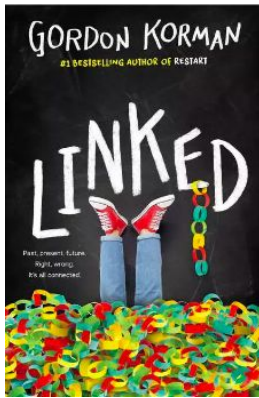


8th Grade Honors ELAR Summer Reading Assignment

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Summer Novel: *Linked*
By: Gordon Korman



Assignment Overview: After reading the novel, complete BOTH PARTS of *the* assignment.

PART 1: Choice Board (100 possible points)

-choose **ONE** project from the board

PART 2: Extended Constructed Response (100 possible points)

-write an Extended Constructed Response following the correct format.

This summer reading assignment is required to remain in honors and must be completed by the first week of school. School starts on Wednesday, August 14. The project will be turned in absolutely no later than Friday, August 16. This project will be the first TEST grade of the year. We will also have a comprehension test over the book as well as a few daily assignments that will come from the reading.

You have the option of purchasing your own copy of the novel to complete this project. It can be found on Amazon or in most bookstores. Please be sure that your book matches the cover above. There will also be copies of the book available to check out in the school office. All copies checked out from the school must be returned at the beginning of the school year.

PART 1: Project Choice Board

Choose ONE of the following projects from the options below. Be sure to follow the guidelines and use the rubric to help insure you have included all required information. Be sure your work is neat and creative.

Total Possible Points: 100

Project Options:

Digital-

- ✓ Movie Trailer
- ✓ Podcast
- ✓ Graphic Novel* (Digital or Paper)

Paper-

- ✓ Mobile
- ✓ Shadowbox
- ✓ Movie Poster

DIGITAL PROJECTS

- ✓ Movie Trailer
- ✓ Podcast
- ✓ Graphic Novel*

MOVIE TRAILER

Description: Create a movie trailer advertising the movie version of the novel or play you are reading.

PROJECT REQUIREMENTS:

- Your movie trailer should have a theme related to the novel or play.
- Your movie trailer should be a minimum of 3 minutes long.
- Your movie trailer should include a script with details about your commercial.
- Your movie trailer should include at least 3 “actors/actresses”.
- Your movie trailer should have a variety of special effects (music, transition slides, etc).
- Your movie trailer should be visually appealing to your target audience.
- Include a title of your movie somewhere in the commercial.
- It must be evident that you put forth time, effort, and creativity.

TRAILER RUBRIC

Student Name: _____

CATEGORY	4	3	2	1
Presentation	Well-rehearsed with smooth delivery that holds audience attention.	Rehearsed with fairly smooth delivery that holds audience attention most of the time.	Delivery not smooth, but able to maintain interest of the audience most of the time.	Delivery not smooth and audience attention often lost.
Requirements	All requirements are met and exceeded.	All requirements are met.	One requirement was not completely met.	More than one requirement was not completely met.
Originality	Product shows a large amount of original thought. Ideas are creative and inventive.	Product shows some original thought. Work shows new ideas and insights.	Uses other people's ideas (giving them credit), but there is little evidence of original thinking.	Uses other people's ideas, but does not give them credit.
Content	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.
Graphics	Video/commercial contains multiple graphics such as music and transition slides.	Video/commercial contains some graphics such as music and transition slides.	Video/commercial only has 1-2 graphics.	Video/commercial has zero graphics.

Teacher comments:

Total: _____

PODCAST

Description: Create a news podcast announcing important events and other important details in the novel or play you are reading.

PROJECT REQUIREMENTS:

- ❑ Your podcast should be a minimum of 5 minutes.
- ❑ Your podcast should highlight a minimum of 3 significant events that happen in the novel.
- ❑ When creating your podcast, make sure your voice is clear and understandable.
- ❑ Create a script to go with your podcast. Practice rehearsing prior to recording your newscast.
- ❑ Your podcast should be grammatically correct.
- ❑ Your podcast/news station should have a title, date, and author/speaker.
- ❑ It must be evident that you put forth time, effort, and creativity.

