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| Column A: Each week you must complete 1 from this category. It cannot be the same one each week. Must be from the reading section for THAT week, not a previous one, not a future one. **Due dates: 9/17, 9/24, 10/1, 10/10**

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|  **ELACC11-12RL1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  |

 | Column B: This is due for presenting by October 10th. No late work will be accepted.

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|  **ELACC11-12RL1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  |

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| 20 pts. \*Create a chart that gives the events for the reading of that week. \*Divide the chart into chapters. \*Must have at least 5 major events for the chapter\*Along with the events, chronicle all themes found within the chapters along with evidence from the text that supports the theme and an explanation of how that evidence shows that theme. \*Make sure you cite your evidence using an in-text citation. Graphic organizer suggestion: Flow map.

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|  **ELACC11-12RL2:** Determine two or more themes or central ideas of text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.  |

 | 40 pts. \*Create a diorama of an important setting/scene in the book. \*Must use quotes from the book to show the use of imagery used to help students create diorama and thus demonstrate how the author uses imagery to create a picture for the reader. Must cite imagery. \*Must explain why they chose that setting as particularly important to the novel.

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|  **ELACC11-12RL3:** Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).  |

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| 20 pts. \*Create a character chart for the reading of that week that gives a detailed bio for each major character. If you are unsure if the character is a major character, ask.\*Explain how the character is characterized, if it is direct or indirect characterization, if the character is static or dynamic, and an explanation that supports your claims. \*Direct evidence from the text should be used along with an in-text citation. \*Divide the chart into chapters. Suggest graphic organizer: Tree map.

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|  **ELACC11-12RL3:** Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).  |
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 | 40 pts. \*Create a graphic novel of a chapter from the book. \*The graphic novel should accurately depict the setting and characters and use evidence from the text, as in, imagery, to show that what is represented in the picture is what is represented by the graphic novel’s visuals. \*Students should be able to explain what themes are presented in their section and through their graphic novel. \*Students may add dialogue so long as it is period appropriate and in line with the character and does not deviate from the story. \*Graphic novel should be in color. **ELACC11-12RL2:** Determine two or more themes or central ideas of text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.**ELACC11-12RL3:** Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). |
| 20 pts. \*Complete a graphic organizer that charts the events of a section of the story.\*Divide the chart in chapters.\*Must have at least 5 major events for the chapter\*For each section, locate at least 1 conflict. Explain the type of conflict. \*If a conflict is resolved, put what the resolution is.**ELACC11-12L6:** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. ELACC11-12RL4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.  | 40 pts. \*Create a game book. \*This can be electronic or **board** game (no games that are just cards or just questions like Kahoot). \*Questions should be on theme, conflict, characters, and plot. \*Students should cite evidence for their questions and answers. \* Students will present game and explain how the game is played and how it would help a student learn the novel. Students will not play full game. \*Game should be visually appealing. \*Game cannot simply be a kahoot or simply answering questions, there must be some sort of play or competition involved and there must be a visual.**ELACC11-12RL2:** Determine two or more themes or central ideas of text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.**ELACC11-12RL3:** Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).**ELACC11-12SL5:** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.  |
| 20 pts\*Write a detailed reflection for each chapter that week. THIS IS NOT A SUMMARY. A reflection gives your thoughts and feelings and questions about the chapter.\*Explain what you thought the themes were in each chapter and what you think about what is happening to the main characters you would do in their situation. \*In addition to this, make a prediction for what will happen next to her after completing the final section.**ELACC11-12W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  | 40 pts. \*Soundtrack for a section that demonstrates the mood of important scenes of the section and demonstrates characterization for important characters. \*Soundtrack cannot be full songs, but clips of songs not lasting more than 30 seconds. \*Songs MUST BE APPROPRIATE FOR SCHOOL! Curse words, the n word, etc will cause you to have an automatic F.\*You must have at least 6 clips, 3 showing mood and 3 for important characters. \*You must explain what the mood of the scene is and explain in detail how the song represents the mood. \*You must give a detailed description of the character and explain how the song represents that character. \*Explanations must be written or put in the form of an electronic presentation. \*MAKE SURE YOUR MUSIC FILE WORKS BEFORE BRINGING IT TO CLASS! IT WOULD BE ADVISABLE TO ASK ME TO PLAY IT ON MY COMPUTER BEFORE THE DAY IT IS DUE. Suggested method of presentation: Powerpoint.

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|  **ELACC11-12RL3:** Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). **ELACC11-12SL5:** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.  |
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| 20 pts. Partner work: Create sets of questions for each chapter that week (at least 11). These should be questions that require an in-depth analysis of things such as characters and their feelings, themes and how they are developed, literary devices and their purpose within the chapters, as well as reflective questions. One question must require a paragraph length explanation. Exchange questions with your chosen partner and answer them. RL1,2,3, and 4. | 40 pts. \*Turn one important scene into a play format and perform that scene.\*Lines should be memorized, props should be used, and clothing should reflect the caste systems of the book\*Players should use dialogue and action to reflect the mood of the scene, the tone of the characters, and present an accurate characterization of the characters. \*The chosen scene should reflect a theme of the novel and the theme should be clear from what is being performed.\*Theme can be accurately explained by students upon completion of performance. **ELACC11-12RL2:** Determine two or more themes or central ideas of text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.**ELACC11-12SL4:** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.  |