MCHS SUMMER READING PROJECT IDEAS

Along with reading a book from the given list this summer, students will be required to complete a project that demonstrates their understanding and knowledge gained from the book. **Honors students will read 2 books and complete a project for one book and reading journal for the other.** If Honors students WANT to complete 2 projects, then they can, but they may not complete a 2nd reading journal in place of a project. **All other students will read 1 book and complete 1 project.** These projects will be taken for a **test grade** and must be turned in no later than August 8, 2017, which is the 2nd day of school. **This is a great opportunity for students to begin the school year with a 100 for a test grade if they put in the work and effort to succeed.**

CHOOSE 1 PROJECT FROM THE LIST BELOW TO COMPLETE AND TURN IN NO LATER THAN AUGUST 8, 2017.

Costume Design Project

The purpose of the literature project is to demonstrate your understanding of the novel or short story you have selected to read. Understanding MUST demonstrate knowledge BEYOND what you can learn from the film version. Design a costume/outfit for 2 different characters from your book. Your designs should reflect the personality, age, socioeconomic status, and lifestyle of your characters, along with the time of year and the location where your book takes place. Your designs should EACH be on an 11x17 sheet of sketch or drawing paper (no lined paper please), in full color, and include:
1. Fabric swatches (small squares of fabric) attached to the design (glued or taped) with indications of which fabric will be used for which article of clothing.
2. A complete outfit, including shoes and accessories.

You may use the attached costuming worksheet or create your own.

You must also write a description of your costumes and characters. This should be 1-2 typed pages and include the following information for EACH character:
1. Socioeconomic status (are they rich, poor, middle class, etc.?)
2. Why is your character wearing this outfit? Include time of year, where the character is going, and what will the character be doing in this outfit.
3. What is the historical period of your story?
4. A description of your character – age, height, weight, gender, and any other important physical traits

Some Costuming Terms

Costume Fitting: The initial meeting between the costumer and the cast member to see if the garment needs altering to ensure a proper fit.

Costume Parade: A review of the costumes worn by the actors under the stage light. The actors "parade" across the stage so the designers can see what changes need to be made before the first dress rehearsal.

Dress form: An adjustable figure on which you construct costumes to guarantee a perfect fit.
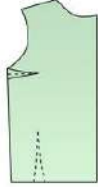
Pattern: The template used as a guideline to cut out the fabric for a garment.

Seamstress: A member of the wardrobe staff who operates the sewing machine and carries out sewing tasks.

Swatch: A fabric sample used by the designer to give the director an indication of the material for a particular costume.

Tape Measure: A tape marked in a linear scale used to take measurements.

Wardrobe: The general name of the costume department and the space they occupy.

Wardrobe Plot (sometimes called Costume Plot): A breakdown scene by scene, character by character of the production showing the costume changes and with a detailed list of every separate item in each costume.

A sewing tip

Once you have sewn a seam, press the seam open with an iron at the highest setting the fabric will tolerate. You'll get a much more professional looking garment!

Don't be afraid to mix patterns. Just make sure that the patterns vary in size (for example: you can use a large floral with a small geometric) and it will work.

Fabric Mania!

Once you have done your research, as a designer, you need to start looking at fabrics, patterns and designs.

Here are some tips when choosing fabric for costumes:

● Try to vary the texture in your costumes. You might want to try pairing a satin with a tweed or linen with a brocade for visual interest.

● Try to avoid using a bright white on stage unless it is for a specific effect. White washes out the actors' faces and causes lighting designers to cringe!

● Upholstery fabrics can be used for costumes too! The weight of the fabric makes it a good choice for jackets.

● When costuming groups of people in a production (for example a family or a group of dancers), try to coordinate the fabrics in their costumes by using similar colors, styles, textures or patterns. It's subtle, but it makes a more cohesive production.

Costume Design Rubric

Student Name _____

Title of Book _____Author _____

1. Character 1 name

_____

Brief description of the character

_____

_____

Socioeconomic Status

_____

Time of year

_____

Where does the character live?

_____

_____

_____

2. Character 2-name

_____

Brief description of the character

_____

_____

Socioeconomic Status

_____

Time of year

_____

Where does the character live?

