



## Junior Honors English Summer Reading

### Book Selections:

1. *The Color Purple* by Alice Walker
2. Independent reading selection : Choose a second novel or nonfiction book of your choice (grade appropriate, at least 200 pages in length)

Two assignments are due on the first day of school. I will not accept *any* excuses for work not submitted on time. Email me if you have questions about the books or assignments.

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### **Assignment 1: *The Color Purple* (100 points)**

Set in the Deep South during the first half of the twentieth century, *The Color Purple* traces the lives of two sisters, Celie and Nettie. The novel presents the story of Celie's development of her sense of self with the help of Shug as her mentor. The novel begins with Celie as a fourteen year old who has suffered repeated rapes and brutal beatings by the man she believes to be her father. Celie's thoughts are shared with the reader in the form of her letters to God (this is called an epistolary novel). It is written in a voice that is raw and realistic.

Your assignment is to trace Celie's development by considering what she learns and how she changes from episode to episode. In order to do this, you will:

- complete a "**fever chart**" as detailed below
- use the fever chart to prepare a minimum **750 word essay**, word processed, double-spaced, in 12 pt font

The essay must address how Celie has grown and changed throughout the novel. *Your essay must include quotes you have gathered and must contain a focused thesis statement describing Celie's growth.*

**FCA1:** Chart and essay are complete and meet requirements (directions are followed) (50)

**FCA2:** Essay demonstrates thoughtful analysis of character development (35)

**FCA3:** Proper essay structure and appropriate spelling, grammar, and punctuation are utilized (15)

## **Assignment 2: Independent Reading Selection (50 points)**

A. Prepare an **oral presentation** known as a book talk to present to the class during the first week of school. The goal of the book talk is to “sell” your book to your audience. You must prepare **note cards** to support your talk (which will be collected) and **rehearse** your presentation. Your talk must include the following information:

- 1) Summarize the book in 3-4 sentences (without giving the entire story away!). Make sure that you introduce the main characters, setting, and conflict(s). Do not give away the ending! You are advertising your book—not giving a book report.
- 2) Identify at least 3 real strengths and 3 real weaknesses of the novel. What about the book did you love the most? What could have been improved? What might dissuade future readers? What might attract them? For works of fiction, focus upon elements of fiction, like the effectiveness of the setting, the development and authenticity of the characterization, the reliability of the narrator, etc. Make sure you support these claims with quotes, specific examples, or explanations from the novel.
- 3) Identify the target reading group for the novel. Who would REALLY enjoy this novel? Is it designed for a certain age or grade level? Is the style of writing or the vocabulary too advanced for young readers? Is it too slang-y and pop-ish for older readers? Is it really for lovers of sci-fi, or more of a tear-jerking romance for the sappy at heart? Who would enjoy this book the most, and WHY? Make sure you support these claims with quotes, specific examples, or explanations.
- 4) Add flavor and life to your book talk by including **one** of the following ideas:
  - a. Stage a dramatic reading of a key “teaser” passage from the novel: one of the most exciting moments, a funny episode, a vivid description of the setting or characters, or a pivotal quote that introduces the conflict. Make sure this is staged and performed dramatically, with props, changes in tone and volume, movements, etc.
  - b. Use props or “visuals” to draw out key elements or symbols of the story.
  - c. Transport your audience to the world of your characters and conflict by telling a story: “Imagine yourself aboard a military submarine, deep in the bowels of the Atlantic. It is the year 1943 . . .”
  - d. Stage a “talk show” or “satellite interview” in which you interview the author or one of the main characters from the novel (you will obviously need to enlist a classmate for assistance with this option).
  - e. Create an infomercial selling a product that ties into the characters and conflict of the novel (that little something the character would not be able to live without—especially to survive the conflict of the novel).
  - f. Preview of the upcoming movie version of the novel by presenting a puppet show or designing a poster with your all-star celebrity cast of the movie (this is YOUR creation and cannot be an actual movie poster with actual stars from the actual movie version of your novel).
  - g. Find your own creative and innovative way to introduce and “sell” your novel to your classmates.

Grading Rubric for book talk:

All required information/components are present (35)

Oral Presentation skills: appropriate volume, pace, eye contact, modulation, evidence of preparation (15)

## ***Color Purple* Fever Chart**

**Objectives:** To do a close reading of *The Color Purple*

- Plot changes in character throughout the novel
- Glean evidence for an essay

### **Directions:**

You will create a TRACKING POSTER for the character Celie. The main feature of the poster will be a coordinate plane (Cartesian coordinate system) with an x and y axis. The basic idea of a fever chart is that you are tracking your character's psychological state through the course of the novel, using your own created scale as the "Y-AXIS" and direct quotes and page numbers from the novel as the "X-AXIS." A careful look at your fever chart will allow you to draw conclusions about your character and form a thesis for your essay.

As you examine Celie's character, locate significant quotes that show her thinking and how it changes throughout the novel. Consider how her thinking changes (in relation to what major area or idea) and correlate each quote to that factor on your Y-AXIS. For example, if you decided that a character is changing and growing in regard to a factor such as bravery, you would chart significant quotes on the X-AXIS and degree of bravery related to each quote/episode on the Y-AXIS.

**The goal is to determine the changes in the character and what happens to that character as she is exposed to different people, ideas, and situations.**

Some ideas to consider in locating quotes:

- Celie's relationship with Mr. \_\_\_\_\_.
- Celie's relationship with Shug.
- Celie's relationship with Nettie.
- Celie's relationship with Sophia and/or Harpo.
- Celie's role as it relates to the home.
- Celie's discovery of her African heritage.

You will choose **8-10 quotes** for your chart. You must include page numbers with your quotations. They can be lines from the character himself, what others say about him, or what the author narrates.

The poster can be creatively done by adding symbols that represent the character's changes.

