

# CACS SUMMER READING ASSIGNMENT

## WORLD LITERATURE

### GRADE 11

#### 2024-2025 SCHOOL YEAR

Thank you in advance for taking seriously the responsibility of reading your books over the summer. High school is a more adult environment, and being prepared for this assignment will help you walk in the door on the first day, ready to participate with something to offer. Your project is due on the first day of school. Failure to turn this assignment in on the first day of school will result in a penalty of ten percentage points per school day that the project is late.

**OVERALL ASSIGNMENT:** The summer assignment requires you to read the text and complete the tasks explained in the assignment directions. Your required book will be provided, but you must return your required book to class the first day of school. Be sure to review all the directions and the rubric prior to completing your assignment to ensure you complete the task to the best of your ability. The summer reading assignment is due on the first day of school and will be scored and counted as a test grade for the first nine weeks.

**REQUIRED BOOK:**

*Silas Marner*

George Eliot

## **SUMMER READING ASSIGNMENT DIRECTIONS**

You will create a poster to show what you have learned throughout the book. Your poster will consist of four parts. Each part is listed below. You must include each part on your poster. Be sure to review the rubric.

### **PART #1: STRANGE but TRUE**

**Directions:** Find eight strange but true facts about the characters, plot, and setting of *Silas Marner*. Display facts creatively using words, numbers, and art. Be sure to:

- Prove that each fact is strange but true by supporting it with text based evidence.

- Explain each fact so a person who has not read your text can understand.
- Analyze how different elements of your story interact to make things strange but true.
- Analyze how the author develops the facts to make them feel real even if they're really strange.
- Although not required, you may use the attached worksheets as an aid in your poster project.
- Each fact and explanation must be three sentences or more.

## PART #2: NOTHING but NUMBERS

Directions: Choose four numeric facts about *Silas Marner* and display them creatively. For example, a character in your book might spend fourteen hours a day walking for water. In the box, you would display the number fourteen creatively by adding an illustration or making it symbolize the walk to water. Then, on the lines, describe the significance of the number fourteen using text based evidence to support your analysis. Be sure to:

- Complete this task for four significant numbers in your book.
- Although not required, you may choose to use the attached worksheet as an aid in your poster project.

## PART #3: LITERARY FACT or FICTION

Can you fool your classmates into thinking an unbelievable scene in *Silas Marner* couldn't possibly have happened? Can you fool your classmates into thinking a scene you made up is real?

Directions: Choose an unbelievable scene in your novel or make up a scene of your own. On the worksheet provided, describe the scene IN DETAIL. Then fold the paper in half so that the fact or fiction part is on the outside. Complete the back of the worksheet explaining whether it was fact or fiction. Fold the paper on the "fold" line and place this on your poster board. This will be a "flip to see the answer foldable." On the space on the inside, do the following:

- If you choose an unbelievable scene from your novel that REALLY HAPPENED, quote the scene on the inside of this foldable. Be sure to put quotation marks around anything that you copy word for word and include the page number in parentheses at the end. Then, color the word "FACT" on the INSIDE of the foldable.

- If you created your own scene, reveal that your scene was fictional inside this foldable. Then, use details from the text to explain what REALLY happens for readers who might want to know. Finally, color the word FICTION in the INSIDE of this foldable.
- When you write the title of the novel, be sure to either italicize or underline it.

#### PART #4: SUMMARY and OPINION

Directions: Type a brief summary of the book. Include key information about the plot, setting, and main characters. Also include your opinion of the book. You may include more paragraphs than required, but your overall summary must be at least five paragraphs. Here are some things to keep in mind while typing your summary:

- Each paragraph should include at least five sentences.
- Your summary must include an introduction, body, and conclusion. Your introduction should be one paragraph, your body should be three paragraphs, and your conclusion should be one paragraph.
- Each paragraph should be organized. Specifically, each paragraph should have an introduction sentence, three body sentences, and a conclusion sentence.
- Be sure to include your opinion of the book. Did you like it or not? Why?
- Be sure that your summary has correct spelling and grammar. You may want to ask someone to proofread your summary for you.
- Attach your summary to your poster board.

