

Name: _____ Core: _____ Due: **May 31, 2016**

Independent Reading Project

The independent reading expectation is to complete a minimum of two books each trimester. For one book, you will create a post on your PLP blog that makes connections from the book to your life. For the other book, you will select an independent reading project.

Your project and blog post must be completed by **May 31, 2016**. Putting maximum effort into these projects will translate into the most credit. **Include the novel title and author, chosen task, and source citations, if applicable.** Review the rubric for specific details.

The following is a list of the projects with a *very brief* synopsis. Please click on the link to read further details. These details will help ensure your success.

Written Tasks

1. [Climb Every Visual Plot Mountain](#). Make a visual plot mountain of your book.
2. [A Change In Setting](#). What happens to your book if you change the setting?
3. [You've Got a Friend in Me](#). Why would a character in your book be a good friend?
4. [A Gift? You Shouldn't Have!](#) What gift would you give your character and why?
5. [Embracing Conflict](#). Describe three conflicts in your book.
6. [Ask Me a Question](#). Write a letter to your character.
7. [Missing Persons](#). Add a character to your book.
8. [Collage Bound](#). Make a collage that represents your book.
9. [If it's Broke, Fix it](#). Fix something in your book that didn't work for you.
10. [A New Jacket](#). Create a different book jacket for your book.

Presentation Tasks

1. [I'll be in my Trailer](#). Make a book trailer for your book.
2. [Interview](#). Conduct an interview with your character.
3. [Sing me a Song](#). Create (or revise) and perform a song based on your book.
4. [Comics: The Adaptation](#). Adapt the basic storyline of your book into comic form.
5. [All the News that's Fit to Print](#). Create the front page of a newspaper that relates to your book.
6. [Inquiring Minds Want to Know](#). Dig deeper into a question raised by your book.
7. [Dear Diary](#). Create diary entries for a selected character in your book.
8. [One Moment in Time](#). Create a time capsule for your character.
9. [Reader's Choice](#). Create your own idea for a project. Must be approved by teacher.

Written Tasks

1. **Climb Every Visual Plot Mountain**. Bring a plot line to life by developing a plot line mountain with visuals that mark the key elements of the plot. Follow this structure: exposition, three to five main rising events, the climax, one to two falling actions, and the resolution. Along with the plot line mountain, provide a paragraph summary briefly detailing the plot of your novel. If your novel does not follow the traditional plot line, explain how it is different.
2. **A Change In Setting**. Revise the setting of the story by changing the time and the place in which the plot develops. Explain why you would make these changes and how these changes would affect the overall novel. Give examples from the story to support your thinking. A minimum of two paragraphs is required.
3. **You've Got a Friend in Me**. Which one of the characters from your novel would make a good friend? Explain why you would pick him, her, or it as a good friend. Give specific examples from the story to

support your thinking. In addition to your explanation, develop an email conversation between you and your novel's character.