_____

_____

_____

3. Character 3 name

_____

Brief description of the character

_____

_____

Socioeconomic Status

_____

Time of year

_____

Where does the character live?

_____

_____

_____

4. Character 4 name

_____

Brief description of the character

_____

_____

Socioeconomic Status

_____

Time of year

_____

Where does the character live?

_____

_____

_____

Is the applicant's design concept original?	Yes _____	No _____
Is the design illustrated on 11"x17" paper in color?	Yes _____	No _____
Are there designs for four characters?	Yes _____	No _____
Do the designs contain fabric swatches?	Yes _____	No _____

Student Name _____

Final Score _____

| Category	4 points-Excellent	3 points-Proficient	2 points-Developing	1 point-Emerging	Points Earned
Concept – Do the designs for the four characters have a cohesive, meaningful design concept that is appropriate for the story?	The design for the four characters perfectly created a cohesive, meaningful design concept that is appropriate for the story.	The design for the four characters almost always created a cohesive, meaningful design concept that is appropriate for the story.	The design for the four characters sometimes created a cohesive, meaningful design concept that is appropriate for the story.	The design for the four characters rarely created a cohesive, meaningful design concept that is appropriate for the story.	
Color/Texture/Pattern Do the design elements work to establish character, location, time of year, and enhance the mood of the piece?	The dramatic elements perfectly worked to establish character, time, location, and enhance the mood of the piece.	The dramatic elements almost always worked to establish character, time, location, and enhance the mood of the piece.	The dramatic elements sometimes worked to establish character, time, location, and enhance the mood of the piece.	The dramatic elements rarely worked to establish character, time, location, and enhance the mood of the piece.	
Design – Do the designs of the costumes show an understanding of socioeconomic status, historical period, and age of the character(s)?	The designs of the costumes show an excellent understanding of socioeconomic status, historical period, and age of the characters.	The designs of the costumes show a good understanding of socioeconomic status, historical period, and age of the characters.	The designs of the costumes show a fair understanding of socioeconomic status, historical period, and age of the characters.	The designs of the costumes show little or no understanding of socioeconomic status, historical period, and age of the characters.	
Costume Pieces – Are all costume pieces accounted for in design: clothing, footwear, hats, outerwear, etc?	The design included all costume pieces that are appropriate for the particular characters.	The design included most costume pieces that are appropriate for the particular characters.	The design included some costume pieces that are appropriate for the particular characters.	The design included few costume pieces that are appropriate for the particular characters.	