I have included worksheets that you can use as a guide. You can use these for your poster, or you can format your poster the way you would like. Just be sure to fulfill each requirement. If you have any questions about your project, please email me. I will check my email a couple of times per week throughout the summer. My email address is [jfinney@clearfieldchristian.com](mailto:jfinney@clearfieldchristian.com).

# 11th Grade World Literature

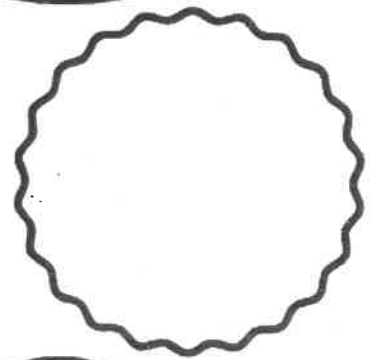
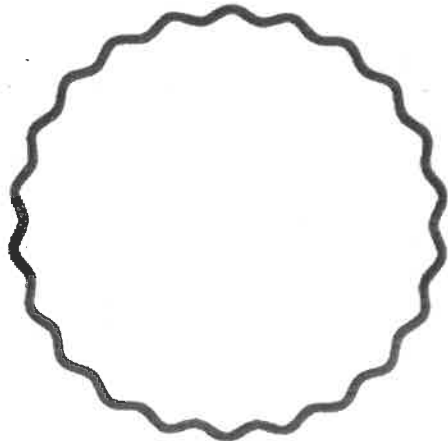
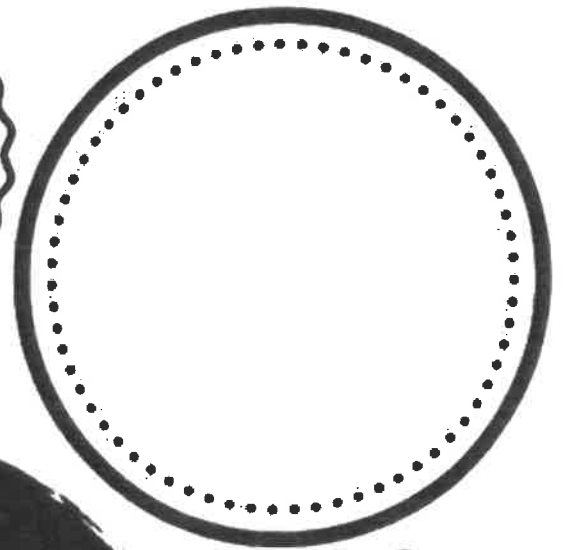
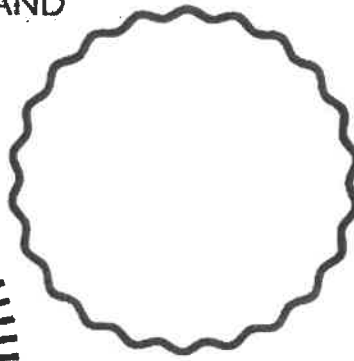
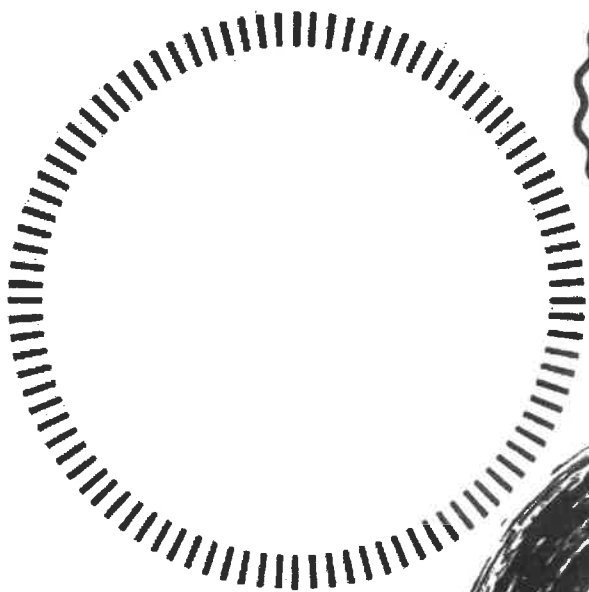
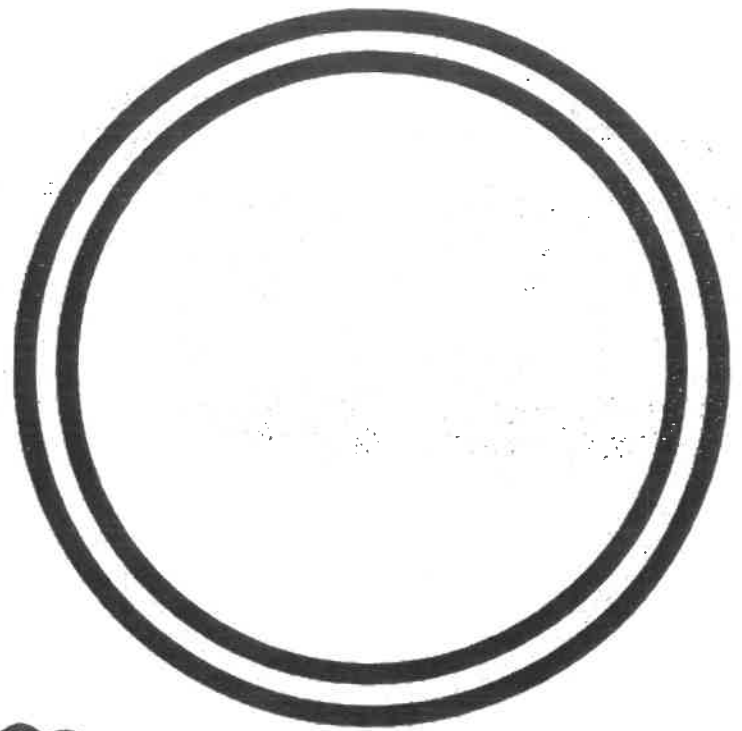
## Rubric for the Summer Reading Assignment

