**World History Summer Reading Assignment**



Select one of the books below to read this summer.

* *Olivia Twist* by Lorie Langdon
* *The Boys in the Boat* by Daniel James Brown
* *Animal Farm* by George Orwell
* *Salt to the Sea* by Ruta Sepetys
* *All is Fair* by Dee Garretson
* *Grenade* by Alan Gratz
* *Projekt 1065: A Novel of World War II* by Alan Gratz
* *Resistance* by Jennifer Nielsen
* *The Boy at the Top of the Mountain* by John Boyne
* *Enchantee* by Gita Trelease
* *Prisoners in the Palace: How Princess Victoria Became Queen with the Help of Her Maid, a Reporter, and a Scoundrel* by Michaela MacColl
* *An Affair of Poisons* by Addie Thorley
* *Between Shades of Gray* by Ruta Sepetys

Complete the assignment on the following pages after you have read your book.  The assignment is due at the beginning of class on September 20, 2019. It may be done online or on paper.

Name:

Date:

Per:

**World History Summer Assignment**

**Directions:** Complete both sections in complete sentences after you read the book. Refer to the rubric to see how the assignment will be graded.

**Part I Background Information**

What book did you read?

Describe the time period/subject of this historical fiction book with details. Include information about the setting and characters.

**Part II Reading Response Journal**

In order to demonstrate that you have read the entire book, select 5 passages from the entire novel. Put the direct quote with page numbers in the chart on the left side. Then, respond to the text on the right side of the chart using one of the prompts below.  You may use a prompt more than once.

*Possible Response Prompts:*

* The setting reveals…
* Something I notice/wonder is…
* This is very realistic/unrealistic because...
* This reminds me of…
* I think the character...
* An interesting thought that comes to my mind is…
* This passage is important to the novel because…
* If I could talk to (the name of the character) I would say...

**Reading Response Journal**

|  |  |
| --- | --- |
| **Direct Quote of Passage from the Text**Include page number(s) | **Response to the Text in a Complete Paragraph** |
| 1. |  |
| 2.  |  |
| 3. |  |
| 4. |  |
| 5. |  |

**Grading Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **4 Excellent** | **3 Good** | **2 Fair** | **1 Poor** |
| **Background Information** | Provides insightful thoughts about historical fiction. Specific details about the time period are included.  | Provides thoughts about historical fiction. Some details about the time period are included. | Vague response to the questions in Part I about historical fiction and the time period. | Does not respond to the background questions in Part I. |
| **First Quote/Passage** | *Analyzes* the quote/passage with respect tokey ideas of the book with *additional supporting evidence* from the text.  Response is clearly organized and an appropriate length.  | *Explains* the quote/passage with respect to key ideas of the book, references supporting details (characters, setting, actions) to support explanation. | *Explains* the quote/passage with respect to key ideas of the book, provides  supporting details that relate to the text.  | *Restates* the quote/passage with little or no explanation of its relevance to the main ideas of the book.  |
| **Second Quote/Passage** | *Analyzes* the quote/passage with respect tokey ideas of the book with *additional supporting evidence* from the text.  Response is clearly organized and an appropriate length.  | *Explains* the quote/passage with respect to key ideas of the book, references supporting details (characters, setting, actions) to support explanation. | *Explains* the quote/passage with respect to key ideas of the book, provides  supporting details that relate to the text.  | *Restates* the quote/passage with little or no explanation of its relevance to the main ideas of the book.  |
| **Third Quote/Passage** | *Analyzes* the quote/passage with respect tokey ideas of the book with *additional supporting evidence* from the text.  Response is clearly organized and an appropriate length.  | *Explains* the quote/passage with respect to key ideas of the book, references supporting details (characters, setting, actions) to support explanation. | *Explains* the quote/passage with respect to key ideas of the book, provides  supporting details that relate to the text.  | *Restates* the quote/passage with little or no explanation of its relevance to the main ideas of the book.  |
| **Fourth Quote/Passage** | *Analyzes* the quote/passage with respect tokey ideas of the book with *additional supporting evidence* from the text.  Response is clearly organized and an appropriate length.  | *Explains* the quote/passage with respect to key ideas of the book, references supporting details (characters, setting, actions) to support explanation. | *Explains* the quote/passage with respect to key ideas of the book, provides  supporting details that relate to the text.  | *Restates* the quote/passage with little or no explanation of its relevance to the main ideas of the book.  |
| **Fifth Quote/Passage** | *Analyzes* the quote/passage with respect tokey ideas of the book with *additional supporting evidence* from the text.  Response is clearly organized and an appropriate length.  | *Explains* the quote/passage with respect to key ideas of the book, references supporting details (characters, setting, actions) to support explanation. | *Explains* the quote/passage with respect to key ideas of the book, provides  supporting details that relate to the text.  | *Restates* the quote/passage with little or no explanation of its relevance to the main ideas of the book.  |
| **Knowledge of Language and Conventions** | Demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear. | Demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but meaning is clear. | Demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There are errors in mechanics, grammar, and usage that often impede understanding. | Demonstrates a lack of command of the conventions of standard English. Frequent and valid errors in mechanics, grammar, and usage impede understanding. |