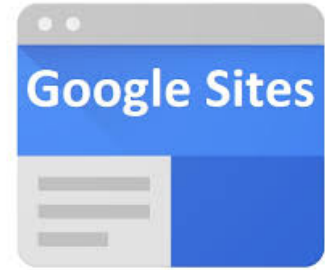


Nonfiction Portfolio- Google Sites Project

Please check for an email inviting you to join our Summer Reading Google Classroom or **join using the class code: 7jqyixe**



This summer reading project is designed to:

- foster reading skills
- help students acquire new vocabulary
- learn more about the world around them
- practice using Google Sites to build his/her own website

Do NOT wait until the last minute. It is highly recommended that students consistently work on their Google Sites project every week over the course of the entire summer. Please email Ms. Howe if you have any questions. **This project is due on Tuesday, Sept. 7th** and will be counted as the first quiz grade in English for Term 1.

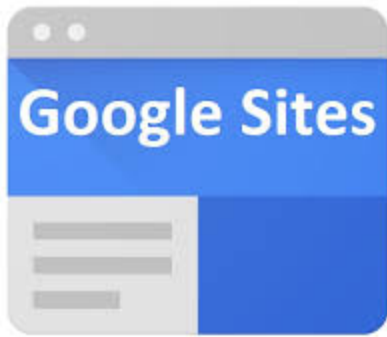
Directions: Each week, read and analyze one news article on current events. By the end of the summer, you must have one article for each topic, for a total of eight articles. **Find & choose articles that interest YOU!**

Topics:

- Education
- Economy & Business
- Science & Technology
- Law & Government
- Medicine & Health
- Social & Political Issues
- World News & Culture
- Sports, Art & Entertainment

For each article:

- Include an image/picture/photograph
- Record title, author, publishing date and (copy & paste) URL
- Identify **at least three** important quotes
- Summarize the article using specific details (**at least 7 sentences**)
- Make Connections to your life, personal experiences and/or the world (**at least 7 sentences**)
 - What did you find most interesting about the article?*
 - Why do you think that other people should care about this article?*
 - What did you learn? etc.*
- Ask **at least 3 questions** about the topic (not comprehension questions)
 - What would you like to know more about?*



Google Sites is an easy way for students to create his/her own website.

Students are expected to document their summer reading work using Google Sites. **Students are encouraged to customize their website (add pictures, change colors & themes, fonts, etc)- make it your own.**

If you need help building your website, check out [this video](#) reviewing the summer reading assignment as well as how to use Google Sites.

For each article, be sure to include:

- Title of the article, author and publishing date
- URL or Citation
- Picture / Photo from article (insert by copying and pasting image address)
- At least 3 significant quotes
- Summary of article
- Connections (your opinions, thoughts, etc.)
- Questions (what do you want to know more about)

For ideas, please look at the following:

[Student Example 1](#)

[Student Example 2](#)

[Student Example 3](#)

A template for students to use is available by request. This template is already set up with a home page and individual pages for each topic. Please email Ms. Howe for a template.

Suggested newspapers/magazines:

[NewsELA.com](#) (sign up for the free student account!)

[The Guardian- https://www.theguardian.com/us-news](https://www.theguardian.com/us-news) -*This is a great website!!!*

The Washington Post, The Enterprise, the BBC News, The Wall Street Journal, The Economist, Harper's, The New Republic, The New York Times, The Boston Globe, Time Magazine, Newsweek, The New Yorker, Slate.com, The Atlantic, Psychology Today, Nature.

Please note: A paper version of this assignment is available for those students who do not have access to a computer. Please contact Ms. Howe for more information.

Attention Grade 10 HONORS Students

In addition to completing the Google Sites project, all students taking Honors English *must* read two additional books in preparation for the upcoming school year:

Johnny Tremain by Esther Hoskins Forbes
(published in 1943 during WWII)

My Brother Sam is Dead by James Lincoln Collier
(published in 1974 at the end of the Vietnam War)

Although the two required books were originally intended for younger readers, the summer reading assignment itself requires students to engage in higher-levels of thinking—analysis, synthesis and evaluation.

While you are encouraged to purchase these books, they are also available from your local library. **E-Books are also available from the Boston Public Library. Signing up for a library card is easy and can be conveniently accessed from the BPL website.**

Please read: [Excerpt from *Child-Sized History* by Sara L. Schwebel](#)- This is a great resource that will help prepare you for the writing assignment below.

Assignment: Please write an essay (at least 2 pages-double spaced) comparing and contrasting the **depiction of the Revolutionary War** in *Johnny Tremain* and *My Brother Sam is Dead*. Please be sure to support your analysis with strong textual evidence and quotes from **BOTH** books. Your essay will be graded for organization, accuracy, elaboration and proper writing mechanics (i.e. spelling, capitalization, complete sentences, punctuation, etc.).

IMPORTANT CLARIFICATION! Do not just compare/contrast character, plot or conflict, etc. Each author presents a different perspective on the events of the Revolutionary War, which informs the ways in which the author portrays these well known historical events. This perspective (attitude) is expressed to the reader through the DEPICTION of characters, conflict, etc.

Essays are due on **Tuesday, Sept. 7th**. Be sure to submit your work to Google Classroom.

At the beginning of the school year, students will be completing an interdisciplinary project focused on both the literary and historical analysis of the above two books. The goal of this project is to understand how current events affect the retelling of historical events. Students will be asked to consider:

- the historical time period in which the novel was written.
- the ways in which an author's writing is influenced by current events and social/cultural beliefs.
- the ways in which current events and changing cultural values affect the author's depiction and interpretation of the Revolutionary War.