Costuming Worksheet

Actor

Character

Measurements/size

Notes
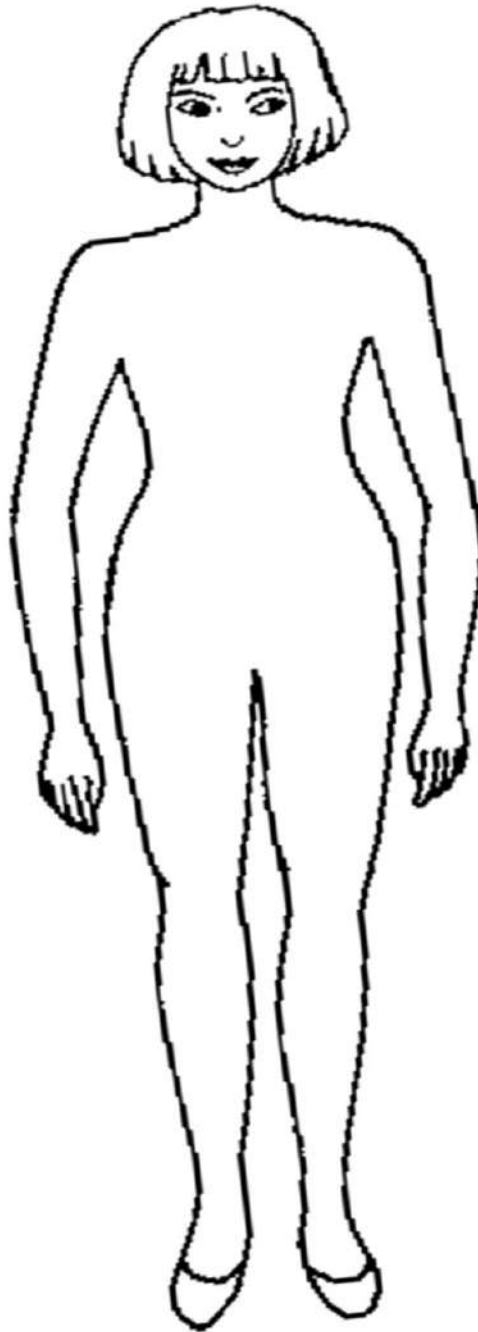
Fabric Swatches

Alternate Ending Project

The purpose of the literature project is to demonstrate your understanding of the novel or short story you have selected to read. Understanding MUST demonstrate knowledge BEYOND what you can learn from the film version. You will create an alternate ending for this reading selection. The ending must be a minimum of 3-4 pages. The tone and attitude of the characters must be consistent with the characters in the book. Furthermore, the ending must be written in the same style as the author. The ending must be consistent with the plot, characters, theme, and setting of the book.

Planning Information: (must be completed and typed in the first page of the assignment)
1) Identify the reading selection and author:
2) Summarize the reading selection in one paragraph:
3) What is the ending of the original piece?
4) Describe the point at which your ending begins.

Alternate Ending Rubric
- Ideas Convey a theme and tone, while displaying consistent narration of first person or third person narration **5 points**
- Ideas Convey characterization **5 points**
- Setting details are provided in the same manner as the author **5 points**
- Continue the plot with a new conflict, climax, falling action and resolution **5 points**
- The order of details makes sense **3 points**
- Paragraphs are connected with good transitions **3 points**
- The writing continues in the style of the author **2 points**
- The tone and style are engaging **2 points**
- The words chosen are precise, active, colorful and descriptive **2 points**
- The words are used correctly and help make the story clear **2 points**
- The sentences are well-constructed. Sentence length and structure vary **2 points**
- The piece is easy to read aloud **2 points**
- Spelling is correct **2 points**
- Punctuation is present and accurate **2 points**
- Capitals are used correctly **2 points**
- Grammar and usage are correct **2 points**
- The story is typed neatly; looks pleasing **2 points**
- Included novel information (see project details) **2 points**

Total Possible Score 50

CREATE A MOVIE POSTER

Th   e purpose of the literature project is to demonstrate your understanding of
the   novel or short story you have selected to read. Understanding MUST
de   monstrate knowledge BEYOND what you can learn from the film version.
Cre   ate a poster for a movie that would be based on your book. This must be
an   original work, not an advertisement (book cover, poster, etc.) that already
exi   sts, and be of poster-size.
Yo   ur design must include:

1. The title of the book and the author. You may change the title of the movie, but the original title and author must be displayed on the poster.
2. A quote from the book (tagline) that epitomizes the theme or subject of the story.
3. A symbol that represents the theme of the book or a character.
4. A cast of real-life actors/actresses. Your choices should represent the characters in your book. For example, cast a young actor to play a young character.
5. Appropriate color, design, images and text.

Also, you must write at least a 1-2 page explanation of your poster. This should include:

1. Why you cast these actors/actresses and which characters they will portray
2. What your symbol represents and why you chose it.
3. Why you chose your quote. Where in the book is it used? Which character said it or was it part of the narrative?

NAME
SURNAME

NAME
SURNAME

NAME
SURNAME

SPECIAL GUEST
NAME SURNAME

TAGLINE

CRITIQUE
MOVIE CRITIC, PUBLICATION

FROM THE DIRECTOR OF
A FILM
AND THE PRODUCERS OF
OTHER FILMS

CRITIQUE
MOVIE CRITIC, PUBLICATION

CRITIQUE
MOVIE CRITIC, PUBLICATION

CRITIQUE
MOVIE CRITIC, PUBLICATION

LOGO FESTIVAL
(FESTIVAL AWARD)

LOGO FESTIVAL
(FESTIVAL AWARD)