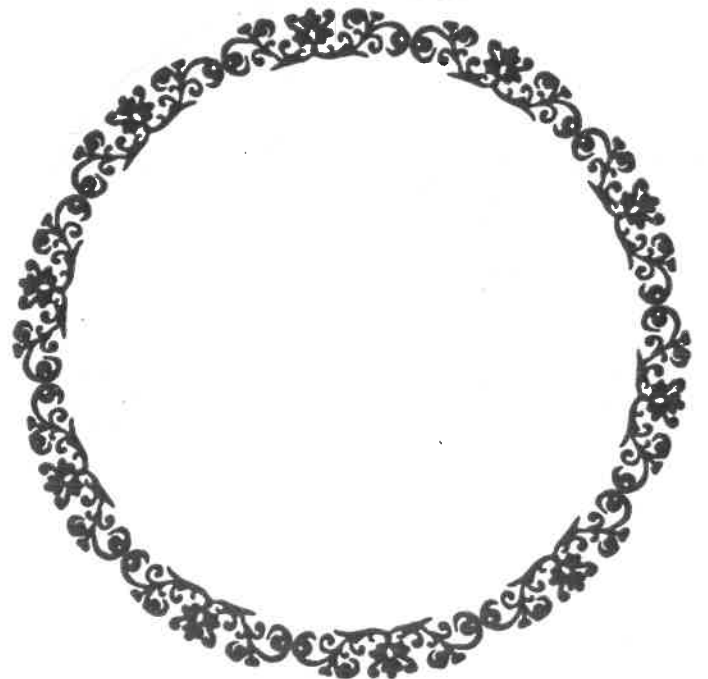
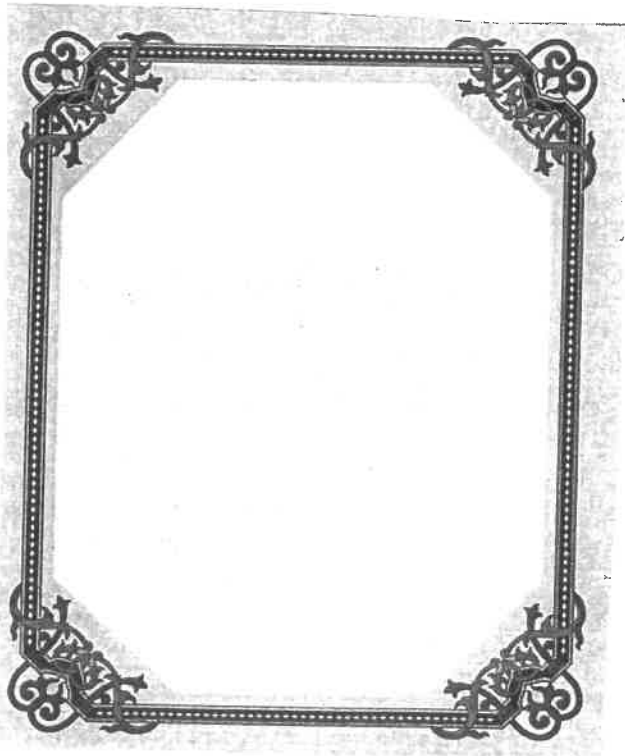
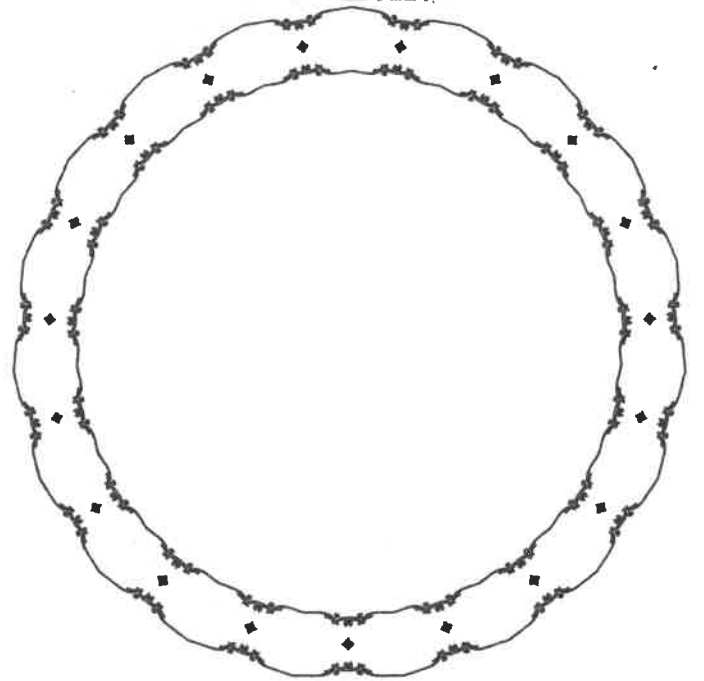
