**Rising 9th Grade Summer Assignment for English I**

Born a Crime by Trevor Noah

Directions

**Step 1 of 3: Read “Born a Crime” by Trevor Noah**

* 1. Audiobook available on [Youtube](https://www.youtube.com/watch?v=WVUGAU5papo).
	2. Ensure you can answer 50% of these study questions by the first day of school

 Study Questions **(if you can answer 50% of these questions you are understanding the novel)**

1. How does language play a role in Trevor’s life and what he observes in human culture?
2. What role does being mixed play in Trevor’s life? How do Americans see him?
3. How did Trevor’s Mom raise him? What were the impacts of her not putting limitations on him and raising him unlike any example she had of how to raise a child? How would you describe Noah? Patricia?
4. What did you think about Trevor’s Mom’s discipline?
5. Where did Trevor fit in? Who accepted him? Why did Trevor always feel like an outsider? How did he cope with that?
6. Do you think Noah had a good childhood? How do you think his childhood is unique from others who grew up in South Africa? What types of danger did Noah face in his childhood?
7. How was apartheid similar to American Jim Crow and how was it different?
8. What did you think about the way Trevor’s Mom tried to raise him to treat women, and how does that reconcile with her marrying Abel? Why did she marry Abel when she said she wouldn’t consider marrying Trevor’s father?
9. A lot of what happens in this story is told with humor, even though many things were very dark. Would you consider Trevor an optimist and how did his attitude and views of his own life influence the person he became?
10. How can this book contribute to understanding the current state of race relations in the United States?

**Step 2 of 3:** Create ONE non-literary representation of your choice and write a 250 word rationale explaining your representation. See options on the next page.



**Coat of Arms**

Create a Coat of Arms for a character in the book. Write a half page rationale explaining your choices in the images and colors you chose for the Coat of Arms.



**Theme Collage**

Create a college made up of images, words, and symbols relating to the theme of the novel. Write a half page rationale explaining your choices.



**Character Poetry**

Write three ten line poems from the perspective of one of the characters in the novel. Write a half page rationale explaining what the poems mean and how they relate to the characters or novel.



**Literary Theme Park**

Think Harry Potter World, but with the book you read. Create a map of a theme park based on the novel. Write a half page rationale explaining your map and how it relates to the novel.

**Step 3 of 3:**

Write a 250 word rationale describing your engagement with the creative process by explaining your non-literary representation and its connection to the novel.

**Consider questions such as:**

1) How and why did you design your project the way you did?

2) What choices did you make in images, colors, placement of images, figurative language and how do those connect with the novel? Give details from the novel and its themes.

3)How does your overall project connect to the novel? Give details from the novel and its themes.

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| **MYP Language A Rubric** |
| **Task** | **1-2** | **3-4** | **5-6** | **7-8** |
| **Criterion C: Producing Texts** | Produces texts that demonstrate **limited** personal engagement with the creative process; demonstrates a **limited** degree of insight, imagination and sensitivity and minimal exploration of, and critical reflection on, new perspectives and ideasselects **few** relevant details and examples from novel’s themes n connection to the prompt | produces texts that demonstrate **adequate** personal engagement with the creative process; demonstrates **some** insight, imagination and sensitivity and **some** exploration of, and critical reflection on, new perspectives and ideasselects **some** relevant details and examples from the novel’s themes to develop ideas | produces texts that demonstrate **considerable** personal engagement with the creative process; demonstrates **considerable** insight, imagination and sensitivity and **substantial** exploration of, and critical reflection on, new perspectives and ideasselects **sufficient** relevant details and examples from the novel’s themes to develop ideas. | **p**roduces texts that demonstrate a **high degree** of personal engagement with the creative process; demonstrates a high degree of insight, imagination and sensitivity and perceptive exploration of, and critical reflection on, new perspectives and ideasSelects extensive relevant details and examples from the novel’s themes to develop ideas with precision |

**TEACHER-FACING**

**Summer Reading Literary Summative Assessment- Open Book**

**(Literary Analysis Writing Diagnostic)**

**Choose ONE question to answer in a 500 word literary analysis.**

1. The personal biography or a writer can influence the form and/or content of what they write. To what extent is this the case in the work you are studying?
2. In what ways has the work you are studying explored the role of the individual in society, and what conclusions is it possible to draw from these explorations?

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| **MYP Language A Rubric** **Criteria A** |
| **1-2** | **3-4** | **5-6** | **7-8**  |
|  i. provides limited analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts ii. provides limited analysis of the effects of the creator’s choices on an audience iii. rarely justifies opinions and ideas with examples or explanations; uses little or no terminology iv. evaluates few similarities and differences by making minimal connections in features across and within genres and texts | provides adequate analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts ii. provides adequate analysis of the effects of the creator’s choices on an audience iii. justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology iv. evaluates some similarities and differences by making adequate connections in features across and within genres and texts.  | i. competently analyses the content, context, language, structure, technique, style of text(s) and the relationship among texts ii. competently analyses the effects of the creator’s choices on an audience iii. sufficiently justifies opinions and ideas with examples and explanations; uses accurate terminology iv. evaluates similarities and differences by making substantial connections in features across and within genres and texts. | provides perceptive analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts ii. perceptively analyses the effects of the creator’s choices on an audience. iii. gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology iv. perceptively compares and contrasts by making extensive connections in features across and within genres and texts |

**Exemplars**

Question 1: Forthcoming

Question 2: Forthcoming