

## 8<sup>th</sup> Grade Pre-AP Book Project

### Assignment:

You are to select an AR book off of the AP and Suggested Reading List. If at all possible, purchase this book in order to annotate for the completion of the project. A series of assignments, including research will be part of this book project over the course of the last six weeks of school.

Purchase by \_\_\_\_\_ . Read and annotate book by \_\_\_\_\_.

### Part One:

- **Plot Summary**
  - Create ten to fifteen sentence summary of the book.
  - Remember to follow the SOMEBODY WANTED BUT SO strategy.
- **Motifs**
  - Identify three motifs present in the book.
  - Provide three quoted examples from the book along with explanation of the motif.
- **Major Symbols**
  - Identify three the major symbols from the novel.
  - Provide the quote from the book.
  - Explain in detail what the symbol means.
  - Relate the meaning of the symbol to the novel.
  - Reference the literary terms for archetypes list for assistance.
- **Theme(s)**
  - Identify three of the theme(s) from the book book.
  - Explain the theme in detail and provide textual evidence from the book.
  - Remember the theme is stated in one sentence and has a universal meaning.
- **Part One is due on** \_\_\_\_\_.

### Part Two:

- **Characters Analysis**
  - List all the major characters from the novel.
  - Provide a detailed physical description through direct characterization quoted from the novel.
  - Provide a detailed mental or emotional description through indirect characterization from the novel along with explanation of what is revealed about the character.
  - Explain the significance of the character to the plot. (protagonist, antagonist, character foil)
  - Identify any archetypes the character fulfills in the novel.
  - Identify the character as round or flat and static or dynamic. Provide textual evidence and detailed explanation.
  - Identify character relationships. Explain the significance to the plot by providing textual evidence and detailed explanation.
- **Part Two is due on** \_\_\_\_\_.

### Part Three:

- **Conflict(s)**
  - Identify the man versus self conflicts. Explain the significance of the conflict in relation to the plot and character development.
  - Identify the man versus man conflicts. Explain the significance of the conflict in relation to the plot and character development.

- Identify the man versus group conflicts. Explain the significance of the conflict in relation to the plot and character development.
- Identify the man versus society conflicts. Explain the significance of the conflict in relation to the plot and character development.
- Identify the man versus nature conflicts. Explain the significance of the conflict in relation to the plot and character development.
- Identify the man versus fate or destiny conflicts. Explain the significance of the conflict in relation to the plot and character development.
- Identify the group versus group conflicts. Explain the significance of the conflict in relation to the plot and character development.
- Reference the literary terms list for conflicts for assistance.
- **Part Three is due on \_\_\_\_\_.**

#### **Part Four:**

- **Allusions**
  - Identify three allusions from the novel.
  - Provide the quote from the book.
  - Explain in detail what the allusion means.
  - Relate the meaning of the allusion to the novel.
  - Research the allusions to gain a clearer understanding of the reference.
- **Part Four is due on \_\_\_\_\_.**

#### **Part Five:**

- **Literary Elements**
  - **Simile—**
    - Document an example of simile from the book.
    - Explain the author's purpose in the use of the simile in two to three sentences.
  - **Metaphor—**
    - Document an example of metaphor from the book.
    - Explain the author's purpose in the use of the metaphor in two to three sentences.
  - **Personification—**
    - Document an example of personification from the book.
    - Explain the author's purpose in the use of the personification in two to three sentences.
  - **Imagery—**
    - Document an example of imagery from the book.
    - Explain the author's purpose in the use of the imagery in two to three sentences.
  - **Irony—**
    - Document an example verbal irony from the book.
    - Explain the author's purpose in the use of the irony in two to three sentences.
    - Document an example dramatic irony from the book.
    - Explain the author's purpose in the use of the irony in two to three sentences.
    - Document an example situational irony from the book.
    - Explain the author's purpose in the use of the irony in two to three sentences.
    - Reference the literary terms list for irony for assistance.
  - **Foreshadow—**
    - Document an example of foreshadowing from the book.
    - Explain the author's purpose in the use of the foreshadowing in two to three sentences.

