

Upper School Summer Reading Creative Project

The creative project gives you a chance to exercise your creativity in a variety of ways to show your understanding of a piece of literature. There are several different possible assignments you may choose from, but **you must do this project over the book you picked from the “Choice” list**. Your project will count as a test grade.

Make sure you follow the guidelines for the assignment that you choose. As part of this assignment, you will also present and explain your project to your classmates during the first week of school. For your creative assignment, choose one of the following projects (see grading standards for more details):

1). Newspaper – design a newspaper around the book. The headlines and front page stories will be about the plot of your book. You can get very creative, adding classified ads, horoscopes, advice columns, and illustrations. All content should be obviously connected to your book and should give a clear idea of what happens in the story. You should also include a book review, in which you **explain** what you liked and did not like about the book – **do not just give your opinion – explain** the reasoning behind it.

2). Board Game – design a board game that will tell the story of your book to anyone who plays the game. The game must actually work, so you will have to put a good deal of thought and planning into this project. Produce a prototype of the game and type an explanation (one page double-spaced) of why you designed it the way you did (how does it tell the story?) and how it works.

3). Movie Poster – design a poster advertising a film version of the book you read. Decide who and what needs to be on the poster to give viewers a good impression of what to expect in the story. Carefully consider the placement of the various images on the poster, the colors you will use, the size of the letters, etc. Look at some movie posters for ideas. You do not necessarily have to be able to draw well to do this project (photos may be used). **Posters should look very nice**. You will need to type an explanation (one page double-spaced) of why you put what you did on the poster and how it applies to the book. Try to have the “tone” of your poster (the feeling it evokes) match that of the book.

4). Movie Soundtrack – put together a soundtrack for the imaginary movie version of your book (do not copy an existing soundtrack). Think about what scenes would require music and what music would fit the scene, not only musically but in terms of the lyrics. You need to have 6 songs, and you will need to type an explanation (one page double-spaced) of why you chose each song and how/why it fits the book and the scene.

5). Paintings and Drawings – **this project is only for the more artistically inclined**. Produce a painting or drawing of a key scene in your book. Include an explanation (one page double-spaced) of the drawing/painting and how it relates to the book. Also explain why you chose the scene and its overall place in the story.

Grading Standards – Creative Project

Newspaper – perhaps the easiest way to produce this assignment would be to type the various elements in a word processor, print them, and attach them to some poster board.

An ‘A’ quality newspaper will provide several stories related to the plot and characters of the book. The layout will be reflective of an actual newspaper, and the project will take up about the same amount of space as a newspaper front page. This project will also incorporate some of the ‘extras,’ like ads, advice columns, etc. All content will clearly relate to the book. The newspaper will be neatly arranged, proofread, and easy to read. The book review will clearly explain what the student liked and disliked about the book and give specific reasons to support the student’s views. The entire project will have a very neat look to it, showing that a lot of care went into the project.

A ‘B’ quality newspaper will provide several stories related to the plot and characters of the book. The layout will be reflective of an actual newspaper, and the project will take up about the same amount of space as a newspaper front page. All content will clearly relate to the book. The newspaper will be neatly arranged, proofread, and easy to read, although there may be a few errors in grammar, spelling, punctuation, and mechanics. The book review will clearly explain what the student liked and disliked about the book, although the student may not always provide specific examples to support the reasoning. The entire project will have a very neat appearance, showing that a lot of care went into the project, but the project may not be quite as “clean and professional” looking as the ‘A’ project.

A ‘C’ quality newspaper will provide a few stories related to the plot and characters of the book. The layout will be reflective of an actual newspaper, although the project may fall short of taking up the same amount of space as a newspaper front page. Some content may not clearly relate to the book. The newspaper will be neatly arranged and easy to read, but multiple errors in grammar, spelling, punctuation, and mechanics will cause distraction for the reader. The book review will state what the student liked and disliked about the book but will not provide much in the way of examples to support the reasoning – it will be opinion with little substance to back it up. The entire project will have a decent appearance, perhaps showing a bit of sloppiness here and there.

