

Summer Reading for Presentation Academy 2018-2019
A Different View: Diversity in Contemporary Literature

Read a book from the appropriate section and then choose one of the projects to complete. Be sure to read the directions for your project choice carefully. Be sure to look over the rubric.

Freshman/Sophomore Choices:

Brown Girl Dreaming by Jacqueline Woodson

Brown Girl Dreaming is an autobiographical story of author Jacqueline Woodson's childhood, written in verse.

Does My Head Look Big in This by Randa Abdel-Fattah

The story revolves around (and is told from the view point of) a sixteen-year-old Muslim girl who decides to wear the hijab, a religious veil, full-time. Her decision leads to different reactions from her friends, family, and peers.

Love, Hate, and Other Filters by Samira Ahmed

A searing #OwnVoices coming-of-age debut in which an Indian-American Muslim teen confronts Islamophobia and a reality she can neither explain nor escape.

When the Black Girl Sings by Bil Wright

Adopted by white parents and sent to an exclusive Connecticut girls' school where she is the only black student, fourteen-year-old Lahni Schuler feels like an outcast, particularly when her parents separate, but after attending a local church where she hears gospel music for the first time, she finds her voice.

A Girl Like That by Tanaz Bhathena

Sixteen-year-old Zarin Wadia is many things: a bright and vivacious student, an orphan, a risk taker. She's also the kind of girl that parents warn their kids to stay away from: a troublemaker whose many romances are the subject of endless gossip at school.

The Joy Luck Club by Amy Tan

In San Francisco, a group of aging Chinese women meet regularly to trade familial stories while playing Mahjong.

Warriors Don't Cry: A Searing Memoir of the Battle to Integrate Little Rock's Central High
By Melba Pattillo Beals

A 1997 memoir by Melba Pattillo Beals, detailing the integration of Little Rock's Central High School following the landmark Supreme Court decision in Brown v. Board of Education. It outlines Pattillo's experiences as one of the first African American students to attend the school.

Under the Feet of Jesus by Helena Maria Viramontes

Under the Feet of Jesus by Helena Maria Viramontes covers the lives of Latino migrant workers who farm the California grape fields.

The Poet X by Elizabeth Acevedo

A young girl in Harlem discovers slam poetry as a way to understand her mother's religion and her own relationship to the world.

The Belles by Dhonielle Clayton

Camellia Beauregard is a Belle. In the opulent world of Orléans, Belles are revered, for they control Beauty, and Beauty is a commodity coveted above all else. In Orléans, the people are born gray, they are born damned, and only with the help of a Belle and her talents can they transform and be made beautiful. But it's not enough for Camellia to be just a Belle.

Junior/Senior Choices:

The Hate You Give by Angie Thomas

The story follows a protagonist drawn to activism after she witnesses the police shooting of her unarmed friend.

The Buddha in the Attic by Julie Otsuka

The story follows the lives of a group of young women as they travel by boat to America. All are hoping for a better life.

American Panda by Gloria Chao

An incisive, laugh-out-loud contemporary debut about a Taiwanese-American teen whose parents want her to be a doctor and marry a Taiwanese Ivy Leaguer despite her squeamishness with germs and crush on a Japanese classmate.

Americanized: Rebel Without A Green Card by Sara Saedi

At thirteen, bright-eyed, straight-A student Sara Saedi uncovered a terrible family secret: she was breaking the law simply by living in the United States. Only two years old when her parents fled Iran, she didn't learn of her undocumented status until her older sister wanted to apply for an after-school job, but couldn't because she didn't have a Social Security number.

The Lines We Cross by Randa Abdel-Fattah

An Afghani-Australian teen named Mina earns a scholarship to a prestigious private school and meets Michael, whose family opposes allowing Muslim refugees and immigrants into the country.

When Dimple Met Rishi by Sandhya Menon

Dimple Shah has it all figured out. With graduation behind her, she's more than ready for a break from her family, from Mamma's inexplicable obsession with her finding the "Ideal Indian Husband."

In the Land of Invisible Women: A Female Doctor's Journey in the Saudi Kingdom

By Qanta Ahmed

A Western trained Muslim doctor brings alive what it means for a woman to live in the Saudi Kingdom.

Burn Baby Burn by Meg Medina

Nora Lopez is seventeen during the summer of 1977, when New York is besieged by arson, a massive blackout, and a serial killer named Son of Sam.

Children of Blood and Bone by Tomi Adeyemi

Zélie Adebola remembers when the soil of Orisha hummed with magic. Burners ignited flames, Tiders beckoned waves, and Zélie's Reaper mother summoned forth souls. But everything changed the night magic disappeared. Under the orders of a ruthless king, maji were targeted and killed, leaving Zélie without a mother and her people without hope.

The Astonishing Color of After by Emily X.R. Pan

Leigh Chen Sanders is absolutely certain about one thing: When her mother died by suicide, she turned into a bird. Leigh, who is half Asian and half white, travels to Taiwan to meet her maternal grandparents for the first time. There, she is determined to find her mother, the bird. In her search, she winds up chasing after ghosts, uncovering family secrets, and forging a new relationship with her grandparents.

