**ESSENTIAL QUESTION**:  How does the literature we read connect to our own lives? Does it make predictions of the future?

Required: **Required Activity** **(20 points):**  Read the book and take part in class discussions.  I have broken the work into four weeks. Your group may elect to make smaller chunks however you must meet MY deadlines for submission.   The timeline for completion is:

9/22- Level C

9/29- Level C

10/6- Level C

10/13- Level B

10/20- will only accept A level work, presentations to the class for other options

For each of the four parts of the book do **one** of the following activities.  You must choose a different activity for each part. (5 points each)

* + 1. Write a summary of the section read.
    2. Choose a quote or “snippet” of language, copy it accurately, explain the context of the quote, and why you chose it.
    3. Draw a cartoon, picture, or storyboard of a significant scene.
    4. Create a study guide to assist others reading this part.

**Level C: Choose 40 points at this level.**  **Be prepared to defend your learning**.

\_\_\_\_1.  Find 20 vocabulary words throughout the book that are new to you.

Write out the words, a definition, a sentence, and a drawing or symbol to help you  remember the meaning of the word.  Use the context of the word from the book to help you.  Make these words your own. (10 points)

\_\_\_\_2. Use a plot summary graphic organizer to list the elements of literature in this book.  (Include reference pages.) (get this from me) (15 points)

\_\_\_\_3.  Choose three characters and write three paragraphs or three poems, or draw three caricatures which represent these characters.  (15 points)

\_\_\_\_4.  Write a newspaper story about one of the conflicts in the text. Minimum 300 words  (20 points)

\_\_\_\_5.  Use magazine pictures to create a collage of one of the characters  in this book, include quotes that reflect the character. (20 points) (5 quotes minimum)

\_\_\_\_6.  Pick out 10 significant incidents in the book and, using a time line graphic organizer,  construct a time line with the incidents.  Graph this using the +(top) for positive  incidents and the – (bottom) for negative.  Use graph paper for this.  (10 points)

\_\_\_\_7.  Write a letter to the author in which you discuss this book through theme, setting or characterization. (10 points)

\_\_\_\_8. Make a mobile of 5-10 objects or symbols from the story (10/20 points)

\_\_\_\_9. Create a quality, colored illustration of one important scene.  On the back, briefly describe the scene.

\_\_\_\_10. Create a DVD case for your book.  This should be original, and should not look like the actual case.  On the front, include the title, an illustration, a question to draw the viewer’s interest (ex: *How far..is too far?*), and the back should list the literary elements: setting, characters, plot, and conflict. (15 points)

\_\_\_\_11. Make a set of 3 “baseball cards” about three of the characters.  On the front, draw a picture and write the name.  On the back, list 5 facts about the character.

\_\_\_\_12. Make a poster that neatly and largely states how to survive in a Dystopia. Then, with a partner, act out one of the suggested conflict role-plays, and show the class how to handle it using the techniques you listed. (20 points)

\_\_\_\_13. With a partner, rehearse a 3-5 minute interpretive dance, depicting the plot of the novel so far.  Perform it in front of the class. (10 points)

\_\_\_\_14. Create your own. It must be approved and negotiated with me.

**B level Activities:  Choose 20 points.** **Be prepared to defend your learning**.

\_\_\_\_1.  Produce a sound track for the book. By selecting and listing songs and artists for each section, briefly explain each choice (one or two sentences). (10 points)

\_\_\_\_2.  Produce the actual soundtrack CD to go with the above activity. (10 points)

\_\_\_\_3. Describe the setting for this novel.  Include climate, weather, landforms, and any other elements of nature that would be found in this area.  (10 points)

\_\_\_\_\_4. Create the setting from above using a diorama or other 3D creation.

\_\_\_\_5. Draw a new cover for this book that would appeal to your friends and would make them want to read the book.  Include pictures and a summary of the book. (10 points)

\_\_\_\_6.  Write a poem that reflects the theme in your text. (15 points)

\_\_\_\_7. Write a song/rap about the book. (10 points)

\_\_\_\_8. Perform for the class the above song or rap (10 points)

**A level: Choose one for 20 points.  Use an A level assignment sheet.**

      Find three sources to respond to your question of choice. Summarize each source in five to ten sentences and then synthesize your findings in two to three paragraphs.  (2 pts for each correct citation, 3 pts. for each summary, 5 pts. for opinion) 

**Should there be capital punishment?**

**Are teens treated fairly in the criminal justice system?**

**Are minorities treated fairly in the criminal justice system?**

**Is this book a “classic?”**

**Does history repeat itself?**

**Are dystopian novels a predictions?**

**OR another question you wish to search that comes to mind as you read this book which.  Have questions approved by me.**

Notes:

You may not move on to the next level of work before you have completed the previous.

\*\*\*\*If you didn’t complete C you can’t move to B.

I will only grade one assignment per day unless you were gone. You must come up during the block and have your assignment graded as well as present it. If you don’t have your work done on the due date you risk decreasing your grade and being unable to get an A.