

## Summer Reading Assignment Instructions

### Grades 11 and 12

*Enrique's Journey*, by Sonia Nazario

#### Introduction

Summer reading is more than an assignment—it is an opportunity to encounter lives, ideas, and experiences far beyond your own. The best books challenge us to think differently, ask difficult questions, and better understand the complex world we inhabit. During the summer months, reading allows you to slow down, reflect, and engage with stories that are as meaningful as they are memorable. Whether a text inspires empathy, sparks curiosity, or changes the way you see society, literature has the power to stay with you long after the final page.

This summer, you will read *Enrique's Journey* by journalist Sonia Nazario, a compelling nonfiction narrative that follows a Honduran teenager's dangerous journey to reunite with his mother in the United States. More than a story of immigration, this book explores family, sacrifice, resilience, poverty, hope, and the difficult choices people make in pursuit of a better life. As upperclassmen preparing for college, careers, and citizenship in a complex world, this text invites you to think critically about human experience, public policy, and the meaning of perseverance. While Enrique's story may challenge your assumptions, it may also deepen your compassion and understanding of perspectives very different from your own. Read with an open mind—you may find yourself asking not only *What would I do?*, but also *What kind of world do we want to create?*

#### Assignment

**Please read *Enrique's Journey*, by Sonia Nazario, and choose one of the project-based assignments below. This assignment is due on August 24, 2026. [Here is the link to purchase the text.](#)**

If you cannot access the materials for any reason, or if you have questions about the project, it is your responsibility to email your grade-level teacher right away.

Note: Please include your teacher as the primary recipient and CC Mr. Lara ([plara@cshm.org](mailto:plara@cshm.org)) on the message so administration can monitor and assist with your request.

**Juniors:** Email Mrs. Bove at [gbove@cshm.org](mailto:gbove@cshm.org); Ms. Velasquez at [rvelasquez@cshm.org](mailto:rvelasquez@cshm.org) (CC: [plara@cshm.org](mailto:plara@cshm.org))

**Seniors:** Email Mrs. Bove at [gbove@cshm.org](mailto:gbove@cshm.org); Ms. Shaw at [cshaw@cshm.org](mailto:cshaw@cshm.org) (CC: [plara@cshm.org](mailto:plara@cshm.org))

#### AI Integrity Statement

All submitted work must be entirely your own unless explicit permission for AI use has been granted by the instructor. Any student found using artificial intelligence to generate or substantially complete an assignment will receive a **zero (0)** and be placed on **disciplinary probation** for academic dishonesty in accordance with school policy. Students are expected to demonstrate authentic thinking, writing, and analysis at all times.

## Novel Project Options

### 1. Documentary Poster Series

Create a series of **3 documentary-style posters** for *Enrique's Journey*.

#### Requirements:

- Each poster should focus on a **different stage of Enrique's journey**:
  - Honduras and family separation
  - The dangerous journey through Mexico
  - Reunion, sacrifice, and reality in the United States
- Include **important people, locations, and symbols** (train tracks, letters, money transfers, border crossings, religious imagery, etc.)
- Use **quotes or key words/phrases** that reflect major conflicts and themes.
- Posters should represent:
  - Major events
  - Internal and external conflict
  - Family separation
  - Immigration and sacrifice
- Posters may connect into **one larger display** or stand alone.
- Can be created using:
  - Poster board
  - Google Slides
  - Canva

#### Written Component:

Include a **1-page explanation** of how your visual choices represent the themes of the text.

### 2. Spoken Word Poem or Song

Write and perform a **spoken word piece, original song, or reflective rap** inspired by *Enrique's Journey*.

**Requirements:**

- Minimum **3 verses**
- Include a **chorus/refrain** focused on one major theme:
  - Family separation
  - Hope and perseverance
  - The immigrant experience
  - Sacrifice
  - Identity and belonging
- Address:
  - Major plot events
  - Setting
  - Key people
  - Emotional struggles
  - Central themes
- Must be **3–4 minutes long**
- Present as:
  - Live performance
  - Recorded audio
  - Video presentation

**Written Reflection:**

Include a **1-page explanation** discussing how lyrics connect to specific moments in the book.

### **3. Storyboard for a Documentary or Film Adaptation**

Create a **20-panel storyboard** for a film or documentary adaptation of *Enrique's Journey*.

**Requirements:**

- Include:
  - Exposition
  - Rising action
  - Climax
  - Falling action
  - Resolution
- Highlight:

- Family separation
- Migration dangers
- Hope and resilience
- The emotional cost of immigration
- Include:
  - Characters
  - Setting
  - Conflict
  - Theme
- You may add:
  - Flashbacks
  - Voice-over narration
  - Documentary interview moments
- Label which actors or public figures could portray major people in the story.

**Platforms:**

- Paper storyboard
- Pixton
- StoryboardThat

**Must include:** at least **20 panels** with captions.

#### 4. “Where Are They Now?” Sequel Storyboard

Create a **20-panel storyboard** imagining what happens after the events of *Enrique’s Journey*.

**Focus Ideas:**

- Enrique adjusting to life in the United States
- Lourdes reflecting on motherhood and sacrifice
- María Isabel’s perspective
- The long-term effects of migration on families
- A future generation impacted by Enrique’s story

**Requirements:**

- Include clear plot structure:
  - Exposition
  - Conflict
  - Climax
  - Resolution

- Reference **real issues from the text**.
- Maintain a **realistic and respectful tone**.

