



**Sharyland I.S.D.**  
**2018-2019**  
**8<sup>th</sup> Grade Pre-AP**  
**Jr. High Summer Reading Project**

Choose 1 out of the 2 project options listed below to complete after you have read your book. Work should be completed during the summer, prior to the beginning of school.

Due Date: Friday, September 7, 2018

**Option One: Totem Pole**

**AP Connection: Characterization and Symbolism**

1. **Create a 3D totem pole** that represents you and the main character in the story, Cole. You **MUST** include **5** animals:

- 1 that represents your future (TOP OF THE POLE)
- 1 that represents your present
- 1 that represents your past
- 1 that represents Cole at the end of the book
- 1 that represents Cole's at the beginning of the book (BOTTOM OF THE POLE)

-Animals must be in the above order.

-The totem pole must be freestanding.

-It must also be at least 12" but not taller than 4'.

-It must be colorful and creatively constructed.

**Symbolism**- the use of symbols to signify ideas and qualities, by giving them symbolic meanings that are different from their literal sense.

**Example:** A red rose, or the color red, stands for love or romance.



**Characterization**- literary device that is used step-by-step in literature to highlight and explain the details about a character in a story.

## 2. Written Response:

In addition to creating a totem pole, you must include a written explanation essay that demonstrates:

- How those animals represent your past, present and future
- How Cole's animals represent him.

Your explanations should demonstrate what the particular animal represents and how it connects to you. Don't just say "I chose an eagle because eagles are brave and I am brave." Give an example from something in your life that shows a time when you were brave and were very determined. For Cole's symbols, use textual evidence from the book using the characterization acronym S.T.E.A.L. - (What the character Says, Thinks, Effects others, Actions, and Looks).that demonstrates:

Your essay should consist of:

- An introduction including a hook and a thesis statement
- Four well-written body paragraphs
  - 1 paragraph for the past
  - 1 paragraph for the present
  - 1 paragraph for the future
  - 1 paragraph to explain how Cole's character changes from the beginning to the end of the book.
- A conclusion including what you learned from creating the totem pole.

Your paragraphs should include specific details and quotes from the text to help the reader see what you are talking about.

Before creating your Totem pole, you are encouraged to:

- Re-read and reference the novel for ideas
- Research Tlingit totem poles
- Brainstorm personal life lessons and qualities
- Watch movie clips of animals to observe individual qualities

WEBSITES THAT MIGHT HELP:

[Totem Poles of Alaska](#)

[Canadian Encyclopedia: Totem Poles](#)

[Totem symbols](#)

[The Stories Totem's tell](#)

[Northwest Coast Legends and symbols](#)

[Aboriginal Animal Traits](#)

[Video: Totems, the stories they tell](#)



## SISD Jr. High Totem Pole- 8<sup>th</sup> grade Summer Reading Project Rubric

Category	Exceeding	Meeting	Approaching	Insufficient
<b>Product Totem Pole</b>	The product contains <b>all</b> required components. <b>All</b> components meet the stated requirements of the assignment.  <b>50 points</b>	The product is <b>missing 1</b> component of the requirements. <b>Most</b> of the components meet the stated requirements of the assignment.  <b>40 points</b>	The product is <b>missing 2</b> components of the requirements. <b>Some</b> of the components meet the stated requirements of the assignment.  <b>30 points</b>	The product is missing <b>3+</b> components of the requirements. <b>Very little</b> of the components meet the stated requirements of the assignment.  <b>10 points</b>
<b>Essay Content (Analysis)</b>	The essay provides <b>detailed</b> insight and a <b>deep understanding</b> of the book and strong connection to self. It also includes <b>detailed</b> character analysis and textual evidence.  <b>30 points</b>	The essay provides <b>insight</b> and <b>understanding</b> of the book and connection to self. The essay has <b>some</b> character analysis and textual evidence.  <b>8 points</b>	The essay provides <b>understanding</b> of the book and <b>has little connection</b> to self, character analysis, and textual evidence that may be irrelevant.  <b>10 points</b>	The essay provides <b>very little</b> to <b>no understanding</b> of the book and connection to self. It has <b>very little</b> and or <b>irrelevant</b> character analysis and textual evidence.  <b>5 points</b>
<b>Writing Conventions</b>	There are <b>no</b> errors in spelling, punctuation, or grammar on the product.  <b>10 points</b>	There are <b>1-3</b> errors in spelling, punctuation, or grammar on the product.  <b>8 points</b>	There are <b>4-7</b> errors in spelling, punctuation, or grammar on the product.  <b>6 points</b>	There are <b>8 or more</b> errors in spelling, punctuation, or grammar on the product.  <b>3 points</b>
<b>Originality Presentation</b>	The product shows <b>excellent originality</b> and creativity in design. <b>All</b> of the product is easy to follow, organized in a coherent manner, <b>presented neatly</b> , and is <b>appealing</b> to the audience.  <b>10 points</b>	The product shows <b>average originality</b> and creativity in design. <b>Most</b> of the product is easy to follow, organized in a coherent manner, <b>presented neatly</b> , and is <b>mostly appealing</b> to the audience.  <b>8 points</b>	The product shows <b>moderate originality</b> and creativity in design. <b>Portions</b> of the product is easy to follow, organized in a coherent manner, <b>presented neatly</b> , and is <b>somewhat appealing</b> to the audience  <b>6 points</b>	The product shows <b>very little originality</b> and creativity in design. The product is <b>not easy to follow, not organized</b> in a coherent manner, <b>not presented neatly</b> , and is <b>not appealing</b> to the audience.  <b>4 points</b>

Grade: \_\_\_\_\_

C & I Department



## Option 2: The Learning Journey Game



### AP Connection: Conflict and Theme

Create a board game that utilizes symbols, quotes, and characters from the novel to take players through Cole's learning journey.