4. **A Gift? You Shouldn't Have!** If you could give any character in your novel a gift to help him, her, or it in the story, what would you give and why? Explain yourself using details from the story as to how this gift would help the character and then write the section of the story in which the gift is given.
5. **Embracing Conflict.** Analyze the conflicts in your novel: person vs. person, person vs. self, person vs. nature, and person vs. society. Provide a list of 3 to 5 conflicts in your novel and explain how the conflict fits into a specific type (one paragraph per conflict).
6. **Ask Me a Question.** Do you have questions you'd like to ask a particular character face-to-face? Write a letter to one of the characters in your novel. Use this letter as a platform to ask the character questions about his or her actions, decisions, consequences, and more throughout the text. Describe your thoughts, feelings, and/or opinions regarding the choices the character made, the outcome of his or her choices, and ultimately, his or her role in the conclusion of the novel. Include thoughts as to where you would like to see him or her head in life as well as what you, as the reader, would like to see in a sequel of the book from this character in particular.
7. **Missing Persons.** Is your novel missing a crucial character in your opinion? Create a new character to add to the novel. Thoroughly describe the physical and personality traits of the new character, explain the role you would want the character to play in the novel, decide what impact the character would have on the overall plot of the novel, and determine the specific outcomes of the novel based on the addition of this character. Write a new section of the novel in which your imagined character interacts with another character in the novel.
8. **Collage Bound.** Do words and pictures help you visualize what happened in the text you've just read? Create a collage using magazine pictures and words that best describe your novel both literally and symbolically. Your collage must fill a minimum space of an 8 ½ x 11 sheet of paper. As an alternative, you may create an electronic poster (Glogster). Fill the space well. In addition to the collage, you must write an explanation paragraph discussing the decisions you made regarding the images, symbolic meaning, and overall design of your collage. Describe your thought-process in creating the collage as well as the impression you believe people should get when they look at your collage.
9. **If it's Broke, Fix it.** Did a particular part of your novel not sit well with you? Was there something you just didn't like or would have rather seen done differently? Select a particular scene from the book that you would like to revise. First, provide a summary of this scene the way in which it took place in your novel. Then, put yourself in the frame of mind of the author and rewrite the entire event the way you would have rather liked to see it played out. Feel free to change the characters involved, a component of the setting, the outcome of the conflict, as well as any other plot details that you were not particularly fond of. Finally, write an explanation paragraph detailing why you would prefer your own version of the particular event in comparison to the original.
10. **A New Jacket.** How visually interesting is your current book jacket? Using a minimum space of an 8 ½ x 11 sheet of paper, redesign the front and back cover of your novel. Recreate, revise, and include all of the important information about the novel, specifically (1) an intriguing story blurb to interest readers, (2) at least one enticing quotation from any part of the book to interest readers, (3) quotations from actual reviewers, (4) information about the author, price of the book, and publisher, and (5) an appropriately selected, well-crafted, self-created illustration to interest readers in picking up the novel. Along with the newly designed book jacket, an explanation paragraph is needed to explain why your example is more enticing than the original as well as descriptions of the changes you made from the original. Look at lots of book jackets to get even more ideas.

Category B Tasks

1. **I'll be in my Trailer.** How many times does a good movie trailer convince you to see a movie? Write a dramatic trailer script to sell your novel to potential readers. Once the script is written, use a presentation application of choice (Movie Maker, iMovie, PowerPoint, Google Presentations, Animoto, etc.) to electronically create a book trailer. Use sounds, voiceovers, images, and more to create a convincing, interesting, and worthwhile book trailer to show your class. Submit both your script and your finished trailer.
2. **Interview.** Do you feel as though you personally know and can relate to one of the characters from your novel now that you've read the entire story? Then it's time to interview a character. Begin by developing a list of interview questions you'd like to ask your character to learn more about him or her. The questions need to give a clearer picture of who the character is as a person, how he or she felt about events from the plot, and what the character anticipates doing now that one major conflict has been solved. Your questions CANNOT be simple recall from the plot of the novel and you must have a minimum of **15 open-ended questions**, which means none of your questions can be answered with a "yes or no." (For example, the question "*Did you enjoy hunting for your own meals?*" is a "yes or no" question. Instead, try something like, "*What was it like to have to set traps and hunt for your own meals?*" to create an open-ended question.) Once you've written your 15 questions, make a copy of your document and respond to each question as though you were the actual character from your novel. Get a friend to help you out and perform the interview. This could be presented live, by video or recorded as a podcast.
3. **Sing me a Song.** Are you musically talented? If so, select a song you know and rewrite ALL of the song lyrics to reflect the novel you've just read. Make sure you create a new title, too. To share the song, either perform it live or record it.
4. **Comics: The Adaptation.** Are you a fan of cartoons, comic strips, and comic books? If so, develop a comic book adaptation of your novel. Your comic book must contain at least 8 frames and each frame must include enough written explanation to share the basic storyline of your novel. You must design the comic strips yourself, using color and careful attention to language to make a well-designed product. Consider creative options for binding your paper book together or using an electronic comic book creator (i.e. ToonDoo, Pixton).
5. **All the News that's Fit to Print.** How would the plot of your novel appear on the front page of the newspaper? If you have a novel that could very well be newspaper worthy, then work through the following steps. Either by hand or with a digital application, such as Publisher or something similar (Google Docs Newspaper Template), design the front page of a newspaper with headlines and stories about what happened in your novel. You must have at least two pictures and four articles on this front page. The articles can be of varying length and must be about different topics from your novel, such as:
a "Wanted" column for the character who got away, a "Reacquainted" column for the siblings who were reunited at the end of the book, a "Daily Food Diary" column detailing the food your character had to trap, catch, and cook while being stranded in the wilderness, and a "Mystery Solved" column explaining how the mysterious disappearance of someone or something was resolved.
Look at actual newspapers for creative ideas regarding structures, layouts, and storylines. (If your book was a movie, please **do not** use pictures from the movie).
6. **Inquiring Minds Want to Know.** Is there something mentioned in your book that you would like to know more about? For example, (1) does someone in your book have an illness you don't know much about, (2) is a character fascinated by a scientific concept you don't quite understand, or (3) is there a trip to country you'd like to learn more about? Begin by developing an inquiry question, such as, (1) How does having diabetes affect a person's childhood?, (2) Why is Pluto no longer considered a planet?, or (3) What is life like on the island of Aruba? Find at least ten to fifteen facts to answer your inquiry question. Make sure you cite your sources. Finally, decide how you're going to show your new