THE TITLE

A FILM BY **THE DIRECTOR** BASED ON THE NOVEL BY **THE WRITER**

PRODUCERS IN ASSOCIATION WITH OTHER PRODUCERS A PRODUCTION FROM THE PRODUCERS PRESENTS "THE TITLE" ACTOR I ACTRESS I ACTOR II ACTRESS II ACTOR III ACTRESS III CASTING CREW COSTUME DESIGNER PRODUCTION DESIGNER DIRECTOR OF PHOTOGRAPHY CO-EXECUTIVE PRODUCER EXECUTIVE PRODUCER CO-PRODUCERS CO PRODUCERS PRODUCER SCREENPLAY WRITER DIRECTOR

PRODUCTION LOGO I PRODUCTION LOGO II SPONSOR LOGO ORGANIZATION LOGO SOUND LOGO DISTRIBUTOR LOGO

WWW.THETITLETHEMOVIE.COM

Movie Poster Project Rubric

	Excellent (10 points)	Good (7-9 points)	Fair (4-6 points)	Poor (0-3 points)
Book representation	Entire book is well represented on poster. The theme is evident based on chosen symbol and quote.	Most of the book is well represented. The symbol and quote do not provide insight on entire book, but evidence of theme is there.	Some of the book is well represented. Parts may be left out. Theme/subject of the book may be unclear.	Only one piece of the book is represented. The subject of the movie/poster is unclear based on chosen components. The symbol and quote do not reflect the theme.
Finished/ Originality	Poster is made using a variety of materials. Title, symbol, actors, and quote are placed appropriately and show reflection of what the book is really about. Tone is set expertly with the colors used. It is unlike any existing poster.	Poster is made of an appropriate size. Title, symbol, actors, and quote are on the poster. Color is used wisely.	Poster is made in an appropriate size. Title, symbol, actors, and quote are all present. Color/design of layout may be lacking or may not resemble to book. It may slightly resemble existing posters, or is unoriginal.	Poster is not made with appropriate materials or size. Missing title, symbol, actors, and/or quotes. Components may not resemble the book. It may resemble existing posters.
Quote/Symbol/ Actors	Quote, symbol, and actors are carefully chosen and expertly reflect the book. Evidence of thought	Quote, symbol, and actors are present and chosen carefully.	Quote, symbol, and actors are present, but do not represent the book.	Quote, symbol, and actors are missing or do not represent the book.
Statement	Poster statement is at least 1-2 pages long, vivid details explaining the symbol, actors, and quote used. Shows evidence of thought and careful decision making that reflect the theme of the book. Reflection of the overall project is evident.	Poster statement is at least 1 page long, with detail about the symbol, actors, and quote used. Shows evidence of thought to represent the book.	Poster statement is less than one full paragraph (5-7 sentences) long, with some detail about the symbol, actors, and quote used. Some evidence of representing the book is used.	Poster statement is less than one full paragraph (5-7 sentences) long, with very little detail about the symbol, actors, and quote used. Book is not appropriately represented.
Use of RACES strategy	RACES strategy used with expert skill. More than 1 piece of evidence cited correctly in the writing/explanation.	RACES strategy used with skill. 1 piece of evidence cited correctly.	Attempted to use RACES strategy. No evidence cited or evidence cited incorrectly.	RACES strategy not used. No evidence provided.

Total: _____/50x2

CREATE AN ANIMATED VIDEO

The purpose of the literature project is to demonstrate your understanding of the novel or short story you have selected to read. Understanding MUST demonstrate knowledge BEYOND what you can learn from the film version. For this project, you will use the free Toontastic or Toontastic 3D app or website. You will choose a scene from the book that clearly displays the theme, symbolism, conflict, climax, or resolution and recreate it in your own terms. You will TYPE the script for your animated cartoon and briefly describe (in 2-3 complete sentences) each character from your scene and why that character is important. Your characters and setting MUST look the same as those described in the book. https://toontastic.withgoogle.com/

Tip: There are tutorial and example videos on You Tube and through the Toontastic website that you can use to create an amazing video. Please do not ignore these.