AP Choices:

Their Eyes Were Watching God by Zora Neale Hurston

Their Eyes Were Watching God follows the life of Janie Crawford, a girl of mixed black and white heritage, around the turn of the century...which was not an easy time to be of mixed race.

The Joy Luck Club by Amy Tan

In San Francisco, a group of aging Chinese women meet regularly to trade familial stories while playing Mahjong.

Invisible Man by Ralph Ellison

The narrator begins telling his story with the claim that he is an “invisible man.” His invisibility, he says, is not a physical condition—he is not literally invisible—but is rather the result of the refusal of others to see him.

The Twelve Tribes of Hattie by Ayana Mathis

Ayana Mathis tells the story of the children of the Great Migration through the trials of one unforgettable family.

No-No Boy by John Okada

The novel dramatizes the struggles of twenty-five-year-old Ichiro Yamada as he returns home after two years spent in prison.

Project Choices (50 Points): **Due Friday August 31st**

Choose one of the following projects to do with your summer reading book. Be sure to read the directions carefully and do all of the required aspects of the assignment.

Choice #1: Book Review

Write a “Book Review” of your book. Offer your opinions of the book’s *quality*: what are the book’s goals, does it accomplish those goals, and is the book worth reading. Address elements such as the writing style, character development, themes and morals, the story’s setting or settings, and the overall plot and conflict.

A review is not simply a “summary.” You should summarize the book just enough to give a clear picture of what the book is about. You do not need to cover every single facet of the story, and you should never give away the ending.

Your writing should reflect your own personal style; it is informal, professional, eloquent, conversational, and *interesting*. You address topics by citing the text and offering your opinion. You should be writing just as much about your *thoughts* on the book as you are writing about the book itself.

Resources for writing a Book Review:

<https://owl.english.purdue.edu/owl/resource/704/01/>

<http://www.writing-world.com/freelance/asenjo.shtml>

Choice #2: Movie Adaptation of Summer Reading Book

Assume the role of the Director for an upcoming production of your summer reading book.

Part 1: Casting Characters

Your job is to cast current celebrities (who need not necessarily be current actors) in at least five of the main character roles. Each casting profile should include a visual element (such as casting cards or a Power Point/Prezi) that includes a brief description/analysis of the character from the novel, a current image of the actor, and a brief explanation as to why you chose this actor. Include information on relationships to other characters. Draw upon specific evidence from the novel to “sell” your choices of actors.

Part 2: Shooting on Location

Where and when does this film need to be shot? Consider specific locations and time periods (year, season, time of day) that must be secured for filming to take place. If a setting needs to be created, include specific details about where the story takes place and what must be included. Your visual should include pictures and descriptions of when and where the most significant actions take place.

Choice #3: Found Poem

Found Poem

Definition: A type of poetry that is created by taking words or phrases from other sources (books, articles, etc.), and rearranging them into the form of a poem (usually free verse).

How to create your found poem:

1. Choose a theme from the novel you read that will be the focus of the poem.
2. Select words, phrases, or sentences from the novel that convey your chosen theme. Write out (or type) at least 20 different quotes from the novel, including chapter/page numbers. These will be turned in with your poem.
3. Underline or highlight the parts of each quote that were used in the poem.
4. Rearrange the words, phrases, or sentences to form your poem.
 - The lines should flow and have a logical sequence.
 - You may change verb tenses and/or add punctuation. You may even need to add a word here or there.
 - Remember: poems do not always rhyme.
 - Your poem should be at least 30 lines long.
5. Give your poem a creative title.
6. The poem should be typed. You may use any legible font.

Summer Reading Project Rubric 2018-2019

A: All requirements of the assignment are met and/or exceeded; all “written” parts of the assignment are typed and in Standard English; all points are supported with quotations where appropriate (or required); specifics are used as much as possible to demonstrate that you read; your voice comes through clearly in your project; all parts are thoughtful; any non-typed parts are neat and show effort; interpretations show a deeper understanding of the aspects of the novel

B: All requirements of the assignment are met; all “written” parts of the assignment are typed and in Standard English; most points are supported with quotations where appropriate (or required); specifics are often used to demonstrate that you read; your voice is present in your project; your project shows thoughtfulness; any non-typed parts are neat and show effort; interpretations show an understanding of the aspects of the novel

C: Most requirements of the assignment are met; all “written” parts of the assignment are typed; points are supported with quotations where required; your project uses enough specifics to demonstrate that you read; your project shows some thought; any non-typed parts are neat and show effort; interpretations show that you understand the novel

D: Some requirements of the assignment are met; all “written” parts of the assignment are typed; quotations are not used where required (or used incorrectly); your project lacks specifics and does not demonstrate that you read; non-typed parts show little effort and/or appear to lack forethought; your project does not demonstrate that you understand the novel

If you have any questions, please feel free to email your 2018-2019 English Teacher

Freshpeople: Ms. Roberts troberts@presentationacademy.org

Sophomores: Ms. Fette mfette@presentationacademy.org

Juniors: Ms. Graves mgraves@presentationacademy.org

Seniors: Mr. Terry bterry@presentationacademy.org