learning, ideas include but are not limited to the following: creating a digital presentation, delivering a speech with visuals, or coming up with another idea that must be cleared by your teacher.

7. **Dear Diary.** Could you see yourself in the shoes of one of your characters? If so, a diary would be a great way to put your own interpretations into your character's personal thoughts. Put yourself in the frame of mind of a selected character and develop a diary detailing important events from the story along with personal thoughts and reactions that may not have been provided in the actual text. A minimum of eight diary entries is required and each entry must be at least two paragraphs in length. Consider creative publishing options (such as using an actual diary, journal, or digital diary through a website or presentation application) and consider adding pictures, photographs, or magazine clippings that may be relevant to the character along with the diary entries.
8. **One Moment in Time.** Create a time capsule for your character. A time capsule is a receptacle containing documents or objects typical of a current period in time and then placed in the earth or in a cornerstone for discovery in the future. Select fifteen objects your character would put in a time capsule. Make a list of the objects and provide a brief (a couple of sentences) explanation as to why the particular object has been selected. Then write an explanation of where the time capsule will be buried and why it will be buried there. The final step of this task is to actually make the time capsule with the selected objects. Think about a shoebox and finding representations of certain objects that you cannot actually find or include. Objects can be hand drawn and added to the time capsule.
9. **Reader's Choice.** If none of the projects inspire you, develop your own idea for a project presentation. Like the other presentations, your project should explore some aspect of plot, setting, conflict, character, and/or theme. Be creative! Be sure to have your project idea approved by your teacher.

Independent Novel Analysis Rubric

	Meets (3)	Working Towards (2)	Need More Evidence (1)
Novel Analysis	- provides necessary detail in analysis of plot, setting, conflict, character, and/or theme	- provides some detail in analysis of plot, setting, conflict, character, and/or theme	- provides minimal detail in analysis of plot, setting, conflict, character, and/or theme
Creativity/ Effort	- displays pride in work and creativity and/or -time and thought is evident	- displays some pride in work or creativity, though project would benefit from more time and thought	- does not display pride in work
Organization	-information is logically presented and organized	- information is somewhat organized	-information is not organized
Category A: Written Response G.U.M.	-shows good command of grammar, usage, and mechanics	-demonstrates some evidence of correct grammar, usage, and mechanics	-uses incorrect grammar, usage, and mechanics making it difficult for others to follow

<u>OR</u> Category B: Presentation	<u>OR</u> -holds attention of audience through the use of direct eye contact and clear voice	<u>OR</u> -sometimes holds attention of audience; inconsistent eye contact and/or volume	<u>OR</u> -seldom holds attention of audience; rarely makes eye contact and/or volume is too low
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