

Amesbury High School Summer Reading 2021

One Book, One Question: Who Are You?

The coronavirus pandemic upended almost every aspect of our lives at once in 2020-2021. This created the opportunity for us to reflect on who we were as individuals, and what we valued. We changed. We changed as individuals and we changed as a community. Now we have the opportunity to redefine who we are - to redefine and reimagine the Amesbury High School community. To begin this process of reflection, Amesbury High School's Summer Reading Program will be "One Book, One Question; WHO ARE YOU?"

STUDENTS WILL CHOOSE THEIR OWN SUMMER READING BOOK and answer the question:

WHO ARE YOU?



Of course we see ourselves in hundreds of books because we are multi-faceted; we identify with books for lots of reasons; we see ourselves in the character's personality, family structure, religion or home environment. Maybe we see ourselves in the challenges a character faces, be it a physical challenge, mental health challenges, or just in the choices a character may make. We may identify with a character because of their gender, race, ethnicity, or sexuality. **You will choose ONE book of your own choosing that best represents you.** The book may represent more than one facet of who you are. You will demonstrate and express your understanding of yourself through the choice of your book, and through the **choice of one of the assessments.**

AP Students

In the place of the "One Book, One Read" program, AP Literature and Composition students will read from the document hyperlinked below and complete the assessments listed there. If you have any questions, please contact Mrs. Brockmyre (jean.brockmyre@amesburyma.org).

[AP LITERATURE AND COMPOSTION 2021-22](#) (Click for specific instructions)

NEHS Students

NEHS will be required to read *The Beekeeper of Aleppo* by Christy Lefteri. NEHS students *not* in AP Lit will complete a "One Book, One Question" assessment based on this text.

Early College Students (NECC with Professor DeFranzo)

In the place of the “One Book, One Read” program, AP Literature and Composition students will read from the document hyperlinked below and complete the assessments listed there. If you have any questions, please contact Professor DeFranzo (tdefranzo@necc.mass.edu).

EC SUMMER READING

Assessment for One Book, One Question

We recognize that students are more engaged when there is a choice; students will be able to choose to represent how they see themselves not only in the choice of their own book, but also in the way they respond to the book of their choice. In order to accommodate multiple intelligences, students will be able to respond artistically, musically, through investigation, through writing or film/photography. All are welcomed to use technology to assist or enhance in the creation of these projects. All projects and discussion groups will be **due by Friday, September 10th**. A description of the choices and a **rubric for how it will be graded are on the pages that follow. This assessment will count as a grade in each student’s English class.**

Parameters for Book Choice:

- 1) Choose a book you love (or like), and that is interesting to you.
- 2) Choose a book that is appropriate (to your age and reading ability.)
- 3) Think about your own emotional development; be aware of a book’s “triggers” for you.
- 4) Try and choose a book that has differing viewpoints and perspectives.
- 5) Try and be aware of global perspectives in a book (authors and illustrators from different cultures).
- 6) Choose a genre that will best represent whatever aspects of yourself you wish to share and define our community with. List of genres to consider:
https://en.wikipedia.org/wiki/List_of_writing_genres

Access to Books

Books can be accessed through our the MVLC library consortium, at Amesbury Public Library, or on MVLC Overdrive : <https://mvlc.overdrive.com/>

If you need help with a book choice, or in learning how to access MVLC overdrive, or, if you want Ms. Estabrook to get your summer reading book choice from the public library for you, please fill out the google form and set up an appointment to meet with her by **Thursday, June 17**. The link to the form is: <https://forms.gle/JFetY4FN9EWAyMhA9>

Here is a list of SUGGESTIONS if you feel as if you can’t think of a book you might like. You are **NOT REQUIRED** to choose from this list.

For those of you who love to read, consider this a list of other books you could choose to read this summer.

Summer Reading Suggestions 2021

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Response Choices

All projects MUST include a paragraph describing how you identify with the book you chose. We will know from discussion and from your paragraph that you have read the whole novel.

Artistic Responses:

- 1) Create a 3-D piece of art inspired by the book. (How does this piece of art reflect who you are through the book?)
- 2) Diorama of a scene from the book
- 3) Make a scrapbook from the perspective of a character in the book and how that character demonstrates who you are.
- 4) Paint or draw a portrait of the character or a critical scene from the novel. (How does this piece of art reflect who you are through the book?)
- 5) Make a comic strip (graphic) of part of the story and how this part of the story captures and best represents who you are.

Musical Responses:

- 1) Write a song inspired by the book and how it best represents you. (Video yourself performing it!)
- 2) Create a playlist that accurately reflects the tone and events taking place in the novel (12 song minimum.). The songs must connect the book to you. **Each song should have a sentence or two describing how the song demonstrates the connection between you and the novel. We should be able to access your playlist and sentences; be sure we can do this when you upload your assignment to Google Classroom.**

Investigation Responses:

- 1) Investigate one of the challenges your character faces, (be it racism, bullying, mental health issue, etc.). Make a comparison to the character's challenge and how it identifies the same challenge you may face. Is there a difference? What are the differences? For instance, I may choose a book whose character has to deal with alcoholism in their family (Like in *Glass Castles*, for instance.) I would then investigate the topic of alcoholism, tell about this as an issue, and then connect to how alcoholism has affected my own life.
- 2) Make a timeline of events in the book, from beginning to end. Then on the timeline, add the ways in which your own life overlaps with the book's.

Writing Responses:

- 1) Write a journal of reflections as to how the book you chose best represents you.
- 2) Write a poem inspired by the novel (so many of you are poets!) The poem should be clear in representing your knowledge of the entire book and in how it is that your own life connects to the book. How does the book represent you in poetic form?
- 3) Create a blog from one of the characters in the book. The blog should contain the aspects from the novel that you feel represent you.

Photography/Film

- 1) Create a photographic version of the book and how it relates and expresses aspects of you.
- 2) Film an interpretation of a scene from the book and how it represents your life. (You may work with a group on this one.)

If you have another idea, e-mail Ms. Estabrook (lisa.estabrook@amesburyma.org). Be prepared to discuss your projects as part of our discussions on **Friday, September 10, 2021**.

See Project Rubric on the next page for expectations of projects.

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Project Rubric

Criteria	4	3	2	1	0
The student has proven through the completion of the project that they have a strong knowledge of the novel, and have clearly represented how the book represents and connects facets of their life.	Exceptional knowledge of the novel was presented, little connection to your own life.	Adequate knowledge of the novel was presented, some connection to your own life.	Some knowledge of the novel was shown. No connection to life (or Representation of life is given with no connection to novel,)	Very obvious that they did not complete the novel	Did not complete summer reading
The student has utilized ideas and information from the novel in the project they have created.	Exceptional utilization of ideas & information was shown.	Strong utilization of ideas & information was shown.	Some ideas or information from the novel were utilized.	Little/no ideas used from the novel	Did not complete summer reading
The project demonstrates effort and creativity on the part of the student.	Outstanding degree of effort & creativity was shown.	High degree of effort & creativity was shown.	Some effort and creativity was demonstrated.	Little or no effort or creativity was demonstrated	Did not complete summer reading
				Total number of points (out of 12) =	Grade=

A= 10-12
 B= 9-7
 C= 6-4
 D= 4 or lower
 F= 0