A ‘F’ quality newspaper will produce some stories but their relation to the book will sometimes not be clear. The layout will be sloppy and the stories will be difficult to read. Frequent errors in grammar, spelling, punctuation, and mechanics will distract the reader. The book review will be virtually incoherent and lend almost no insight into the student’s views, providing virtually no reasoning to support the opinions. The entire project will demonstrate a lack of effort or concern for the final product.

Board Game

The 'A' game has an attractive appearance that demonstrates that a lot of time and care was put into the project. This game actually works, meaning that anyone who plays the game will be told the story of the book. The typed explanation is virtually free of grammatical, spelling, punctuation, and mechanical errors, and eloquently explains the design of the project and how the game works.

The 'B' game has an attractive appearance that demonstrates that a lot of time and care was put into the project, but it may not be as attractive or well-constructed as the 'A' game. This game actually works, meaning that anyone who plays the game will be told the story of the book. The typed explanation may contain a few minor grammatical, spelling, punctuation, and mechanical errors, and clearly explains the design of the project and how the game works. The writing will be clear and well organized, but may not demonstrate the 'flair' of the 'A' explanation.

The 'C' game has a decent appearance that demonstrates that thought and effort went into the project. This game will not have the attractiveness or quality of the 'A' or 'B' games. This game works for the most part, but there may be minor glitches in game play that get in the way of the story being told clearly and in the proper order. The typed explanation will contain several minor errors in grammar, spelling, punctuation, and mechanics, and perhaps a few serious errors. The writing will be clear for the most part, and the organization will be rudimentary but mostly effective.

The 'F' game has a sloppy appearance that demonstrates little concern for the final product. This game will have serious problems in terms of gameplay. The typed explanation will be virtually incoherent and/or will fail to address what is required. It will contain many minor errors in grammar, spelling, punctuation, and mechanics, as well as several serious ones. The organization will be ineffective, perhaps confusing.

Movie Poster

The 'A' poster will be very attractive and show that a lot of thought and time went into the project. The images on the poster will clearly be connected to the book and will clearly indicate through visual means what kind of story a viewer would see. The images will also clearly reflect the time period in the book. The poster will be colorful, with an eye-pleasing layout and easy to read lettering. This poster will evoke the dominant mood or tone of the book. The typed explanation will clearly explain why the student chose the images and how they relate to the book. Errors in grammar, spelling, punctuation, and mechanics will be virtually nonexistent. The writing will be clear and eloquent.

The 'B' poster will be very attractive and show that a lot of thought and time went into the project, although it may not measure up to the 'A' standard. The images on the poster will clearly be connected to the book and will clearly indicate through visual means what kind of story a viewer would see. The images will also clearly reflect the time period in the book. The poster will be colorful, with an eye-pleasing layout and easy to read lettering. This poster will evoke the dominant mood or tone of the book. The typed explanation will clearly explain why the student chose the images and how they relate to the book. Errors in grammar, spelling, punctuation, and mechanics will be infrequent and minor. The writing will be clear and well organized, but will not show the 'flair' of the 'A' paper.

The 'C' poster will be attractive and show that some thought and time went into the project, although it may lack the neatness of the 'A' and 'B' posters. The images on the poster will clearly be connected to the book, with one or two exceptions, and will clearly indicate through visual means what kind of story a viewer would see. The images will also clearly reflect the time period in the book. The poster will be colorful, with an eye-pleasing layout and easy to read lettering. This poster may or may not evoke the dominant mood or tone of the book. The typed explanation will explain why the student chose the images and how they relate to the book, but may be a little confusing at times due to organizational or syntax problems. The explanation will contain frequent minor errors in grammar, spelling, punctuation, and mechanics, as well as some major errors.

The 'F' poster will show that little thought and time went into the project, resulting in a sloppy product. The images on the poster will be connected to the book, though often their connection will not be obvious. This poster will not clearly indicate through visual means what kind of story a viewer would see. The images may not clearly reflect the time period in the book. The poster will be colorful, with a less than pleasing layout and difficult to read lettering. This poster will not evoke the dominant mood or tone of the book. The typed explanation will explain why the student chose the images and how they relate to the book, but may be confusing due to organizational or syntax problems. The explanation will contain frequent minor errors in grammar, spelling, punctuation, and mechanics, as well as major errors. These errors will distract the reader from the meaning of the passage.