Toontastic Video Rubric:

BASIC ELEMENTS
5 Points—Title of video is original and relays the appropriate message for the video
5 Points—Setting is as described in book
5 Points—Characters are as described in book
5 Points—Theme, symbolism, conflict, climax, or resolution are clearly evident and accurate

SCRIPT
10 Points—Script is the original work of the student—NO COPYING/PLAGIARISM
5 Points—Script is written with organization and makes sense to the reader
5 Points—Script indicates knowledge beyond what is learned from a film version of the book
5 Points—Script is creative and uses a variety of adjectives/adverbs
5 Points—Capital letters are used appropriately
5 Points—Punctuation is used correctly
5 Points—Spelling is accurate throughout
5 Points—Use of complete sentences that flow with clear syntax
5 Points—Correct use of subject-verb agreement

VIDEO
5 Points—Animated characters move and speak with different voices (voice recording is used)
5 Points—Characters are placed on background with perspective/size and physical space in mind
5 Points—Video flows smoothly from one scene to the next
5 Points—Use of video tools beyond the basic tools available in Toontastic
5 Points—Appropriate background music is used
5 Points—Video is entertaining

TOTAL POSSIBLE POINTS: 100

Submit via email to your ELA teacher or to sbarfield@macon.k12.ga.us

Digital Character Analysis

The purpose of the literature project is to demonstrate your understanding of the novel or short story you have selected to read. Understanding MUST demonstrate knowledge BEYOND what you can learn from the film version. For this project, you will choose the protagonist, antagonist, and 1 of your favorite characters from the book you read to complete a character study. This is a digital character study in which you will use the Voki Education app or website to create avatars, record voice, and share your videos with your ELA teacher or media specialist. In addition, you must complete the Character Analysis sheet FOR EACH CHARACTER and turn it in with your digital project. http://www.voki.com/

 Tip: There are a variety of tutorial and example videos on You Tube or through the Voki website where you can learn how to use the application and create some very intriguing avatars of your characters.

CHARACTER ANALYSIS SHEET
(One sheet per character)

Character's Name: _____

Type(s) of Character: _____

(See this website for information: http://learn.lexiconic.net/characters.htm)

Briefly describe in 2-3 sentences why this character is important to the story.

_____

_____

_____

_____

_____

If this character changes throughout the story, briefly describe the change and how it affects the plot or theme of the story. (3-5 sentences)

_____

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Why do you like or dislike this character? Use evidence from the book to support your statement.

(3-5 sentences)

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Now, you will create your character's avatar. This should be completed using Voki Education, and each character's speech should be 2-3 minutes long. Using yours or a friend's recorded voice, your character will describe him/herself as written in the story. He/she will include information about personality, physical description, clothing style, situations or events from the story that affected him/her, and how he/she contributed to the theme of the book/story. You should have the character tell about a scene or event in the story that specifically affected him/her emotionally (did it make him/her angry, happy, sad, etc.) Below, you will write a script for the character so that when you record your voice, you will know what you are going to say. Be creative. Use different voices for each character. If the character is funny in the book, let him/her be funny as an avatar. If the character is melancholy, then he/she should also reflect that while speaking as an avatar, etc.