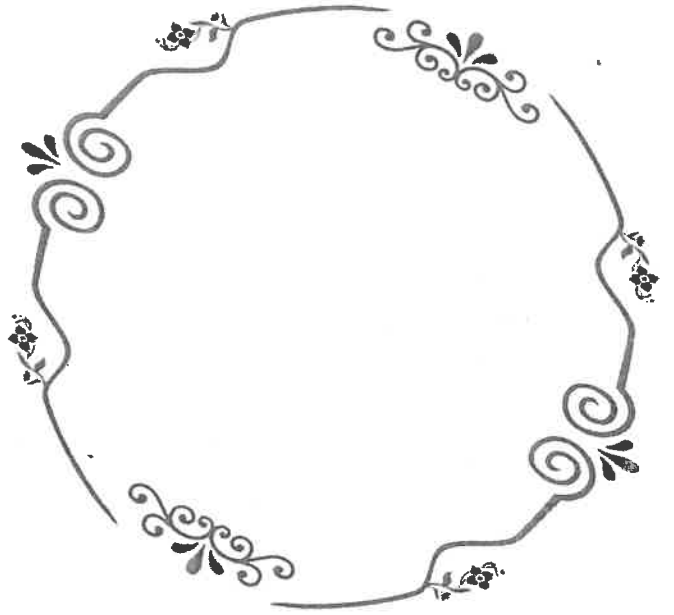
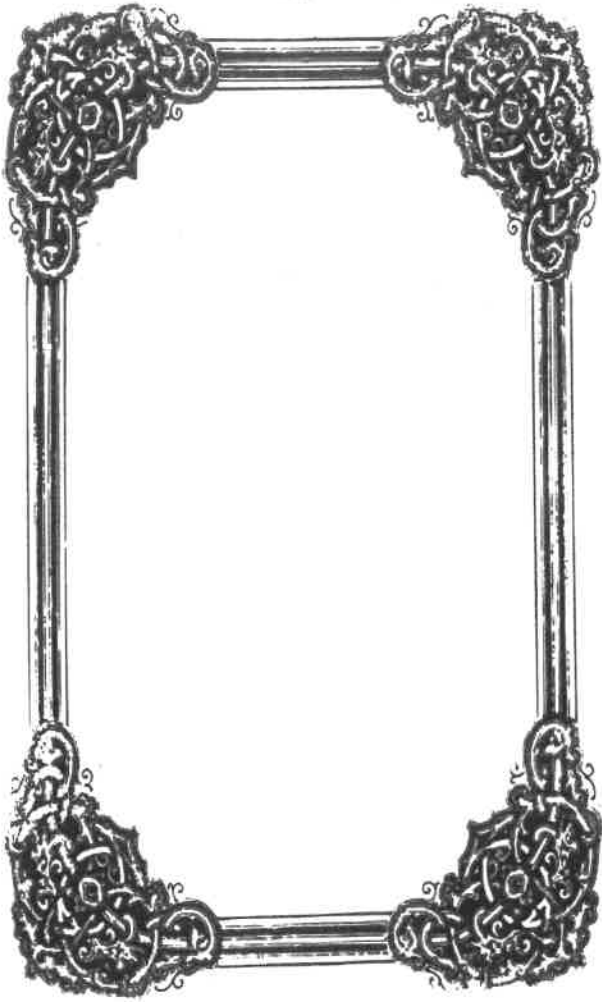
### Silas Marner Poster Project

