was adopted at birth, discovering that she is a middle child is a different ride altogether. After putting her own baby up for adoption, she goes looking for her biological family, including—Maya, her loudmouthed younger bio sister, who has a lot to say about their newfound family ties. And Joaquin, their stoic older bio brother, who has no interest in bonding over their shared biological mother. After seventeen years in the foster care system, he's learned that there are no heroes, and secrets and fears are best kept close to the vest, where they can't hurt anyone but him.
The Free / Lauren McLaughlin
In the beginning, Isaac West stole to give his younger sister, Janelle, little things. But when his biggest job to date, a car theft, goes wrong, Isaac chooses to take the full rap himself, and he's cut off from helping Janelle. Isaac's sentence includes group therapy, where he and fellow inmates reenact their crimes, attempting to understand what happened from the perspective of their victims. The sessions are intense. And as Isaac pieces together the truth about the circumstances that shaped his life—the circumstances that landed him in juvie in the first place—he must face who he was, who he is . . . and who he wants to be.

The Hate U Give / Angie Thomas
Sixteen-year-old Starr Carter moves between two worlds: the poor neighborhood where she lives and the fancy suburban prep school she attends. The uneasy balance between these worlds is shattered when Starr witnesses the fatal shooting of her childhood best friend Khalil at the hands of a police officer. Khalil was unarmed. Soon afterward, his death is a national headline. Some are calling him a thug, maybe even a drug dealer and a gangbanger. Protesters are taking to the streets in Khalil’s name. Some cops and the local drug lord try to intimidate Starr and her family. What everyone wants to know is: what really went down that night? And the only person alive who can answer that is Starr.

Long Way Down / Jason Reynolds
Fifteen-year-old Will, immobilized with grief when his older brother Shawn is shot and killed, slowly comes to mull The Rules in his head. There are three: don’t cry, don’t snitch, and “if someone you love / gets killed, / find the person / who killed / them and / kill them.” So Will locates Shawn’s gun, leaves his family’s eighth-floor apartment, and—here is where this intense verse novel becomes a gripping drama, as on each floor of the descending elevator Will is joined by yet another victim or perpetrator in the chain of violence that took his brother’s life.

Night Witches: A Novel of World War Two / Kathryn Lasky
16-year-old Valya knows what it feels like to fly. She's a pilot who's always felt more at home soaring through the sky than down on earth. But since the Germans surrounded Stalingrad, Valya's been forced to stay on the ground and watch her city crumble. When her mother is killed during the siege, Valya is left with one burning desire: to join up with her older sister, a member of the famous and feared Night Witches—a brigade of young female pilots. Using all her wits, Valya manages to get past the German blockade and find the Night Witches' base. And that's when the REAL danger starts. The women have been assigned a critical mission: if they succeed, they'll inflict serious damage on the Nazis, if they fail, they'll face death . . . or even worse horrors.

A Short History of the Girl Next Door / Jared Reck
Seriously, how can you see a person nearly every day of your life and never think a thing of it, then all of a sudden, one day, it's different? You see that goofy grin a thousand times and just laugh. But goofy grin #1,001 nearly stops your heart? Right. That sounds like a bad movie already. Matt Wainwright can't tell his best friend, Tabby, how he really feels about her, he implodes on the JV basketball team, and the only place he feels normal is in Mr. Ellis's English class. Matt watches Tabby get swept away by senior basketball star and all-around great guy Liam Branson. Losing Tabby to Branson is bad enough, but screwing up and losing her as a friend is even worse.

Traitor's Kiss / Erin Beaty
An obstinate girl who will not be married. A soldier desperate to prove himself. A kingdom on the brink of war. With a sharp tongue and an unruly temper, Sage Fowler is not what they'd call a proper lady—which is perfectly fine with her. Deemed unfit for a suitable marriage, Sage is apprenticed to a matchmaker and tasked with wrangling other young ladies to be married off for political alliances. She spies on the girls—and on the soldiers escorting them. As the girls' military escort senses a political uprising, Sage is recruited by a handsome soldier to infiltrate the enemy ranks. The more she discovers as a spy, the less certain she becomes about whom to trust—and Sage becomes caught in a dangerous balancing act that will determine the fate of her kingdom.