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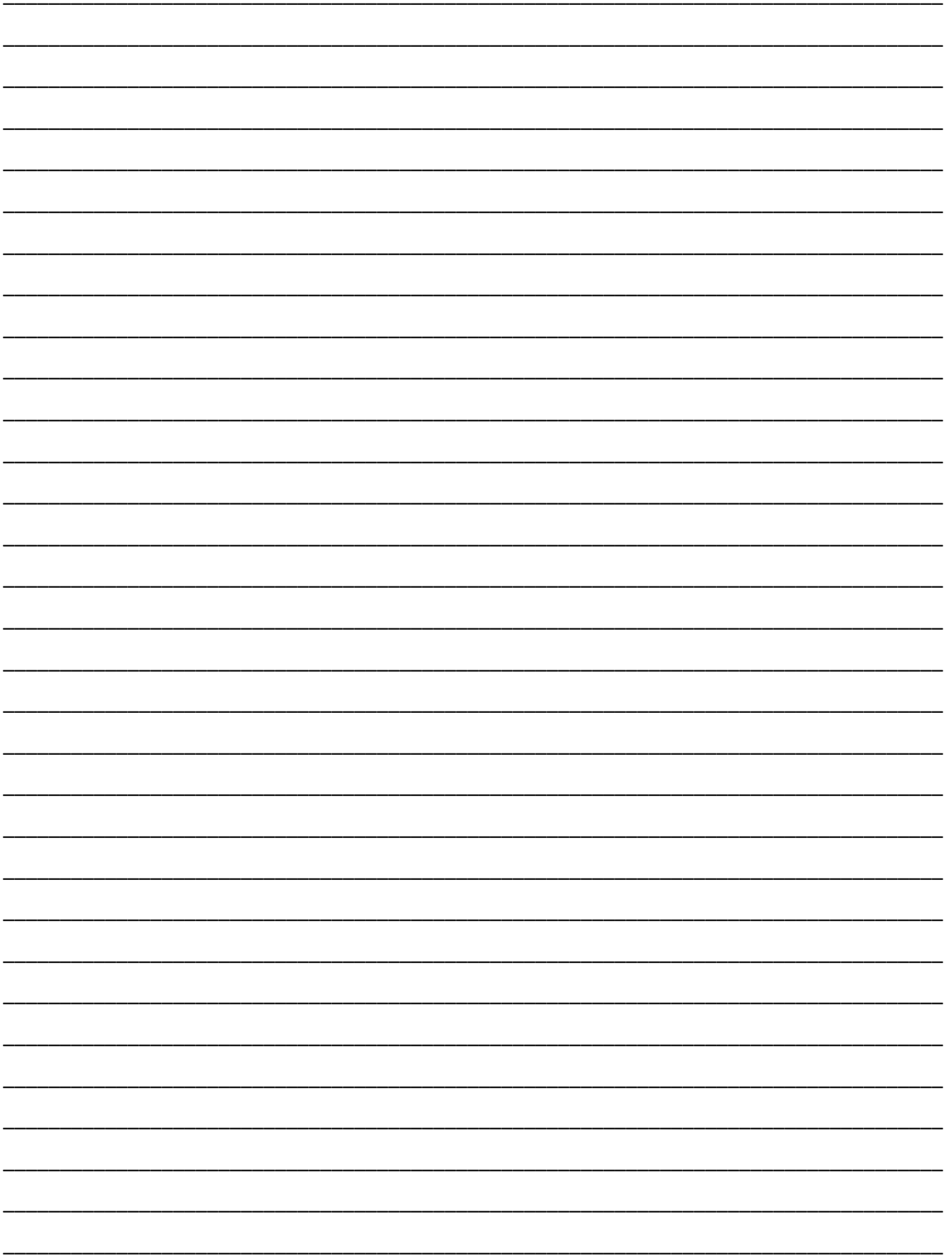
Digital Character Analysis Rubric

WRITTEN WORK
5 Points—3 Character Analysis Worksheets are complete
5 Points—Character Type is correctly identified and importance to story is clear and accurate
5 Points—Evidence from the book is used to clearly support student's opinion of the characters
10 Points—Avatar's script is the creative, original work of the student (NO COPYING/PLAGIARISM)
10 Points—Avatar's script accurately portrays the character's description, actions, feelings, and importance to the story

DIGITAL WORK
5 Points—Avatar looks like the description of the character in the book
5 Points—Avatar has a unique voice that the student recorded
5 Points—The background for the avatar is similar to the setting of the story
5 Points—Avatar's speech flows smoothly and sounds like acting as opposed to reading
5 Points—Avatar's speech includes a description of the character
5 Points—Avatar's speech includes a significant event or story that affected the character in the story
5 Points—Avatar's speech reflects the character's personality
5 Points—Avatar's speech clearly relates how the character is important to the plot or theme of the story.