PODCAST RUBRIC

Student Name: _____

CATEGORY	4	3	2	1
Speaks Clearly	Speaks clearly and distinctly all of the time and mispronounces no words.	Speaks clearly and distinctly all of the time but mispronounces 1 or more words.	Speaks clearly and distinctly most of the time and mispronounces no words.	Does NOT speak clearly and distinctly most of the time AND/OR mispronounces more than 1 word.
Enthusiasm	Facial expression and body language show a strong interest and enthusiasm about the topic throughout the newscast, but it is not overdone.	Facial expression and body language show a strong interest and enthusiasm about the topic throughout the newscast, but it is somewhat overdone.	Facial expression and body language show some interest and enthusiasm about the topic throughout the newscast.	Facial expression and body language depict apathy or boredom with the topic.
Point of View - Purpose	Newscast establishes a purpose at the beginning and maintains that focus throughout! Cohesive newscast.	Establishes a purpose at the beginning, but occasionally wanders from that focus.	The purpose is somewhat clear but many aspects of the newscast seem only slightly related.	It was difficult to figure out the purpose of the newscast.
Duration of Presentation	The podcast was between 5 and 6 minutes and did not seem hurried or too slow.	The podcast was between 3 and 4 minutes but seemed SLIGHTLY hurried or too slow.	The podcast was between 2 and 3 minutes but seemed VERY hurried or too slow.	The podcast was too long or too short.

Teacher comments:

Total: _____

GRAPHIC NOVEL

Description: Create a graphic novel that accurately depicts a variety of scenes, events, and themes from the novel or play you are reading.

PROJECT REQUIREMENTS:

- Your graphic novel should have a theme related to the novel or play.
- Your graphic novel should be a minimum of 15 pages long.
- Your graphic novel should include a title page.
- Your graphic novel should include all main characters and important events that occur in the play or novel.
- You may create your graphic novel in a notebook OR on the computer.
- Your graphic novel should be visually appealing to your target audience
- It must be evident that you put forth time, effort, and creativity.

TRUE!

Nervous...
Very dread-
fully nervous
I had been

and am...

-but why will you
say that I am mad?

OBSERVE

how healthily
how calmly
I can tell you the whole story.

It is impossible to say how the
idea first entered my brain...
but once conceived...
It haunted me day and night.

Object.

There was none.

Passion.

There was none.

I loved the old man.

Good day!

I think it
was his eye...
Yes! It
was this!

He had the eye
of a

VULTURE.

Very gradually



I made up my mind



to rid myself of the eye



forever

-but I found the eye
always closed
and so it was impossible
to do the work.



For it was not the
old man who vexed me

It was his evil eye.

GRAPHIC NOVEL RUBRIC

Student Name: _____

CATEGORY	4	3	2	1
Clarity and Neatness	Comic Strip/ Graphic Novel is easy to read and all elements are so clearly written, labeled, or drawn that another student could create the presentation if necessary.	Comic Strip/ Graphic Novel is easy to read and most elements are clearly written, labeled, or drawn. Another person might be able to create the presentation after asking one or two questions.	Comic Strip/ Graphic Novel is hard to read with rough drawings and labels. It would be hard for another person to create this presentation without asking lots of questions.	Comic Strip/ Graphic Novel is hard to read and one cannot tell what goes where. It would be impossible for another person to create this presentation without asking lots of questions.
Spelling & Grammar	No spelling or grammatical mistakes in the comic strip/graphic novel with lots of text.	No spelling or grammatical mistakes in the comic strip/graphic novel with little text.	One spelling or grammatical error in the comic strip/graphic novel.	Several spelling and/or grammatical errors in the comic/graphic novel.
Required Elements	Comic strip/graphic novel included all required elements as well as a few additional elements.	Comic strip/graphic novel included all required elements and one additional element.	Comic strip/graphic novel included all required elements.	One or more required elements was missing from the comic strip/graphic novel.
Content	All content is in the students' own words and is accurate.	Almost all content is in the students' own words and is accurate.	At least half of the content is in the students' own words and is accurate.	Less than half of the content is in the students' own words and/or is accurate.

Teacher comments:

Total: _____

MATERIAL PROJECTS

- ✓ Mobile
- ✓ Shadowbox

MOBILE

Description: Create a mobile device that includes at least 10 symbols and/or characters from the novel or play you are reading.

PROJECT REQUIREMENTS:

- Your mobile should accurately represent 10 symbols and/or characters.
- Your mobile should have a detailed explanation of each individual symbol that gives details of its significance in the novel.
- Your mobile must include at least ONE direct quote for each symbol in the explanation.
- Your mobile must be 3D. (You can use coat hangers, string, origami, pictures, illustrations, scrapbooking supplies, etc)
- It should be evident that you put forth time, effort, and creativity.