Movie Soundtrack

The 'A' soundtrack will have 6 songs. The student will provide typed lyrics for each song. The typed explanation will clearly and eloquently explain what scenes in the book the songs correlate to, and the student will clearly explain why each song is suitable for the scene, discussing such aspects as tempo and lyrical content. Errors in grammar, spelling, punctuation, and mechanics will be virtually nonexistent.

The 'B' soundtrack will have 6 songs. The student will provide typed lyrics for each song. The typed explanation will clearly explain what scenes in the book the songs correlate to, and the student will clearly explain why each song is suitable for the scene, discussing such aspects as tempo and lyrical content. The writing will be well organized and thoughtful, but may lack the flair of the 'A' paper. Major errors in grammar, spelling, punctuation, and mechanics will be virtually nonexistent, although there may be a few minor errors.

The 'C' soundtrack will have 5 songs. The student will provide typed lyrics for each song. The typed explanation will explain what scenes in the book the songs correlate to, and the student will explain why each song is suitable for the scene, discussing such aspects as tempo and lyrical content. However, the explanation may be confusing at times because of organizational or syntax problems. The organization may be rudimentary and possibly ineffective at times. Minor errors in grammar, spelling, punctuation, and mechanics will be numerous, and there may be a few major errors as well.

The 'F' soundtrack will have less than 5 songs. The student will provide typed lyrics for each song, but the typing may be sloppy. The typed explanation will explain what scenes in the book the songs correlate to, and the student will explain why each song is suitable for the scene, discussing such aspects as tempo and lyrical content. However, the explanation will be confusing because of serious organizational or syntax problems and offer little or no insight. Minor errors in grammar, spelling, punctuation, and mechanics will be numerous, and there may be several major errors as well.

Paintings and Drawings

The 'A' quality painting or drawing will be of high quality, beyond the capabilities of most people, with an obvious and effective connection to the book. It will clearly and powerfully present a pivotal scene from the book, showing a good deal of skill and imagination. The typed explanation will clearly and eloquently explain why students chose the scene, why they presented it in the way they did, and will also provide an explanation of the scene's importance in the book. The explanation will be virtually free of errors in grammar, spelling, punctuation, or mechanics.

The 'B' quality painting or drawing will be of high quality, beyond the capabilities of most people, with an obvious and effective connection to the book. It will clearly present a pivotal scene from the book, showing a good deal of skill and imagination. The typed explanation will clearly explain why students chose the scene, why they presented it in the way they did, and will also provide an explanation of the scene's importance in the book. The explanation will be virtually free of major errors in grammar, spelling, punctuation, or mechanics, but may contain a few minor errors.

The ‘C’ quality painting or drawing will be of average quality with an obvious connection to the book. It will clearly present a pivotal scene from the book, showing an average amount of skill and imagination. The typed explanation will explain why students chose the scene, why they presented it in the way they did, and will also provide an explanation of the scene’s importance in the book. This explanation may not always be clear because of organizational or syntax problems. The explanation will contain several minor errors in grammar, spelling, punctuation, and/or mechanics, as well as a few major errors.

The ‘F’ quality painting or drawing will be of below average or poor quality with a connection to the book that may not be obvious. It will present a pivotal scene from the book, but will lack skill and imagination. The typed explanation will explain why students chose the scene, why they presented it in the way they did, and will also provide an explanation of the scene’s importance in the book. This explanation may border on incoherence because of organizational or syntax problems and will offer little or no insight. The explanation will contain several major and minor errors in grammar, spelling, punctuation, and/or mechanics.

US Summer Reading Presentation Scoring Rubric

<u>Presentation</u>	
Length: 3 - 5 minutes total	20pts ____
Content sufficiently explains project – what it is, how it came to be.	
Superficial	15pts ____
Adequate	20pts ____
Thorough, yet 3 - 5 minutes	30pts ____
Content addresses ideas specified for written part of project	
Superficial	15pts ____
Adequate	20pts ____
Thorough, yet 3 – 5 minutes	30pts ____
Clear speech	5pts ____
Adequate volume/projection	10pts ____
Eye contact	
Makes regular contact and elaborates on notes	5pts ____
Makes little to no contact and reads notes	0pts ____
<u>Student Name</u>	100 pts. possible
	Total pts. _____

