

## ENGLISH Summer Reading List of Choices

**9<sup>th</sup> Grade Reading Choices** – read *one* of the following and complete a Major Works Data Sheet (MWDS) and one creative project based on the novel.

### ***Born to Rock* by Gordon Korman**

From School Library Journal

Grade 7-10—President of his high school's Young Republicans club and on a fast track to Harvard with a full scholarship, Leo Carraway finds his life turned upside down by two events. His unlikely best friend—a hip, nonconformist named Melinda, whose temperament, politics, and interests seemingly clash with his lifestyle—convinces him to help tutor a gay classmate. When the homophobic assistant principal observes Leo talking to Owen during a test, he accuses Leo of cheating and causes him to lose his scholarship. Then Leo learns, to his consternation, that Marion X. McMurphy (King Maggot)—the top punk singer of the 1980s with a reputation for destruction on stage and leader of the band Purge—is likely his biological father. He decides to confront King Maggot and get him to pay for his lost scholarship and joins the crew of roadies supporting the band on a summer revival tour. Leo is introduced to the decadent world of punk performers, production crews, agents, and groupies that confirms his dislike of the music, but at the same time, he re-examines his primary beliefs and principles and is fundamentally changed by his experiences. He and Melinda, who is spending the summer following the band, slowly realize that they have more in common than they had thought. At the end, Leo uncovers a surprise about his biological father and reflects on what this means to his life. Korman's story has an appealing narrative voice, sharp dialogue, and vivid characterization to portray Leo's coming of age. 780L

### ***Ithaka* by Adele Geras**

In this book, Geras revisits a classic epic through young protagonists--predominantly Klymene, a kindly servant girl who attends Penelope in her island castle while the Queen waits faithfully (for the most part) for King Odysseus' return from the Trojan War. Instead of focusing on Odysseus' fantastical journey toward hearth and home, this story remains with those the hero left behind, including his volatile son, Telemachus, and his loyal hunting dog, Argos. Hordes of unsuitable and highly unscrupulous suitors arrive to entrench themselves within the castle, hoping to claim Penelope's hand and lands when she finally accepts that her king will never return. The unwilling Penelope plays a tense game with the increasingly aggressive suitors, which impacts the lives of virtually all of Ithaka's denizens. Filled with intrigue and subterfuge and replete with visits from the gods, this visceral, lusty, tragic retelling will draw older teen readers. 740

### ***The Alchemist* by Paulo Coelho**

This inspirational fable by Brazilian author and translator Coelho has been a runaway bestseller throughout Latin America and seems poised to achieve the same prominence here. The charming tale of Santiago, a shepherd boy, who dreams of seeing the world, is compelling in its own right, but gains resonance through the many lessons Santiago learns during his adventures. He journeys from Spain to Morocco in search of worldly success, and eventually to Egypt, where a fateful encounter with an alchemist brings him at last to self-understanding and spiritual enlightenment. The story has the comic charm, dramatic tension and psychological intensity of a fairy tale, but it's full of specific wisdom as well, about becoming self-empowered, overcoming depression, and believing in dreams. The cumulative effect is like hearing a wonderful bedtime story from an inspirational psychiatrist. Comparisons to *The Little Prince* are appropriate; this is a sweetly exotic tale for young and old alike. 910L

**CHOOSE ONE OF THE FOLLOWING CREATIVE PROJECTS TO COMPLETE**

1. Create a comic book relating to a chapter from the 2nd half of the book.
2. Make three (full 22” X 28” poster board) posters about the book using two or more of the following media: paint, crayons, chalk, paper, ink, real materials.
3. Rewrite the story for younger children in picture book form.
4. Using information from the book, make a scrapbook about the subject, or choose one character and create that character’s scrapbook of the events in the book.
5. Create a board game based on events and characters in the book you read. By playing your game, members of the class should learn what happened in the book. Your game must include the following: a game board, a rule sheet and clear directions, events and characters from the story with images.
6. Complete a series of five drawings that show five of the major events in the plot of the book you read. Write captions for each drawing so that the illustrations can be understood by someone who did not read the book. Drawings must be a minimum of 8.5” X 11” and must include color.

*\* If you want to do something different from the above choices you MUST receive PRIOR approval from the English teacher you will have in the fall.*

At the start of school, you will present your project to the class, below is the grading rubric for this presentation of your creative project.

<b>Type of Project:</b>			
<b>Less Points</b>	<b>Full Points</b>	<b>Points</b>	
<b>Length of Presentation</b>	Less than 1.5 minutes or more than 4 minutes.	1.5 to 4 minutes	10
<b>Creative Artifact</b>	Displayed ineffectively	Displayed effectively	10
Presented ineffectively	Presented effectively	10	
Shows low quality and low quantity effort	Shows high quality and high quantity effort	10	
Unclear connection between artifact and text.	Clear connection between artifact and text.	10	
<b>Total Points:</b>	50 points		

**Students must complete BOTH the Major Works Data Sheet and one of the following creative projects for the book you read.**

Name \_\_\_\_\_

### Major Works Data Sheet

Title: _____ Author: _____	<b>Point of View (POV)</b> - What is the POV from which the story is told? How does the POV affect the reading?	<b>Setting Information</b> – Consider both time and place:
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**Conflict/Resolution** – Describe some of the major conflicts and how they were resolved:

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### MEMORABLE QUOTES

\*\* Include at least ten (10) memorable quotes which are significant in relation to the themes of the work or to the author's style and/or character development.

Quotation	Significance/Personal Reaction

Name \_\_\_\_\_

### CHARACTERS

\*\*In discussing characters, identify *each major and minor character*. Discuss how the author develops each character.  
Does the character change (dynamic) or stay the same (static) throughout the story?

Name	Role in Story	Significant acts/actions?	Character's perception of himself/herself?	How do you perceive the character?	Changes in character (external & internal)?

**Themes** – A theme is an idea the writer wishes to convey about the subject—the writer's view of the world or a revelation about human nature: \*\* List all major themes developed in the novel.

**Vocabulary:** \*\*List and define 20 new words you encounter while reading the novel.

\*\*\* Use each of the 20 words in an original sentence.