	1	2	3	4	5	
<b>1 All stated requirements are present</b>	The project is missing three or more major requirements.	The project is missing two major requirements.	The project is missing one major requirement or missing parts of two major requirements.	The project includes all required parts of the project, but one requirement is incomplete.	The project is complete and all stated requirements have been met.	x 3 =
<b>2 Understanding of the text</b>	The project shows serious misreading of the text.	The project shows possible misreading and/or vocabulary errors.	The project is good but general. It does not interpret deeply.	The project shows a good understanding of the text. There are no vocabulary errors.	The project is coherent and analytical.	x 3 =
<b>3 Use of textual evidence</b>	There is no textual evidence or it is incorrectly used.	The project shows only the bare minimum textual support for the thesis.	The project uses textual evidence sparingly or doesn't connect it to the thesis.	The project supports the thesis with appropriate textual evidence. It is competent.	The project clearly explains how evidence illustrates & reinforces the thesis.	x 3 =
<b>4 Level of analysis</b>	Understanding of the text needs improvement. The project shows little or no understanding. Text based evidence is sparse and/or irrelevant.	Understanding of the text is still developing. The ideas are basic. Text based details are very general and/or sparse..	The project reflects a good understanding of the text. Ideas are somewhat general and are supported with some text based details..	The project reflects a strong understanding of the text. The project demonstrates a grade appropriate analysis of the text. Ideas are supported with relevant text based details.	The project reflects a deep understanding of the text. The ideas are compelling, insightful, and analytical. Ideas are richly supported with relevant text based details.	x 2 =
<b>5 Organization of project</b>	The project is lacking in neatness, organization, and creativity.	The project is sloppy and disorganized.	The project is complete, but needs improvement.	The project is organized, but could be a bit more creative.	The project is neat, organized, and creative.	x 3 =
<b>6 Quality of project</b>	The project is unclear, poorly written, or unacceptably brief. It is not visually appealing	The project is uneven in development and/or somewhat disorganized. It has slight visual appeal	The project is clear and organized. It may be a bit mechanical, but is visually appealing.	The project convincing and clear, shows intentional use of academic diction, and it is obvious that the author put time and effort into the project	The project is extremely visually appealing and well organized. The author has followed directions and the project shows an overall comprehension of the book. The author has spent a lot of time on his or her project.	x 3 =
<b>7 English language usage (mechanics, etc.)</b>	It has egregious errors.	It has seven or more lapses in clarity, grammar, and mechanics.	It has 5-6 errors.	It has few errors.	It is free or almost free of errors.	x 3 =