### **Research Component:**

Include **2–3 credible sources** about immigration experiences today.

## **5. Curated Soundtrack of the Journey**

Compile **12–15 songs** that reflect the experiences, emotions, and themes of *Enrique's Journey*.

### **Requirements:**

- Include a variety of:
  - Genres
  - Languages
  - Time periods
- Songs should connect to:
  - Family separation
  - Hope
  - Fear
  - Identity
  - Survival
  - Reunion
- Design an **album cover** representing the novel.

### **Written Requirement:**

For each song:

- Include **1–2 paragraphs** explaining:
  - What event, character, or theme it represents
  - Why the lyrics/message fit the story

Include proper copyright information:

- Artist
- Album
- Label

## **6. Narrative Writing Project**

Write a **serious, historically grounded narrative** connected to *Enrique's Journey*.

Choose one:

- Write **María Isabel's perspective**
- Write a **missing chapter**
- Write a **flashback** from Lourdes' life in the U.S.
- Rewrite an event from **another person's point of view**
- Imagine a **future chapter** based on realistic outcomes

**Requirements:**

- Minimum **2 typed pages**
- Single-spaced
- Must reflect:
  - Accurate details from the text
  - Emotional realism
  - Themes of migration and family

**7. Social Justice Art Exhibition**

*(Adapted from Art Exhibition Project)*

Create an art exhibit of **3 or more original pieces** inspired by *Enrique's Journey*.

**Each piece must:**

- Represent a major event or theme
- Include symbolism
- Reflect emotional conflict
- Use different media:
  - Painting
  - Photography
  - Drawing
  - Sculpture
  - Digital art
  - Mixed media

**Written Requirement:**

For each piece, write **2–3 paragraphs** explaining:

- The scene or idea represented

- The symbolism used
- Why you selected that artistic medium

Players must understand the story in order to “complete the journey.”

## 8. Educational Board Game or Interactive Experience

*(Adapted from Game)*

Create a board game or digital game that teaches players about *Enrique’s Journey*.

### Requirements:

- The board should reflect Enrique’s route.
- Include:
  - Obstacles
  - Difficult choices
  - Moments of hope/help
  - Realistic consequences
- Questions should address:
  - Plot
  - Theme
  - Figurative language
  - Conflict
  - Point of view
  - Symbolism

### Important:

The game should be **thoughtful and educational**, not comedic.

## 9. 3-D Scene Replica

Build a **3-D model of a significant scene** from the text.

Possible scenes:

- Enrique leaving Honduras
- Riding atop trains in Mexico
- A shelter for migrants

- Reunion with Lourdes

**Requirements:**

Include:

- Characters
- Important props
- Setting details
- Labels explaining significance

**Written Component:**

Write a **3-paragraph explanation** discussing:

1. Summary of the scene
2. Why it matters to the text
3. How it connects to larger themes

**10. Investigative Journalism Project**

Create a **journalistic investigation** inspired by Sonia Nazario's work.

**Requirements:**

Research a current immigration-related issue and create:

- A news article
- Podcast episode
- Mini documentary
- News magazine feature

**Must include:**

- At least **4 credible sources**
- Interview(s) if possible
- Connections to *Enrique's Journey*
- Discussion of:
  - Causes
  - Effects
  - Solutions

**Length:** 3–5 pages or equivalent media presentation.



## RUBRIC (50 POINTS)

| Criteria            | Exceeds Expectations (10 points)                                                                 | Meets Expectations (8 points)                                                       | Somewhat Meets Expectations (5 points)                                                         | Does Not Yet Meet Expectations (0 – 4 points)                                                          |
|---------------------|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| Completion          | Student meets all the requirements of their chosen project.                                      | Student meets some requirements, but not all.                                       | Student meets few requirements.                                                                | Student's work does not meet requirements.                                                             |
| Organization        | Project is arranged in a neat and organized manner. It includes thoughtful and creative choices. | Project is clearly organized, but there are no defined creative choices.            | Project is unorganized and student shows lack of effort.                                       | Project shows no signs of attempted organization and shows little sign of effort.                      |
| Content Accuracy    | Students have included facts from their exploration that are correct and relevant.               | Students include facts that seem to be correct but are not relevant to the project. | Students have included inaccurate information and did not make sense in regard to the project. | Students include little to no facts from their exploration nor do the ideas coincide with the project. |
| Grammar & Usage     | All capitalization, punctuation and spelling are correct throughout the project.                 | There are 1-2 mistakes made in the project.                                         | There are several mistakes throughout the project.                                             | There are many mistakes throughout the project.                                                        |
| Central Claim/Theme | Project illustrates a strong and cohesive claim                                                  | Project clearly has a theme, but it is not enforced                                 | Project lacks a strong central claim or theme,                                                 | Project has no central claim or                                                                        |

|  |                                                    |                        |                                                           |                            |
|--|----------------------------------------------------|------------------------|-----------------------------------------------------------|----------------------------|
|  | or theme. There is a clear purpose to the project. | cohesively throughout. | but it is clear that the student attempted to create one. | theme and is not cohesive. |
|--|----------------------------------------------------|------------------------|-----------------------------------------------------------|----------------------------|