MOBILE RUBRIC

Student Name: _____

CATEGORY	4	3	2	1
Use of Class Time	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.
Graphics - Originality	Several of the graphics used on the mobile reflect a exceptional degree of student creativity in their creation and/or display.	One or two of the mobile used on the poster reflect student creativity in their creation and/or display.	The graphics are made by the student, but are based on the designs or ideas of others.	No graphics made by the student are included.
Graphics - Relevance	All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.	All graphics are related to the topic and most make it easier to understand. All borrowed graphics have a source citation.	All graphics relate to the topic. Most borrowed graphics have a source citation.	Graphics do not relate to the topic OR several borrowed graphics do not have a source citation.
Content - Accuracy	At least 7 accurate facts or themes are displayed on the mobile.	5-6 accurate facts or themes are displayed on the mobile.	3-4 accurate facts or themes are displayed on the mobile.	Less than 3 accurate facts are displayed on the mobile.

Teacher comments:

Total: _____

SHADOWBOX

Description: Create a shadow box that depicts a scene from the novel or play you are reading.

PROJECT REQUIREMENTS:

- Your shadowbox should have a theme related to the novel or play.
- Your shadowbox should have a minimum of 7 3D objects included.
- Your shadowbox should include a rationale explaining which scene you chose and why you set up the shadowbox the way you did.
- You may create your shadowbox using household items or store purchased items.
- Your shadowbox should be visually appealing to your target audience.
- Include a title for your shadowbox on the front.
- It must be evident that you put forth time, effort, and creativity.

SHADOWBOX RUBRIC

Student Name: _____

CATEGORY	4	3	2	1
Creativity	Several of the graphics or objects used in the collage reflect an exceptional degree of student creativity in their creation and/or display	One or two of the graphics or objects used in the collage reflect student creativity in their creation and/or display.	One or two graphics or objects were made or customized by the student, but the ideas were typical rather than creative (.e.g, apply the emboss filter to a drawing in Photoshop).	The student did not make or customize any of the items on the collage.
Design	Graphics are trimmed to an appropriate size and interesting shape and are arranged well, some in front and some behind. Care has been taken to balance the pictures across the canvas.	Graphics are trimmed to an appropriate size and interesting shape and are arranged with some items in front and others behind. The canvas, however, does not appear balanced.	Graphics have been trimmed to an appropriate size and shape, but the arrangement of items is not very attractive. It appears there was not a lot of planning of the item placement.	Graphics are untrimmed OR of inappropriate size and/or shape. It appears little attention was given to designing the collage.
Attention to Theme	The student gives a reasonable explanation of how every item in the collage is related to the assigned theme. For most items, the relationship is clear without explanation.	The student gives a reasonable explanation of how most items in the collage are related to the assigned theme. For many of the items, the relationship is clear without explanation.	The student gives a fairly reasonable explanation of how most items in the collage are related to the assigned theme.	The student's explanations are weak and illustrate difficulty understanding how to relate items to the assigned theme.
Time and Effort	Class time was used wisely. Much time and effort went into the planning and design of the collage. It is clear the student worked at home as well as at school.	Class time was used wisely. Student could have put in more time and effort at home.	Class time was not always used wisely, but student did do some additional work at home.	Class time was not used wisely and the student put in no additional effort.

Teacher comments:

Total: _____

WRITTEN PROJECTS

- ✓ Movie Poster

MOVIE POSTER

Description: Using poster board, create an advertisement for the film version of the novel or play you are reading. Think of the advertisements you see when you visit the movie theatre!

PROJECT REQUIREMENTS:

- ❑ Your movie poster should be colorfully illustrated.
- ❑ Your movie poster should include all elements of the plot structure (exposition, rising action, climax, falling action, resolution).
- ❑ Your movie poster should have actors and/or actresses that represent the characters in the novel or play.
- ❑ Your movie poster should be creative and eye catching. Remember, you are attempting to persuade viewers to watch the movie!
- ❑ Your movie poster should have a title, date of release, and catch phrase. A catch phrase is a quote that accurately describes what will be seen in the movie.
- ❑ In addition to your movie poster, you should include a 3-paragraph synopsis explaining your choices.
- ❑ It should be evident that you put forth time, effort, and creativity.

I AM NOT A MADMAN WOULD A MADMAN BE SO CLEVER THE EYE ON THE EYE



THE TELLTALE HEART!