Warcross / Marie Lu
For the millions who log in every day, Warcross isn't just a game—it's a way of life. The obsession started ten years ago and its fan base now spans the globe, some eager to escape from reality and others hoping to make a profit. Struggling to make ends meet, teenage hacker Emika Chen works as a bounty hunter, tracking down Warcross players who bet on the game illegally. But
the bounty-hunting world is a competitive one, and survival has not been easy. To make some quick cash, Emika takes a risk and hacks into the opening game of the international Warcross Championships—only to accidentally glitch herself into the action and become an overnight sensation. Convinced she’s going to be arrested, Emika is shocked when instead she gets a call from the game’s creator, the elusive young billionaire Hideo Tanaka, with an irresistible offer. He needs a spy on the inside of this year’s tournament in order to uncover a security problem . . . and he wants Emika for the job. With no time to lose, Emika’s whisked off to Tokyo and thrust into a world of fame and fortune that she’s only dreamed of. But soon her investigation uncovers a sinister plot, with major consequences for the entire Warcross empire.

ASSIGNMENT #2: TAKE NOTES ON YOUR CHOSEN NOVEL (Optional)

- As you read the novel, annotate the actual book or take notes on separate sheets of paper so that you can confidently answer the following questions about the novel. You WILL NOT turn in these notes to me. However, they will help you with summer assignment #3 (listed below) and with the in-class essay that you will write during the first week of school. Any notes that you take can be used when writing the in-class essay. Again, this is optional.

  o From which point-of-view is the novel told?
  o Who is the protagonist of the novel?
  o Who or what is the antagonist of the novel?
  o Where, when, and under which conditions does the novel take place? (Remember, setting includes the historical era(s), physical location(s), time(s) of year, culture or subculture, social conditions, etc. in which the novel is set.)
  o What are the main problems (conflicts) that the protagonist faces? Are these conflicts internal or external or both?
  o Does the protagonist eventually overcome his or her conflicts? Completely? Partially? Not at all? Why or why not?
  o Write a thematic statement for this novel. If you don’t know how to write a thematic statement, then you should check out this link that I found from another teacher. It does a GREAT job explaining thematic statements and gives step-by-step instructions on how to write one.
  o Find three concrete examples (paragraphs or sentences) directly from this novel that support your thematic statement.
  o **Hint:** Your in-class essay will be about a theme in the novel and how that theme is developed throughout the storyline.

ASSIGNMENT #3: CREATE A BODY BIOGRAPHY FOR YOUR CHOSEN NOVEL

- **What is a body biography?**
  A body biography is a combination of artwork and writing (quotes from the novel and your own explanations of those quotes). You will decorate your body biography according to the requirements listed below to demonstrate your understanding of this character. Please note: your body biography is not supposed to be a literal representation of your character. Instead, it should be more like a giant collage of written ideas, drawings, and symbols that work together to show us how well you understand your character. You are encouraged to be creative with this assignment.

- **What is the purpose?**
  The purpose behind creating a body biography is to allow you to take a DEEP look at one character from the novel that you have chosen. You will have to review significant events, choices that your character made, and changes that your character went through internally within the course of the novel. You will have to take a serious look into what makes your character tick - what motivates your character, how your character feels about himself/herself at the beginning of the novel, and how those feelings may have changed by the end of the novel.
• **Is this a poster project?**

It could be. It could also be a drawing, sculpture, or painting. Maybe it’s a Prezi. Perhaps you could create a PowToon. What if you created live-action video and uploaded it onto YouTube? That would be cool. Can you sew? How awesome would it be if you made a quilt with each element on it? The point is: the sky is the limit.

*A simple Google search of the phrase “body biography for literature” will show you many examples of what a body biography can look like. This is a popular assignment that many English teachers use. Here is a link to one from last year:*  
[https://prezi.com/n_cnukwxs0qv/body-biography-nw/?utm_campaign=share&utm_medium=copy](https://prezi.com/n_cnukwxs0qv/body-biography-nw/?utm_campaign=share&utm_medium=copy)

• **How should you create a body biography?**

  **STEP ONE:** Gather necessary supplies: poster board, markers, scissors, google-eyes, glitter, glue, magazines, clay, paint, video cameras, laptop, etc.