*Strange*  
but  
**TRUE**

WACKY FACTS ABOUT THE  
CHARACTERS, SETTING, PLOT, AND  
AUTHOR OF YOUR NOVEL.





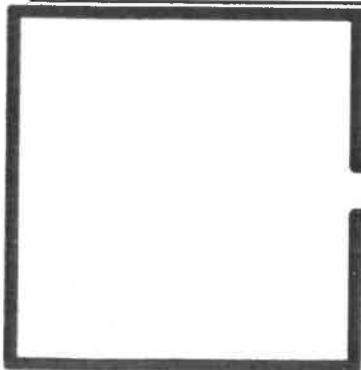
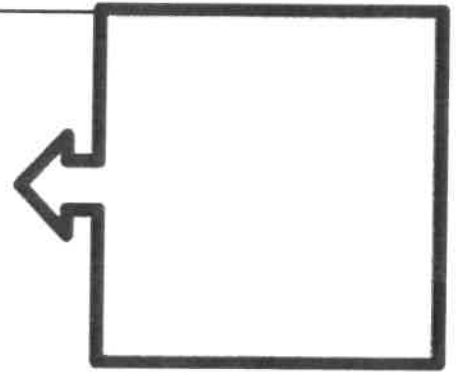
NOTHING BUT

*Numbers*



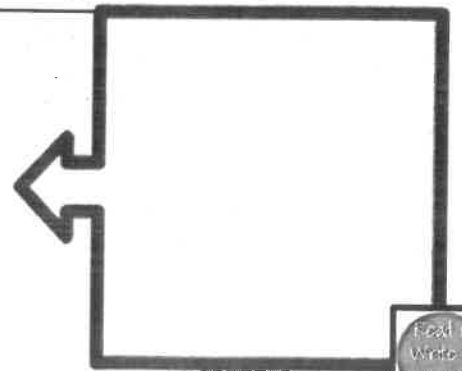
Four horizontal lines for handwriting practice.

Four horizontal lines for handwriting practice.



Four horizontal lines for handwriting practice.

Four horizontal lines for handwriting practice.



FOLDABLE

FOLD THIS HALF BACK AND GLUE IT TO YOUR POSTER BOARD.

*Literary*

NOVEL TITLE:

AUTHOR:

# FACT *or* FICTION

Can you tell if this scene from my novel is FACT (it really happened in my novel) or FICTION (I'm completely making this up)? Read the scene below, then choose FACT or FICTION.

---

---

---

---

---

---

---

---



HERE'S THE REAL DEAL:

*Surprise! This scene was*  
**FACT FICTION**