I AM NOT A MADMAN WOULD A MADMAN BE SO CLEVER THE EYE ON THE EYE

The Black Cat

By: Edgar Allan Poe

Illustrated by: Anasudhakar



This story is about a man who kills a black cat because he is jealous of his wife. The man is called Ahab and he has a black cat named Pluto. One day he kills Pluto and his wife finds out. She tells him that he has killed a black cat and that he is a murderer. He then kills her. The story ends with Ahab being hanged for his crimes.

MOVIE POSTER RUBRIC

Student Name: _____

CATEGORY	4	3	2	1
Graphics – Clarity	Graphics are all in focus and the content easily viewed and identified from 6 ft. away.	Most graphics are in focus and the content easily viewed and identified from 6 ft. away.	Most graphics are in focus and the content is easily viewed and identified from 4 ft. away.	Many graphics are not clear or are too small.
Graphics - Originality	Several of the graphics used on the poster reflect a exceptional degree of student creativity in their creation and/or display.	One or two of the graphics used on the poster reflect student creativity in their creation and/or display.	The graphics are made by the student, but are based on the designs or ideas of others.	No graphics made by the student are included.
Graphics - Relevance	All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.	All graphics are related to the topic and most make it easier to understand. All borrowed graphics have a source citation.	All graphics relate to the topic. Most borrowed graphics have a source citation.	Graphics do not relate to the topic OR several borrowed graphics do not have a source citation.
Required Elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.
Knowledge Gained	Student can accurately answer all questions related to facts in the poster and processes used to create the poster.	Student can accurately answer most questions related to facts in the poster and processes used to create the poster.	Student can accurately answer about 75% of questions related to facts in the poster and processes used to create the poster.	Student appears to have insufficient knowledge about the facts or processes used in the poster.

Teacher comments:

Total: _____

PART 2: Extended Constructed Response

Based on your reading of the novel, “Linked” by Gordon Korman, write a well organized essay responding to the following:

In the novel, “Linked,” written by Gordon Korman, what events contribute to the development of the plot? Use at least two examples from the novel to support your ideas. Be sure to cite your evidence.

Remember to —

- clearly state your central idea
- organize your writing
- develop your ideas in detail
- use evidence from the selection in your response
- use correct spelling, capitalization, punctuation, and grammar

Manage your time carefully so that you can —

- review the selection
- plan your response
- write your response
- revise and edit your response

The final draft for your response must be completed in your handwriting on the lined paper provided. Before completing your final draft, be sure to look through the following information that is provided in the next couple of pages:

- Grading rubric
- Explanation/example slides to help organize your ideas
- Planning page

Each of the above documents will help walk you through the writing process. Please use them as a guide.

Total Possible Points: 100

Writing Rubric for Extended Constructed Response

Page 1 of the rubric covers **Organization of Ideas**.

You can earn up to 3 points in this section.

Page 2 covers **Conventions**.

You can earn up to 2 points in this section.

Total score is found by combining the points earned
for **Organization and Development of Ideas** and
Conventions.