  **STEP TWO:** Choose a character from the novel on which to focus. It does not necessarily have to be the protagonist.

  **STEP THREE:** Put the character’s name in large font on your (poster board or Prezi or clay pot, etc.)

  **STEP FOUR:** Draw a large outline (similar to a hollow person) of your character.

  **STEP FIVE:** Here’s comes the creative part. You will need to find a way to fill in the hollow body (and/or the areas around it) with the following details.

  o **THE HEART:** Draw (or make a collage of) something that represents what this character loves the most. Think about shapes, colors, pictures, or symbols that could be included in the character’s heart. Does the character’s heart or love change during the course of the novel? If so, find a way to represent this. The heart is a good place for illustrating the important relationships in his/her life.

  o **THE BACKBONE:** Actors often discuss a character’s “spine.” This is the character’s objective within the novel. What is the most important goal for your character? What drives his/her thoughts and actions? This is his/her spine. How can you represent that?

  o **THE FEET:** On what is the character standing? This should be a symbolic representation of the character’s most fundamental beliefs about life.

  o **THE HANDS:** What does the character hold in his or her hands? Items that are associated with the character either literally or figuratively should be included.

  o **QUOTATIONS:** Near the character’s head, place three direct quotations from the novel that sum up the character and add to an understanding of the character. These quotations do not necessarily need to be spoken by the character. Possibly, another character says them in regard to your character.

  o **COLORS:** Colors are often symbolic. What color(s) do you associate with your character? Why? How can you effectively work these colors into your project?

• **When is this due?**

  o This assignment is due on the first day of school. If you have chosen to do an electronic project, please email it to me.

  o On the first day of school, we will create a schedule for students to present their projects each day in class during the first 6 or 7 days of school. We will fit in approximately 3 or 4 presentations per day until we’re finished.
• How do I present the project?
  o Most kids like to prepare the following information for the presentation in advance. I highly suggest using note cards to organize your thoughts, especially if you get nervous in front of groups.
  o In your presentation, you must:
    ▪ Discuss the symbols or drawings that you’ve chosen for each body part listed above and provide an explanation for why you’ve chosen these particular items.
    ▪ Discuss the quotations that you’ve chosen and explain why you’ve chosen them.
    ▪ Discuss the colors that you’ve chosen and explain how they represent your character.
    ▪ Discuss whether or not you liked this novel.

GRADING:

• Body Biography Presentation – 75 points (see rubric below)
• In-class Essay – 50 points (We will discuss the requirements of the essay and read a few samples before you write your own essay in class.)

BODY BIOGRAPHY PRESENTATION RUBRIC

<table>
<thead>
<tr>
<th>PROJECT SCORE:</th>
<th>EXEMPLARY</th>
<th>PROFICIENT</th>
<th>EMERGING</th>
<th>NEEDS IMPROVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neatness</td>
<td>15 – 14</td>
<td>13 – 12 points</td>
<td>11 - 10 points</td>
<td>9 – 1 point(s)</td>
</tr>
<tr>
<td>Neatness</td>
<td>Project is neat, well organized, and shows a great deal of effort and attention to detail.</td>
<td>Project is somewhat neat, organization is sufficient. It is easy to read, but it lacks the attention to detail that the exemplary project contains.</td>
<td>Project is either lacking in neatness, organization, or the handwriting is too sloppy or small; may be incomplete.</td>
<td>Project is not neat, organized, or clearly written; parts may be missing, or not complete.</td>
</tr>
<tr>
<td>Visual representations for each body part</td>
<td>All components are present. The body, as well as the symbolic images, are detailed, creative, insightful, and colorful; the meanings of symbols are clear and accurate as they relate to your character.</td>
<td>All components are present. The body, symbolic images, and meanings are clear or detailed, but not as insightful or creative as the exemplary project.</td>
<td>Some components may be missing. The body, symbolic images, and meanings are unclear, not colored, or confusing or lacking insight.</td>
<td>Some components may be missing. The body, symbolic images, or meanings are confusing or lacking insight.</td>
</tr>
<tr>
<td>Passages/quotations</td>
<td>All three quotations are present. Quotations are insightful and show meaning to the character as a whole. The quotations are logically or creatively placed on the project.</td>
<td>All three quotations are present. The quotations may be less insightful. They may not be as logically or creatively placed as the exemplary project.</td>
<td>A quotation is missing, one or more quotations are confusing or lacking insight.</td>
<td>Two quotations or more quotations are missing.</td>
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</tbody>
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PRESENTATION SCORE:

VOLUME: Did you speak loudly enough for us to hear you? __________ (5)
ARTICULATION: Did you speak clearly (with good articulation)? __________ (5)
EYE CONTACT: Did you make eye contact with the audience? __________ (5)
POSTURE: Did you stand up straight with your feet firmly planted beneath you without squirming or leaning on the wall? __________ (5)
GESTURES: Did you use hand gestures instead of keeping your hands crossed in front of or behind you? __________ (5)

PREPAREDNESS: Did you look and sound confident and rehearsed? __________ (5)

TOTAL SCORE: __________ / 75