ASSIGNMENT IS COMPLETE
10 Points—One avatar is the protagonist of the story
10 Points—One avatar is the antagonist of the story
5 Points—One avatar is the student's favorite character

TOTAL POSSIBLE POINTS= 100

Submit via email to your ELA teacher or to sbarfield@macon.k12.ga.us

Book Trailer Video Project

The purpose of the literature project is to demonstrate your understanding of the novel or short story you have selected to read. Understanding MUST demonstrate knowledge BEYOND what you can learn from the film version. For this project, you will create a book trailer using Adobe Spark Video (iOS app or website). A book trailer is similar to a movie trailer you see on TV that gets you interested in going to see the movie. You can find many examples of book trailers on You Tube or at websites like Barnes and Noble or Scholastic. The requirements for the project are listed below.

- 2-3 minutes in length
- Must include a typed script and printed or hand-drawn photo for each slide so you know what you will say when you record.
- Must give title and author of book as well as the student's name and grade level on first slide
- Includes photos and/or video that clearly relates to the setting, plot, theme, and characters of the book.
- Must have background music that matches the overall theme or mood of the story.
- Must have text and recorded voice to narrate the video
- MUST NOT give away the ending, but MUST create suspense, interest, or excitement about reading the book.
- Transitions must be used when moving from one slide or portion of the trailer to the next.
- Student MUST provide an original, creative, typed script for the video.
- DO NOT USE photos, videos, etc. from the film version of the book.
- Must provide sources and copyright information for each photo, video, or music you use in the video. (You can find information about how to site sources of information at the following website: https://owl.english.purdue.edu/owl/resource/747/01/)

Book Trailer Rubric

	Exceeds Standard 10	Meets Standard 8	Needs Improvement 5
Hook	Hooks are used throughout the whole trailer to build interest	Includes a hook at the beginning to grab the attention of the audience	No hook evident *(e.g. the trailer is just a collection of facts, or a summary of the book)*
Transitions	• Information presented in a logical, interesting sequence • Easy to follow • Ideas are connected with smooth, effective transitions	• Information presented in a logical sequence • Easy to follow • Ideas are connected with transitions	• Difficult to follow • Little to no sequence of information or ideas • Little or no evidence of transitions
True to book	• Conveys the mood, theme, and setting of the book to create an emotional response through selection of events/details included • Provides enough information about the book to pique interest w/o giving away ending	• Reflects mood, theme and setting and includes important details • Provides enough information to pique interest without giving away the ending	• Does not convey the proper mood of the story and includes unimportant details • Gives away the ending
Persuasive	Audience wants to run out and read the book immediately	Convinces audience that that book is worth reading	Is not persuasive in convincing audience to read the book
	Exceeds Standard 10	Meets Standard 8	Needs Improvement 5
Graphics	• Purposefully used to create an emotional response • Assist in presenting an overall theme • Appeal to the audience and enhance trailer • Compliment and work well with soundtrack • Help explain and reinforce key content • Included a graphic of the cover with the title and author • Appear to be no copyright violations	• Assist in presenting overall theme • Compliment and work well with soundtrack • Help explain key content • Included the title and author without a graphic of the cover • One or two copyright violations	• Unrelated to overall theme • Do not enhance to content of the trailer • Graphics are full of copyright violations Or: • Trailer is completely void of graphics • Failed to mention the title and author of the book

Audio (music/sound/narration)	• Clear and effectively assists in communicating theme, mood, and setting • Creates an emotional response • Includes effective narration and/or sound effects • Appear to be no copyright violations	• Assists in communicating theme, mood, and setting • Kept in balance and does not overpower the trailer • One or two copyright violations	• Cut off and inconsistent • Insufficiently communicates the theme, mood, and setting. • Overpowers the overall message of the trailer • Soundtrack is full of copyright violations Or: • Trailer is completely void of a soundtrack
Pacing	• Fits the storyline and builds the mood • Segments are long enough to make each point clear. • Trailer fits within the 2-3 minute time limit	• Fits the storyline and moves at a steady pace: fast enough to hold audience interest and slow enough to include enough information • Trailer fits within the 2-3 minute time limit	• Is either too long and does not advance the storyline or too short to assist in engaging with the story
Conventions	There are either no mistakes with conventions or the ones made are productive and fit with the trailer	There are one or two mistakes with conventions that do not fit with the mood and theme of the trailer	Many distracting conventional mistakes