Point	Organization and Development of Ideas
3	<p>-Controlling idea/Thesis is clear and fully developed The focus is consistent throughout, creating a response that is unified and easy to follow.</p> <p>-Organization is effective A purposeful structure that includes an effective introduction and conclusion is evident. The organizational structure is appropriate and effectively supports the development of the controlling idea/thesis. The sentences, paragraphs, or ideas are logically connected in purposeful and highly effective ways.</p> <p>-Evidence is specific, well chosen, and relevant The response includes relevant text-based evidence that is clearly explained and consistently supports and develops the controlling idea/thesis. The response reflects a thorough understanding of the writing purpose.</p> <p>-Expression of ideas is clear and effective The writer's word choice is specific, purposeful, and enhances the response. Almost all sentences and phrases are effectively crafted to convey the writer's ideas.</p>
2	<p>-Controlling idea/Thesis is present and partially developed A controlling idea/thesis is presented, but it may not be clearly identifiable because it is not fully developed. The focus may not always be consistent and may not always be easy to follow.</p> <p>-Organization is limited A purposeful structure that includes an introduction and conclusion is present. An organizational structure may not be consistent and may not always support the logical development of the controlling idea/thesis. Sentence-to-sentence connections and clarity may be lacking.</p> <p>-Evidence is limited and may include some irrelevant information The response may include text-based evidence to support the controlling idea/thesis, but it may be insufficiently explained, and/or some evidence may be irrelevant to the controlling idea/thesis.</p> <p>-Expression of ideas is basic The writer's word choice may be general and imprecise and at times may not convey the writer's ideas clearly. Sentences and phrases are at times ineffective and may interfere with the writer's intended meaning and weaken the message.</p>
1	<p>-Controlling idea/Thesis is evident but not developed A controlling idea/thesis is present but not developed appropriately in response to the writing task.</p> <p>-Organization is minimal and/or weak An introduction or conclusion may be present. An organizational structure that supports logical development is not always evident or is not appropriate to the task.</p> <p>-Evidence is insufficient and/or mostly irrelevant Little text-based evidence is presented to support the controlling idea/thesis, or the evidence presented is mostly extraneous and/or repetitious. Explanation of any evidence presented is insufficient and may be only vaguely related to the writing task.</p> <p>-Expression of ideas is ineffective The writer's word choice is vague or limited and may impede the quality and clarity of the essay. Sentences and phrases are often ineffective, interfere with the writer's intended meaning, and impact the strength and clarity of the message.</p>
0	<p>-A controlling idea/thesis may be evident.</p> <p>-The response lacks an introduction and conclusion. An organizational structure is not evident.</p> <p>-Evidence is not provided or is irrelevant. The response reflects a lack of understanding of the writing purpose.</p> <p>-The expression of ideas is unclear and/or incoherent.</p> <p><i>Please note that if a response receives a score point 0 in the Development and Organization of Ideas trait, the response will also earn 0 points in the Conventions trait.</i></p>

Point	Conventions
2	<p>Student writing demonstrates consistent command of grade-level-appropriate conventions, including correct:</p> <ul style="list-style-type: none"> • sentence construction • punctuation • capitalization • grammar • spelling <p>The response has few errors, but those errors do not impact the clarity of the writing.</p>
1	<p>Student writing demonstrates inconsistent command of grade-level-appropriate conventions, including limited use of correct:</p> <ul style="list-style-type: none"> • sentence construction • punctuation • capitalization • grammar • spelling <p>The response has several errors, but the reader can understand the writer’s thoughts.</p>
0	<p>Student writing demonstrates little to no command of grade-level-appropriate conventions, including infrequent use of or no evidence of correct:</p> <ul style="list-style-type: none"> • sentence construction • punctuation • capitalization • grammar • spelling <p>The response has many errors, and these errors impact the clarity of the writing and the reader’s understanding of the writing.</p>

Total Score -

*Total score is found by combining the points earned for **Organization and Development of Ideas and Conventions**.*

5 points	90-100
4 points	80-89
3 points	70-79
2 points	60-69
1 points	50-59
0 points	Below 50

Prompt

Copy the prompt in this box. Identify the important words and phrases that will help you know what you will be focusing on.
Also jot down your answer(s).

Introduction	
Hook	Imagine if... (Put the reader in a situation connected to the text)
Bridge	What would you do? How would you feel? Insert a question to put the reader in touch with their feelings...
Thesis	Important parts of the prompt restated in a sentence combined with your answer(s) and the title of the text. *The most important sentence of your essay*
Body Paragraph 1	
Topic Sentence	Important parts of the prompt + Answer 1 from your thesis statement
Evidence	Direct quote from the text that proves your topic sentence/thesis Include the paragraph number where you found the evidence.
Author's Purpose	<i>Based on this evidence, the reader can conclude that...</i> Here you will use information from your topic sentence and your evidence and explain why this information is so important and what it shows the reader.
Body Paragraph 2	
Topic Sentence	Important parts of the prompt + Answer 2 from your thesis statement
Evidence	Direct quote from the text that proves your topic sentence/thesis Include the paragraph number where you found the evidence.
Author's Purpose	<i>Based on this evidence, the reader can conclude that...</i> Here you will use information from your topic sentence and your evidence and explain why this information is so important and what it shows the reader.
Conclusion	
Thesis	Restate your thesis from your introduction. You can say it in the same way or reorganize your ideas a little to change things up as you close your essay.
Truism	True Statement; The moral or lesson that you reader should learn from this essay; <i>It's important to remember that...</i>

Prompt

Introduction

Hook

Bridge

Thesis

Body Paragraph 1

Topic Sentence

Evidence

Author's Purpose

Body Paragraph 2

Topic Sentence

Evidence

Author's Purpose

Conclusion

Thesis

Truism