- **Hyperbole—**
  - Document an example from the book.
  - Explain the author's purpose in the use of the hyperbole in two to three sentences.
- **Suspense—**
  - Document an example of suspense from the book.
  - Explain the author's purpose in the use of the suspense in two to three sentences.
- **Point of View—**
  - Determine whether the book is first person, third person, third person limited, or third person omniscient point of view.
  - Document an example of the point of view from the book.
  - Explain the author's purpose in the use of the point of view in two to three sentences.
- **Diction—**
  - Identify three specific words and/or phrases that are significant to the novel.
  - Document the diction from the book.
  - Explain the author's purpose in the use of the diction in two to three sentences.
- **Tone—**
  - Identify three different tones that are significant to the novel.
  - Document the tone from the book.
  - Explain the author's purpose in the use of the tone in two to three sentences.
- **Mood—**
  - Identify three different moods that are significant to the novel.
  - Document the mood from the book.
  - Explain the author's purpose in the use of the mood in two to three sentences.
- **Syntax—**
  - Identify three different examples of syntax that are significant to the novel.
    - Balanced sentence
    - Periodic sentence
    - Antithetical sentence
    - Rhetorical question
    - Anadiplosis
    - Asyndeton
    - Chiasmus
    - Epanalepsis
    - Polysyndeton
  - Document the syntax from the book.
  - Explain the author's purpose in the use of the syntax in two to three sentences.
  - Use the Sentence Variation Models handout for assistance.
- **Identify three other literary terms NOT listed on this section.**
  - Identify one example of that literary term that is significant to the novel.
  - Document the literary term from the book.
  - Explain the author's purpose in the use of the literary term in two to three sentences.
- **Part Five is due on \_\_\_\_\_.**

### **Part Six:**

- **Author Information—**
  - Research on the author's life using three sources.
  - Use the library data base and any books in the library.

- Print out the articles.
- Annotate each of the three articles, paying close attention to the important events in the life of the author using a timeline of dates and information.
- Compose an outline that focuses on how the author reflected his/her life experiences in his/her writing.
- Compose a two page paper, typed, double spaced, 12 point Arial font, with one inch margins.
- Explain how the events, time period, and/or people in the life of that author ultimately influence his/her writing. Be VERY detailed and clear on your connections and assumptions between the research and the novel.
- Provide a Works Cited page.
- **Part Six is due on \_\_\_\_\_.**

### Part Seven:

- **Banned Book**—Research to determine whether or not the book you chose for this project has been challenged somewhere in the United States.
- This may be accomplished several different ways.
  - This may be accomplished by going to your favorite search engine and typing the following search: “title + banned books” “title + challenged books”
  - Explore the library data base using “title + banned books” “title + challenged books”
  - Try the following websites:
    - [www.ala.org/bbooks/top100bannedbooks.html](http://www.ala.org/bbooks/top100bannedbooks.html)
    - [www.bookweb.org](http://www.bookweb.org)
    - [www.asaj.org](http://www.asaj.org)
    - [www.publishers.org](http://www.publishers.org)
    - [www-2.cs.cmu.edu/People/spok/most-banned.html](http://www-2.cs.cmu.edu/People/spok/most-banned.html)
    - <http://libraries.luc.edu/about/exhibits/banned/index.shtml>
    - [www.humanities-interactive.org/literature/bonfire/censorship\\_book\\_list.html](http://www.humanities-interactive.org/literature/bonfire/censorship_book_list.html)
    - [www.st-charles.lib.il.us/arl/booklists/banned2000.htm](http://www.st-charles.lib.il.us/arl/booklists/banned2000.htm)
- See if your book is contained on any of the lists and read the subsequent information provided explaining why the book was challenged.
- Print out two articles explaining the challenges.
- Compose a two page essay providing three reasons with textual evidence from the novel and researched sources as to why the book was banned in a school district in the U.S.
- Provide a Works Cited page.
- If your novel does not appear on any of these lists, you are to compose a persuasive from the perspective of your choice either defending or refuting the content of the book.
- **Part Eight is due on \_\_\_\_\_.**

### Part Eight:

- **Viewing and Representing**—
  - This assignment is optional and will be taken as extra credit.
  - Create a book cover for your book. This may be hand drawn or created on the computer. Size and medium are up to you.
  - Go to the Internet, type in “title of book + reviews” to find three credible reviews of your AP book.
  - Include a direct quote from these reviews on your book cover. Make sure you give credit to the authors of the reviews.
- **Part Eight is due on \_\_\_\_\_.**