Summer Reading Project

*That Was Then This Is Now* by S.E. Hinton

\*\*\*Advanced Collaborative Lesson – passed Comprehension Assessment (AR Test)\*\*\*

**Note: Use the rubric to guide project requirements.**

**Part 1**

**Directions: Create a six-part tri-fold brochure to create a trifold for each of the following categories (use the rubric for specific details for each):**

1. **Cover section: Title, author, picture, and genre**
2. **Character Analysis: list six main characters and give a short description (not physical)**
3. **Theme: determine essential theme and explain**
4. **Conflict: Identify “defining conflict” in novel in which dialogue or pivotal incidences are involved in propelling the action forward or revealing deeper characteristics of the main characters**
5. **Quotations: Select three quotes from text and explain significance and how it relates to other story elements (i.e. plot, character, setting, and/or theme)**
6. **Draw a scene that represents a pivotal moment from the novel and explain**

**Part 2**

**Answer 3 of the following questions using complete sentences – answer all parts of each selected questions. Use examples and details from the book to support your answers (Text-based Evidence Responses).**

1. What makes this book a coming of age story? How do Mark and Bryon mature? What were they like at the beginning and how do they change throughout the story? Consider character, conflict, circumstances, and motivation when answering this question.
2. Mark believes that the law isn’t always right, so he lives by his own set of rules. How does that work out for him? What do you think about laws? Are they necessary? Why or why not?
3. Angela and Cathy are the two main female characters in this novel. Compare and contrast the two girls and their families. Do you think their families and home environments make a difference in the way these two girls turn out?
4. Freedom is a motif that runs throughout this book. Many of the characters run around, seemingly without any parental supervision. What is your definition of freedom? Do you think the characters in this book are truly free? What are the limitations and drawbacks of their freedom?
5. Discuss the split that happens between Bryon and Mark. Do you think it was inevitable? Do you think they will ever reconcile? Explain why you think they will or will not reconcile.

**PLAGARISM WILL RESULT IN A ZERO. NO INTERNET SEARCHES FOR NOVEL INFORMATION FOR THIS ASSIGNMENT.**

**USE ONLY THE NOVEL, PEER DISCUSSIONS, AND SKILLS INFORMATION.**

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| Brochure Rubric | **4** | **3** | **2** | **1** |
| **Cover Section** | Accurately presents each of the following: Title, Author, Genre, Picture | Missing one of the following: Title, Author, Genre, Picture | Missing two of the following: Title, Author, Genre, Picture | Missing three of the following: Title, Author, Genre, Picture |
| **Character Analysis Section** | Original and accurate character analysis for six (6) main characters. (Not just physical description.) | Original and accurate character analysis for five (5) main characters. (Not just physical description.) | Original and accurate character analysis for four (4) main characters. (Not just physical description.) | Original and accurate character analysis for three (3) main characters. (Not just physical description.) |
| **Theme Section** | Original and accurate essential theme identified and clearly stated text-based evidence explanation. | Original and accurate theme identified and text-based evidence explanation provided. | Original and accurate theme identified and weak text-based evidence explanation provided. | Original theme identified and minimal text-based evidence explanation provided. |
| **Conflict Section** | Defining conflict quotes that propelled plot or revealed main character and accurately and effectively explains correlation. | Defining conflict quotes that propelled plot or revealed main character and accurately explains correlation. | Defining conflict quotes that propelled plot or revealed main character and explains correlation. | Defining conflict is summarized rather than used quotes that propelled plot or revealed main character and explains correlation. |
| **Scene Section** | Scene represents a pivotal moment and includes a brief description of scene and clearly explains why it is a pivotal moment. | Scene represents a pivotal moment and includes a brief description of scene and explains why it is a pivotal moment. | Scene represents a pivotal moment but is missing a brief description of scene or explains why it is a pivotal moment. | Scene represents a minor moment or is missing a brief description of scene and explanation why it is a pivotal moment. |
| **Quotations Section** | Three direct quotes from text and clearly explain significance of each and how each relates to a story element (i.e. plot, character, setting, and/or theme). | Three direct quotes from text and explain significance of each and how each relates to a story element (i.e. plot, character, setting, and/or theme). | Only two direct quotes were accurately used from text and explained significance of each and how each related to a story element (i.e. plot, character, setting, and/or theme). | Only one direct quote was accurately used from text and explained significance of each and how each related to a story element (i.e. plot, character, setting, and/or theme). |
| **Attractiveness & Organization** | The brochure has exceptionally attractive formatting and well-organized information. | The brochure has attractive formatting and well-organized information. | The brochure has well-organized information. | The brochure's formatting and organization of material are confusing to the reader. |
| **Conventions of Writing** | There are no grammar, capitalization, spelling, or punctuation mistakes in the brochure. | There are 1-2 grammar, capitalization, spelling, or punctuation mistakes in the brochure. | There are 3-4 grammar, capitalization, spelling, or punctuation mistakes in the brochure. | There are numerous grammar, capitalization, spelling, or punctuation mistakes in the brochure. |
| **Content - Accuracy** | All facts in the brochure are accurate and original student work. (No plagiarism has been detected.) | Only 1-2 minor errors in the brochure, but all original student work. (No plagiarism has been detected.) | Only 3-4 minor errors in the brochure, but all original student work. (No plagiarism has been detected.) | Numerous errors in the brochure, but all original student work. (No plagiarism has been detected.) |

 Brochure Score \_\_\_\_\_\_\_\_/36 x 2 (+ 8) = \_\_\_\_\_\_\_\_\_\_\_

Questions Score \_\_\_\_\_\_\_\_/16 + 4 = \_\_\_\_\_\_\_\_\_\_\_ Final Project Score \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Questions Rubric | **4** | **3** | **2** | **1** |
| **Complete Sentences** | All answer responses are in complete sentences. | Most answer responses are in complete sentences. | Some answer responses are in complete sentences. | Few answer responses are in complete sentences. |
| **Text-Based Evidence Answers** | Restated question, used at least 2 direct quotes, and clearly explained answer using text-based evidence. | Restated question, used only 1 direct quote, and explained answer using text-based evidence. | Restated question, used only 1 direct quote or failed to explain answer using text-based evidence. | Restated question, but missing direct quote or explanation using text. |
| **Pick 3 Questions** | Completely answered all three (3) questions. (No part unanswered) | Completely answered only two (2) questions. (No part unanswered) | Completely answered only one (1) question. (No part unanswered) | Each question answered but failed to respond to all parts for any of the three questions. |
| **Conventions of Writing** | There are no grammar, capitalization, spelling, or punctuation mistakes. | There are 1-2 grammar, capitalization, spelling, or punctuation mistakes. | There are 3-4 grammar, capitalization, spelling, or punctuation mistakes. | There are numerous grammar, capitalization, spelling, or punctuation mistakes. |