**Conflict**- is a literary element that involves a struggle between two opposing forces, usually a protagonist and an antagonist.

**Theme**- the central, underlying, and controlling idea or insight of a work of literature. The idea the writer wishes to convey about the subject—the writer's view of the world or a revelation about human nature.

You **MUST** include:

1. A game board that depicts the island setting, major characters, and important objects such as:
  - Cole's cabin (original burn site and cabin built by Cole)
  - Campfire ring
  - Ocean and bay
  - Soaking pool
  - Ancestor hill
  - Site of the Spirit Bear attack and fallen tree with bird's nest
  - Edwin
  - Garvey
  - Cole
  - Spirit Bear and other animals spotted by Cole
  - Bird's nest
  - Ancestor Rock
  - Circle - feather
  - Anger stick
  - At.oow
  
2. **A Journey-**
  - Recreate Cole's learning journey as his character changes throughout the book.
  - Represent the major external and internal conflicts that Cole experiences and learns from during the course of the novel.
  - Include, the lessons that Cole learns, (novel themes), which causes change to his character throughout the book.
  - Include these conflict and themes through:
    - ◆ Choice/ Conflict cards that describe a scenario and
    - ◆ Provide options of how Cole handles the conflict or what he learns from his experiences.
    - ◆ Based on the correct answer, these cards may advance play or set them back.

### 3. Game parts including:

- A written set of instructions,
- Playing pieces (characters? Or objects?)
- A way to move players through the game such as dice or a spinner.

### 4. A persuasive essay-

Write an essay addressed to Mark Cuban from the T.V. show *Shark Tank*, to convince him to invest and fund your product.

- You must include an introduction with a hook, brief description of your game, and a thesis statement including the three reasons why someone should buy/play your game.
- Then write three body paragraphs (one paragraph per reason stated in the thesis statement) justifying its purchase/play using rhetorical strategies such as ethos (ethical/credible appeal), pathos (emotional appeal), and/or logos (logical appeal). Also include rhetorical fallacies such as loaded language, snob appeal, bandwagon, glittering generalities, and hyperbole. Make sure to use correct spelling, capitalization, punctuation, grammar, and sentences.

WEBSITES THAT MIGHT HELP:

<https://www.youtube.com/watch?v=gf81d0YS58E>

[16 free printable game board templates](#)

[More game board templates](#)



## SISD Jr. High

### The Learning Journey Game- 8<sup>th</sup> grade

### Summer Reading Project Rubric

Category	Exceeding	Meeting	Approaching	Insufficient
<b>Product- Game</b> <ul style="list-style-type: none"> <li>● Board (3 parts)</li> <li>● Journey (lessons and conflicts represented)</li> <li>● Game parts (3 parts)</li> </ul>	The product contains <b>all</b> required components. <b>All</b> components meet the stated requirements of the assignment.	The product contains <b>most</b> of the components and <b>most</b> meet the stated requirements of the assignment.	The product contains <b>some</b> of the components and <b>some</b> meet the stated requirements of the assignment.	The product contains <b>little to no</b> requirements of the assignment.
	<b>50 points</b>	<b>40 points</b>	<b>30 points</b>	<b>10 points</b>
<b>Essay Content (Analysis)</b>	The essay provides <b>detailed insight</b> and a <b>deep understanding</b> of the book. It includes <b>effective</b> rhetorical devices and rhetorical fallacies.	The essay provides <b>some insight</b> and <b>understanding</b> of the book. It includes <b>some</b> rhetorical devices and rhetorical fallacies.	The essay provides <b>insight</b> and <b>understanding</b> of the book. It includes <b>few</b> or <b>ineffective</b> rhetorical devices and rhetorical fallacies.	The essay provides <b>very little to no understanding</b> of the book. It includes <b>very little to no</b> rhetorical devices and rhetorical fallacies or the devices are <b>completely ineffective or irrelevant</b> .
	<b>30 points</b>	<b>8 points</b>	<b>10 points</b>	<b>5 points</b>
<b>Writing Conventions</b>	There are <b>no</b> errors in spelling, punctuation, or grammar on the product.	There are <b>1-3</b> errors in spelling, punctuation, or grammar on the product.	There are <b>4-7</b> errors in spelling, punctuation, or grammar on the product.	There are <b>8 or more</b> errors in spelling, punctuation, or grammar on the product.
	<b>10 points</b>	<b>8 points</b>	<b>6 points</b>	<b>3 points</b>
<b>Originality Presentation</b>	The product shows <b>excellent originality</b> and creativity in design. <b>All</b> of the product is easy to follow, organized in a coherent manner, <b>presented neatly</b> , and is <b>appealing</b> to the audience.	The product shows <b>average originality</b> and creativity in design. <b>Most</b> of the product is easy to follow, organized in a coherent manner, <b>presented neatly</b> , and is <b>mostly appealing</b> to the audience.	The product shows <b>moderate originality</b> and creativity in design. <b>Portions</b> of the product is easy to follow, organized in a coherent manner, <b>presented neatly</b> , and is <b>somewhat appealing</b> to the audience.	The product shows <b>very little originality</b> and creativity in design. The product is <b>not easy to follow, not organized</b> in a coherent manner, <b>not presented neatly</b> , and is <b>not appealing</b> to the audience.
	<b>10 points</b>	<b>8 points</b>	<b>6 points</b>	<b>4 points</b>

Grade: \_\_\_\_\_

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