

Key Concepts: Change and Characters

Global Context: Personal and Cultural Expression

Statement of Inquiry: Over the course of a novel, characters undergo fundamental changes.

Over the summer, read any fiction book of your choice that is:

- At or above your reading level (Think of your MAP's Reading scores and challenge yourself!)
- By an author from a different culture or about characters in a different culture
- Fun for you to read

Step 1: Read

Step 2: Think & Prepare

After you read, create a new book cover for the novel you read on 9"x12" sized paper (like larger construction paper or a small poster board).

Step 3: Create

1. **On the left side**, write a summary of the entire book in one long paragraph. You can hand write this **very neatly** or **type it** and paste it on the paper. This paragraph should demonstrate your deep understanding of the book. Be sure to include:
 - Description of the setting
 - Descriptions of the main characters (protagonist and/or antagonist)
 - Describe the main conflict and part of the resolution. However, do not give away the ending. Make people want to read the book themselves by what you write.

On the same side, under the summary:

- Choose a quotation that demonstrates the culture of the book.
 - Using quotation marks and **exact words from the book**, give a meaningful quotation from the book with a page number at the end of the summary.
 - In one or two sentences explain what the quotation says about the culture underneath the quote.
2. **In the center**, write the name of the novel and the author, like on the spine of a book as you would see it on the shelf.
 3. **On the right side**, create a cover for the book. Your cover should include:
 - The title and author (Spell them correctly!)
 - A creative picture of the climax of the book or representing the culture of the book
 - A 1 to 5 star rating of the book at the bottom of the page
 - A sentence about why you rated the book as you did underneath the rating
 4. **On the back**, write a paragraph or two with the following analysis of the book:
 - **Identify and comment on** the author's choices for the characters and how they change. (How is the idea of change reflected in the book? What do you understand about the main character or characters as people, such as personality, loves/hates, and beliefs?)
 - **Identify and comment on** the Global Context of culture. (What culture is represented in the book? How does it differ from your culture? How does the culture of the author influence the book? How would the book be different if you wrote it because of cultural differences?)

7th Grade Summer Reading Unit
and IB Rubrics

Criterion A: Analyzing

- ii. **identify** and comment upon the creator's choices
- iii. **justify** opinions and ideas, using examples, explanations and terminology

Command Terms

Identify: Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.

Justify: Give valid reasons or evidence to support your conclusions.

Achievement Level	Level Descriptor	Specific Requirements
0	The student does not reach a standard described by any of the descriptors below.	ii.
1-2	ii. provides minimal identification and comment upon the creator's choices iii. rarely justifies opinions and ideas with examples or explanations; uses little or no terminology	iii.
3-4	ii. provides adequate identification and comment upon the creator's choices iii. justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology	
5-6	ii. provides substantial identification and comment upon the creator's choices iii. sufficiently justifies opinions and ideas with examples and explanations; uses accurate terminology	
7-8	ii. provides perceptive identification and comment upon the creator's choices iii. gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology	

Self-Assessment: ii iii

Reason for Self-Assessment:

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Criterion B: Organizing

i. **employ** organizational structures that serve the context and intention

Achievement Level	Level Descriptor	Specific Requirements
0	The student does not reach a standard described by any of the descriptors below.	
1-2	i. makes minimal use of organizational structures, though these may not always serve the context and intention	
3-4	i. makes adequate use of organizational structures that serve the context and intention	
5-6	i. makes competent use of organizational structures that serve the context and intention	
7-8	i. makes sophisticated use of organizational structures that serve the context and intention effectively	

Self-Assessment:

Reason for Self-Assessment:

Criterion C: Producing Text

iii. **select** relevant details and examples to support ideas.

Command Terms

Select: Choose from a list or group.

Achievement Level	Level Descriptor	Specific Requirements
0	The student does not reach a standard described by any of the descriptors below.	
1-2	iii. selects few relevant details and examples to support ideas.	
3-4	iii. selects some relevant details and examples to support ideas.	
5-6	iii. selects sufficient relevant details and examples to support ideas.	
7-8	iii. selects extensive relevant details and examples to support ideas.	

Self-Assessment:

Reason for Self-Assessment: