**Captain Rice’s Book Project Options**

* **PLEASE read and follow these instructions so that I can give you full credit! I really want you to do quality work that shows.**
* **Books read must be at least an 8th grade reading level and be 150 pages unless you are choosing option 30 or 31.**
* **You may only use each option once in the year.**
* **All options that are written must be typed up. Your project should reflect great effort and your understanding of the book and the book’s ideas.**
* **Most options should have multiple paragraphs divided by topic with the topic sentences underlined.**
* **You must show me your book and tell me which option you are choosing by midterm.**
* **25% of your total grade is the yellow cover page. Captain Rice will have you complete the cover page in class, the day it is due.**
1. **“Where are You Going with This?”**

**Pack** a suitcase with objects/symbols that are in the book. Bring it to class to **show** and **explain** it all to us. **Include a brief outline of what you will say. (300 words)**

1. **Once Upon a Timeline**

**Create** a detailed **annotated** timeline showing a chain of important events in your book. 5-10 events and annotations. (Like an annotated bibliography) **(500 word minimum)**

1. **Ready, Setting, Go!**
Use a Venn diagram to **compare** the setting (time and place of the story) in your book with your local setting (in your community). How are the two settings alike/different? **(500 word minimum)**
2. **“Don’t You Know Previews are the Best Part!?”**
**Film** a trailer (a movie preview) of the book to entice your audience to go read the book. **(Include a reflection of your process: 200 word minimum)**
3. **For Your Consideration…**

**Write** a resume’ of one of the book’s more detailed characters. Imagine that the character is applying for a job (appropriate to his or her role in the story). **Include**: objective, prior positions/job experience, education/schools and degrees (if any), vital statistics, hobbies and interests and references. Look some up online and make this document look official.

1. **Five-Dollar-Words Book Project**

 **Find** ten words in the book that you would consider high vocabulary words for your age group. **Find ten more** words that are low vocabulary words and use a thesaurus to find a higher vocabulary word to replace it**. Give** a brief definition of **all 20** **of the high-level** vocabulary words and **use** them in a new sentence of your own. **Include** the part of speech for the word and the page number of the 20 original words found in the book.

1. **Trading Spaces**

Answer the question, “W*ould you want to trade places with a character in the book?”* Your **response,** in paragraphs, separated by topic, must provide solid information **supporting** your responses to the question. **(500 word minimum)**

1. **“What Do You Want, a Timeline AND a Map?”**

Create a brief **annotated** **timeline** showing events of the story and **draw** a map showing the location(s) where the story took place by hand or digital format. Images must be created by you. **Draw arrows on the map to indicate the travels of the character.**

1. **Masterpiece**

**Create** a sculpture of a character. **Use** any combination of soap, wood, clay, sticks, wire, stones, old toy pieces, or any other objects. **Include** a typed description of how you perceive this character. **(300 word minimum)**

1. **Dumpster Diving**

**Imagine** you were to go through the trash of one of your characters. **Explain** in paragraphs, separated by topic, what you would find there and why. **Base** your "finds" on the story from which the character comes from. (At least four objects). **Begin** by telling a bit about the character. **(500 word minimum)**

1. **That Thing**

**Discuss** in paragraphs, separated by topic, ONE important reoccurring symbol from your book. **Explain** why you believe the symbol (object, color, sign, etc.) is important, and what you believe it comes to represent in the story. **Provide** examples and details from the book. **(500 word minimum)**

1. **Mirror Me**

**Write** an honest reflection in paragraphs, separated by topic, in which you discuss your personal connection or response to the book you read. Why is the connection unique? Why was it important or relevant to you? **(500 word minimum)**

1. **Make it Golden**

**Rewrite** the story into a children’s book using appropriate **voice** for the age of the child. It should be told in present-tense and be between 10 and 20 pages long. **Include** the recommended age for who would read your version. The final product should wow me.

1. **Police Line, Do Not Cross**

**Create** a police report covering the events in one of your stories. **Include** the who, what, where, when, why, how, and at least one eyewitness account (quotes or what others *would* say), “expert” opinions, and a "photo" or two. Here you may **elaborate** or **expand** on basic facts to create a detailed report. Also **include** a paragraph explaining why you chose this scene.

1. **“If I Could Just Have a Minute of Your Time…”**

**“Interview”** a character from your book. **Write** at least ten questions and what their answers would be which will give the character the opportunity to discuss his/her **thoughts and feelings** about his/her role in the story. However you choose to present your interview is up to you. BOTH Questions AND Answers must be in COMPLETE SENTENCES. NO YES/NO ANSWERS.  **(500 word minimum)**

1. **Dear Diary…**

In a separate paragraph at the top of the page, start with a brief **description** of the character you are assuming. **Maintaining their “voice”, write** **TWO** diary entries from different halves of the story that one of the story’s main characters might have kept before, during, or after the book’s pivotal events. **Include** a statement, after each entry, stating where in the book you think this entry would be found. **Remember** that the character’s thoughts and feelings are very important in a diary.

DO NOT SUMMARIZE THE BOOK. MAKE UP WHAT THEY WOULD SAY AT THAT POINT IN THE STORY. **(250 words minimum for EACH entry)**

1. **Making Headlines**

**Create** a newspaper for your book. **Summarize** the plot in one article, **cover** the weather in another, **do** a feature story on one of the more interesting characters in another. If someone dies in the book, **include** an obituary. **Include** an editorial and a collection of ads that would be pertinent to the story.

1. **Nail-Biter**

**Discuss** in paragraphs, separated by topic, the author's use of suspense **or** irony in the book. **Provide** details and reasons to support your observations. **(500 word minimum)**

1. **Silver Screening**

**Imagine** you are a film producer in Hollywood. The author of one of your stories has contacted you regarding the possibility of producing a film version of their story. **Write your response**, ***in letter format*,** in paragraphs, separated by topic, explaining whether you believe the story would/wouldn’t make a successful film. Give specific reasons for your opinion. **(500 word minimum)**

1. **Scene-ario**

If you are reading the same book as one or more classmates, **dramatize** a scene from the book. **Include** a script (300 words) and have a rehearsal before presenting it to the class.

1. **“Stay Tuned for Next Time When…”**

In paragraphs, separated by topic, **write** the plot synopsis for a sequel to your book. Your plot should have all the parts needed for a plot. **(500 word minimum)**

1. **“Step Write-Up, Ladies and Gentlemen…”**

**Give** a sales talk, pretending the students in the class are clerks in a bookstore and you want them to sell this book. You must **hand the teacher your outline** immediately after your presentation.

1. **Press Conference**

**Prepare** an oral report of 4 minutes. Give a brief **summary** of the plot and **describe** the personality of one of the main characters. *Genuinely* ask for questions from the class. You must **hand the teacher your outline** immediately after your presentation.

1. **Welcome to Reality!**

**Dress** as one of the characters and **act** out a brief dialogue or monologue. Bring a printed **outline**.

1. **Picture the Scene**

**Build** a miniature stage setting of a scene in the book. Include a written explanation of the scene. **(300 word minimum)**

Or

**Make** several sketches of some of the scenes in the book and label them.

**(Include a reflection of your process: minimum of 300 words)**

1. **“It’s Like My Granddaddy Always Said…”**

**Choose** a quote from a character. In paragraphs, separated by topic, **elaborate** why it would or wouldn’t be a good motto by which to live your life. **Include** the quote at the top separate from the essay. (**500 word minimum in addition to the quote)**

1. **Vote for Pedro**

**Nominate** one of the characters for an office in local, state, or national government. Which office should they run for? Organize your paragraphs by topic. What are the qualities that would make them be good for that office? **(500 word minimum)**

1. **Let’s Do it Mime Way**

**Describe** the setting of a scene, and then do it in pantomime. **Hand in your outline** to the teacher immediately after your performance.

1. **Wait, That’s Not Right…**

Read a book that has been made into a movie. (Caution: it must have been a book FIRST. **Write** an essay using paragraphs, separated by topic, comparing the movie version with the book**. Don’t just compare the details;** **compare the themes** **and** **approach** that the director took to tell the story differently. **(500 word minimum)**

1. **“In This Corner, Weighing in at Three and a Half Pounds…”**

Read two books on the same subject and **compare** and **contrast** them in paragraphs, separated by topic.

**(500 word minimum)** This is a good choice for books that are less than 200 pages.

1. **Roses are Red…**

After reading a book of poetry, do *two* of the following: 1) do an oral reading; 2) write an original poem; 3) act out a poem; 4) display a set of pictures which describe the poem; 5) write original music for the poem; 6) add original verses to the poem. (The book of poems may be shorter than 200 pages)

1. **Show Me Thrice**

**Create** three posters about the book using at least two or more of the following media: paint, crayons, chalk, paper, ink, real materials, or in digital format.

**(Include a reflection of your process: minimum of 200 words)**

1. **“Me Want Story!”**

**Construct** puppets and **present** a show of one or more interesting parts of the book.

1. **“Can You Please Describe the Individual?”**

**Create** a chart giving a FULL (physical, emotional, and social) description of two of the characters in the book. **Include** a portrait to accompany each description. **(400 words minimum)**

1. **It’s Gonna Be a Blockbuster**

**Imagine** that you are the author of the book you have just read. Suddenly the book becomes a best seller. **Write a letter** in paragraphs, separated by topic, to a movie producer trying to get that person interested in making your book into a movie. **Explain** why the story, characters, conflicts, etc., would make a good film. **Suggest** a filming location and the actors to play the various roles. YOU MAY ONLY USE BOOKS WHICH HAVE NOT ALREADY BEEN MADE INTO MOVIES. **(500 word minimum)**

1. **C and C #1**

In an essay using paragraphs, separated by topic, **compare** and **contrast** two characters in the story. **(500 word minimum)**

1. **C and C #2**

In an essay using paragraphs, separated by topic, **compare** and **contrast** a character from this story to a character from a *different* book, movie, or a real-life person.

**(500 word minimum)**

1. **Leave Us Hanging**

Do a book-talk. **Talk** to the class about your book by saying a little about the author, explain who the characters are and explain enough about the beginning of the story so that everyone will understand what they are about to hear. Finally, **read** an exciting, interesting, or amusing passage from your book. **Stop** reading at a moment that leaves the audience hanging and add, "If you want to know more, you’ll have to read the book." If the book talk is well done almost all the students want to read the book. You must **turn in your outline** to the teacher immediately after your presentation.

1. **Single, Fictitious, and Looking**

**Write/create** an ad for a dating service for one of the characters. **(500 word minimum)**

1. **“I Know This Subject So Well, I Could Teach It!”**

**Teach** the class. Put together what you will teach (Main Ideas) before you decide how you will **assess** how well your students learned the info/skill. Teaching can be anywhere between 10-20 minutes long which includes assessment time.

Hand the Captain your lesson plan after you are done teaching.

1. **“They Should Make Bed Sheets About You.”**

**Select** one character from the book you read who has the qualities of a heroine or hero. **List** each quality and **tell** in paragraphs, separated by topic,why you think each quality is heroic. **(500 word minimum)**

1. **Serenade**

**Write** and **perform** an original song that tells the story of the book.

1. **Meanwhile, Back on the Farm…**

What other story could have taken place at this same time and setting? **Write** the plot and about 4 or 5 characters in this new book. **(500 word minimum)**

1. **Doppelganger or Bizarro**

**Choose** a character from the book that you are most like or the opposite of.

In paragraphs, separated by topic, **write** a **minimum of 500 words** about these similarities/differences.

1. **All in a Day’s Imagination**

**Pretend** that you can spend a day with one of the characters in the book. In paragraphs, separated by topic, **explain** which character would you choose? Why? What would you do?  **(500 word minimum)**

1. **“Aren’t We Forgetting Someone?”**

**Add** another character to the book. In paragraphs, separated by topic, **discuss** why would he/she be put there? What part would he/she serve? **(500 word minimum)**

1. **The Amazing Adventures of…**

**Create** a comic book/graphic novel chapter that **recreates** **one** chapter of the book.

1. **Raiders of the Lost Scene**

**Write** a scene that has been lost from the book. **Include** a paragraph at the top which **explains** why you think that this scene should be in the story AND where in the book it should be placed. **(500 word minimum)**

1. **Up on Book Hill**

If one of the characters in the book dies or is affected by someone who died, **make** or **illustrate** a gravestone for that character. Then, in a written reflection (300 words), **describe** where it would be, what it would look like, and what would be written on it?

1. **“Yeah, right! That would never happen”**

**Create a tabloid** style news article about the book or characters. This only works with stories where the impossible happens. Do some research on good tabloid articles. The Captain has some good ones if you want to look them over! **(500 word minimum)**

1. **Fixin’ Fiction**

This option is only for **books** **based on** **true events.** **Write** up your thoughts or the thoughts of professionals about how the author changed things that really happened.

**(500 word minimum)**

1. **The Final Score**

**Create** a music soundtrack that would go well with the book, like it would be in a movie. Select inoffensive songs that you think fit the mood at that moment in the plot. PUT THE SONGS IN ORDER ON A CD AND LIST THE SONG TITLES AND, IN PARAGRAPHS, WHY YOU THINK THE SONG FITS WHAT IS HAPPENING.

1. **Cast Among the Stars**

**Create** a cast list for the book if it were to be made into a movie. In paragraphs, separated by person, **elaborate** on who should play each character out of people you know or popular movie stars? **List** the actors and actresses and why you think that they would be a good fit for each character in the book. **(500 words minimum)**

1. **“I Beg to Differ…”**

If the book is an informational text, **state** why you disagree with the author. If the book is a narrative text, **state** why you disagree with the author’s message.

**(500 words, in essay format with real support for your position)**

1. **Now You’re Cooking!**
**Appeal** to your classmates’ stomachs by making an edible book project! **Locate** a recipe for a food item that plays an important role in the book. **Share** the food with your classmates and explain how the dish relates to your book. (**Present** a typed outline of what you will say to the Captain.)
2. **“Testing, Testing, 1..2..3”**

**Create** a 12 question quiz assessing what someone should know after reading the book. Use each of the 6 levels of Bloom’s Taxonomy (circle Bloom verbs & label the level questions) **Include an answer key on a separate page.**

1. **“’Take two!’** or **‘Again from the top!’”**

Don’t like how a chapter went? **Rewrite** it the way that you would have written it. **Explain** the differences of how it actually went and how you would have done it.

**(500 words minimum)**

1. **The “You” Show**

**Pose a talk show** segment either live or recorded where you have “guest(s)” (classmates or friends) who are characters from the book and you are the host. Dress nicely, ask them questions, and tell a few jokes. **(Between 5-10 minute segment. Give the Captain a copy of your printed script after the show)**

1. **Your FACE looks TWITTERpated**

**Create** a real Facebook or Twitter page for either the book or character(s) from the book. **Include** at least TEN posts, THREE pictures, and everything else that one “needs” on a good page. Then, **show** it to us! Either on the Captain’s computer or yours.

**(Points are given for quality of work and how well you present it to us, not just for completion)**

1. **“Wanted!”**

**Make “wanted” posters** for one or more of your characters and/or a missing object from your story. Wanted poster must **include**: Drawing or cut out picture of the character/object, a physical description of the character/object, the character’s/object’s wrong doing(s), other information about the character/object that is important, and the reward or offer for the capture/finding of the character/object. **Include** **a 300** **word typed reflection of the project.**

1. **“And the Rest, as They Say, is Web History.”**

**Make a list of real websites** that a character in your book would regularly visit or would visit out of necessity in the story. At least 10 real websites, **including** links, and **two sentences explaining** why for each one. **(500 word minimum)**

1. **“And If You Call in the Next 15 Minutes…”**

**Create an ad** for a product or service which is an important part of the plot in the book. This can be a newspaper, magazine, TV, Internet, radio, billboard, or smartphone ad **that would be marketed to the characters in the book**. Make it look good and show it to us. **Include** a 250 word typed reflection of the project.

1. **Book Me and Adventure**

**Create a scrapbook** that would accompany the book. Have fun with this. Make this look cool and **include subtitles** **explaining**, *as if you are the character,* what that picture is about and what happened. You can use pictures from magazines, newspapers, etc. to represent characters or take actual photos of you and your friends and family.

**(At least 10 pictures and subtitles)**

1. **Stop-Motion is Coming to Town**

**Create** a stop-motion short film that **recreates/retells** a chapter/scene of the book. Then show it to the class.

1. **Life isn’t a game! (but your book project can be one)**

**Create a board game** based on the story, the events, and the characters. Play the game, or a portion of the game, with the class so we can learn about the story through the game. Your game must **include** a game board, any pieces/cards/timers, and a clear rules and instructions sheet.

1. **NOT *Your* Show and Tell**

**Bring** items that are in your book and tell us about them and how they play into the book. At least three items. Make us feel like we’re in elementary school and this is fun! You must give the Captain a typed **summary** of the items and how they play into the story. **(300 words minimum)**

1. **“More Cowbell!”**

**Create a real music video** that relates to the book. This could be about one chapter or whatever. You can make the music or just use an existing song (that could be played on the radio), but you must write and sing the lyrics yourself. (You can use friends/family to help you.) We will watch it in class and it will “rock”.

1. **The Chosen One**

This option is a hybrid of both character analysis and setting analysis. If one of the main characters of the book you read **possesses traits** that make them suited to ***glory, power, or unique circumstances,*** that could only work in this one time and place, **describe** why you think that they are so “chosen”. **Discuss** in paragraphs, separated by topic, why you think that they would not be as effective or important in any other time period or place.

 **(500 words minimum)**

1. **“Cross Your Words and Hope to Die?”**

**Create** a crossword puzzleusing a crossword generator that you can find free online. You must have at least 20 words that you think would be your grade-level’s vocabulary words from the book. **Include** **the answer key on a separate page.**

ALSO, you must **write** a paragraph discussing the language and style of the author.

1. **Teacher/Preacher**

If you think that a character in the book would be a great teacher or preacher, **discuss** in paragraphs, separated by topic, why they would be qualified and effective. What would they teach? How would they teach it? Or what would they preach on and how would they preach it? **(500 words minimum)**

1. **“You Da Man! / You Go Girl!”**

If a character in the book stands out as what you think clearly possess the traits of someone who defines masculinity or femininity, **discuss** in paragraphs, separated by topic, why you think that they are such a prime example of your gender. This character MUST be the same gender as you are to show that you really look to them to represent you as a man or woman. **(500 words minimum)**

1. **“If Only You Weren’t Fiction…”**

If there is a man or a woman whom you would consider an ideal husband/wife in your book, **discuss** in paragraphs, separated by topic, why you think that they would be the best match for you. How would you handle troubling times, how would you raise your children, and how do you know that your union would stand the test of time?

**(500 word minimum)**

1. **Letter to My Unborn Child**

In separate paragraphs, separated by topic, **write** a sincere letter to your future child **explaining** how the book you just read has affected you deeply. **Discuss** how the lessons, wisdom, or experiences of the characters, story, or real people have given you a new understanding. Then **give** your future child advice for how they can/should benefit from what you have learned.

**(500 words minimum)**

1. **“Eat Me!”**

In paragraphs, separated by topic, select THREE characters from the book and **explain** and **elaborate** on what kind of a food item they would be if they were food. Would they be sweet, savory, bitter, or flavorless? Give **examples** from the book **that support your reasoning.** **(500 words minimum)**

1. **This Has Nothing to Do With Aluminum**

**Discuss**, in paragraphs, separated by topic,howtwo characters are foils to each other, and why might the author have chosen to pit them up against each other.

 **(500 word minimum)**

1. **That’s Pinteresting**

**Create** a Pinterest profile that one of the main characters would have. They must have at least 3 boards of different categories that show us how the character is diverse in their interests and is a well-developed character. The boards should have at least 10 pins in each board. Then **show** it to us in class and use support from the book to back up your pins (Between **3-5 minutes** for full credit).You must give the Captain a typed **summary** of what you are going to say. **(200 words minimum)**

1. **BFF or Thicker than Water**

**Imagine** that you must be best friends with a character in the book. In paragraphs, separated by topic, **discuss** the following questions: What would be cool about the friendship? What would annoy you? Would your friendship last beyond the storyline? Why or why not? What kind of allegiances would you have to them during their conflicts? How would you encourage or discourage them as a friend.

**(500 words minimum)**

**OR**

**Imagine** that you are a sibling to a character in the book. In paragraphs, separated by topic, **discuss** the following questions: What would be cool about the relationship? What would annoy you? What kind of allegiances would you have to them during their conflicts? How would you encourage or discourage them as a sibling?

**(500 words minimum)**

1. **“Any Last Words?”**

**Write** a eulogy for a character who dies in the book. Write it so that the audience is the other characters in the book. Make it sincere and profound. **(500 words minimum)**

1. **Story MVP**

In separate paragraphs, **discuss** the following: **1.** Other than the main protagonist, who is the most crucial character to the story and why? **2.** What do they do that enables the main protagonist and moves the plot forward OR prevents the main protagonist from achieving their main goal? **3.** Why would this story fall apart without this character?

 **(500 words minimum)**

1. **“Sir, I need to see some ID, please”**

**Make an ID card** for two of your characters. **Include** the following: picture and ALL information found on an ID/driver’s license for the state/province which the story takes place in. Don’t forget the signature and make the signatures unique to the characters. Make the ID big enough for all of us to see at once (I suggest a poster board size). **Include** a typed outline of what you will say to the class about the characters.

1. **Driven**

In separate paragraphs, separated by topic, **discuss** TWO of the following about one character in the book. **1.** What kind of a car would they probably drive if they were alive today and old enough? Why do you think so? What options would be most important to them and why? **2.** If they were a car, what would they be and why? What kind of options would they have and why? (color, transmission, 2 or 4 wheel drive, abilities, capacity, performance or aesthetic upgrades, etc.)

**3.** Think of the character’s love interest in the story (or what they would be like if there isn’t one in the story) and discuss what kind of a car that person would be and why. What kind of options would they have that seem attractive to the other character and why. (color, transmission, 2 or 4 wheel drive, abilities, capacity, performance or aesthetic upgrades, etc.)

 **(500 words minimum)**

1. **It’s the Least They Can Do**

**Discuss**, in paragraphs, separated by topic, how the protagonist or antagonist becomes a ***tragic hero***. What was their tragic flaw? How were they a privileged character? At what point did they go too far? How do they redeem themselves as a tragic hero? Why do we love them? (think Macbeth, Romeo, John Proctor, and even Anakin Skywalker)

 **(500 words minimum)**

1. **3-Minute Throwdown**

**Write** a script for the whole story and then **act** it out in high speed. You must supply the props and the help of friends. Hand in the printed script.

1. **“Okay, You Guys, Break It Up!”**

**Name** or **rename** each chapter in the book. First, **explain** why the new name fits the chapter well. Second, **explain** the themes of each chapter. Third, **explain** the symbols/symbolism in each chapter, and finally, **evaluate** if you think the chapters have a good flow from one to another but still need to be separate chapters.

 **(500 words minimum)**

1. **“Did You Do Something Different with Your Hair?”**

Pick an important character (does NOT have to be the main protagonist) and **describe** in paragraphs, separated by topic, how this character changes throughout the story. Focus on internal conflicts of ignorance or pride. **(500 words minimum)**

1. **That Ought to Cover It**

**Design** TWO possible book jackets (front and back) that would have been better for the book you read. **Write** two paragraphs about each cover that discuss why your covers are a better representation for the book. **(300 words minimum)**

1. **Life Lessons**

**Explain** why others should read this book. How does this book teach valuable life lessons? In paragraphs, separated by topic, *have each life lesson as the topic sentence of each paragraph*. Then **give** personal examples or impressions and tie it into the book. This option should only be used if you loved the book you read. **(500 words minimum)**

1. **Overly-Sarcastic Essay**

**Write** an overly-sarcastic essay using satire. Google ‘overly-sarcastic’ for examples. Separate ideas and events into paragraphs. **(500 words minimum)**

1. **“You Got Me Monologuing!”**

**Write** and **perform** a monologue that captures the essence of a character. This cannot be a quote from the book; it must be written by you. It should be typed up and **include an** **explanation** for why you think this monologue captures the essence of the character in both mood and language. **(500 words minimum total including monologue and explanation)**

1. **“Something is Rotten in the State of Denmark”**

If a character starts good but then becomes bad, **describe** in paragraphs, separated by topic, a description on his/her corruption of integrity. **Include** your reasons for their behavior. **(500 words minimum)**

1. **“I Walk the Line”**

**Discuss** and **evaluate** the effectiveness of each element of the book’s plot. Break it down in paragraphs by: Beginning Balance, Main External Conflict, Main Internal Conflict, Climax, and Resolution **(500 words minimum)**

1. **“Fall in Line, Soldier” or “Steel Your Resolve”**

**Discuss** and **evaluate** the effectiveness of the story’s resolution (falling action). **Declare,** how the climax makes the story an action story (resolves Main External Conflict) or a dramatic story (resolves Main Internal Conflict). **Give** reasons why you conclude that the story ends as a comedy, tragic comedy, comic tragedy, or a tragedy. **Defend** why you do or do not think that the ending was the ‘right’ choice for the plot. **(500 words minimum)**

1. **Inner Demons**

In paragraphs, separated by topic, **discuss** and **evaluate** the protagonist(s)’ Main Internal Conflict (either ignorance or pride) and whether or not you believe that the character’s development makes for a compelling character. **(500 words minimum)**

1. **Not Your Mother’s Nature**

If the Main External Conflict of the story’s plot is nature (a physical environment, natural disaster, animals, or even genetics), **discuss** and **evaluate** why/how the character(s) should succeed or not succeed in the conflict. Separate your ideas into separate paragraphs and support your reasons. **(500 words minimum)**

1. **“Meant to Be or Not Meant to Be. That is the Question”**

If the Main External Conflict of the story’s plot is fate, (the inherited situation of the character, supernatural events, or destiny) **discuss** and **evaluate** why/how the character(s) should succeed or not succeed in the conflict. Separate your ideas into separate paragraphs and support your reasons. **(500 words minimum)**

1. **“It Takes a Village”**

If the Main External Conflict of the story’s plot is society (the social norms, power structure, and acceptable behaviors of citizens), **discuss** and **evaluate** why/how the character(s) should succeed or not succeed in the conflict. Separate your ideas into separate paragraphs and support your reasons. **(500 words minimum)**

1. **Oh, That’s Totally Normal**

**Discuss** how the social norms of the story lead to the characters’ motivations and how the ideas of the society shape the social expectations of the characters. Separate your ideas into separate paragraphs and support your reasons. **(500 words minimum)**

1. **This Town’s Not Big Enough for the Two of Us**

If the Main External Conflict of the story’s plot is another character, **discuss** and **evaluate** why/how the character(s) should succeed or not succeed in the conflict. Separate your ideas into separate paragraphs and support your reasons. **(500 words minimum)**

1. **“Hello, I’d Like to Make a Request”**

Pick 5 characters from the story and **write** a brief paragraph **explaining** each of them. Then pick a song that you think would represent each character. Next, **write** a brief paragraph **explaining** why that song captures the essence of that character. 10 paragraphs total: 5 characters: 5 songs. **(500 words minimum)**

1. **Like Two Peas in a Podcast**

**Host** a podcast with the help of a friend. The podcast can be you “talking to the author”, “interviewing a character”, or anything else you can think of that shows good connections with the book. **Include** the script.

1. **It’s Not Magic, It’s an Allusion**

If the book strongly alludes to another text, **explain** how the author approached the subject matter and made it new again. **Evaluate** why the allusion is important in the novel and in life. **(500 words minimum)**

1. **“X Marks the Spot”**

**Create** a concept map that links the ideas of the book together. **Include** pictures, definitions, main ideas, and anything else that makes sense in connecting the big ideas of the book. The finished product should be poster-sized, reflect a few hours work, and may or may not resemble something from a conspiracy theorist’s basement ;-)

1. **“And to This Day…”**

**Reboot** the story into a folk tale, conspiracy theory, or local legend. **Write** it out as a short story that could be told around a campfire. **(500 words minimum)**

1. **Choose Your Own Adventure**

**Create** a Kahoot for the class to take. The quiz should ask what the class thinks will happen next in the story. Winner gets a reward. 10-20 Kahoot questions.

1. **Origin Story**

**Dress up** as a character and **tell us**, in first person, how the character has developed. You need to have an **outline** prepared of what you might say and talk 1-2 minutes.

1. **Ge-O(hs)-Caching**

**Design** a scavenger hunt around OHS. The locations should match what happens next in the story of the book you read. 5-10 locations. Do not do anything unsafe. Do not do anything disruptive to other teachers or staff without their permission!

1. **Get with the Picture**

**Create a picture using a collage of words and/or pictures. This could be in the shape of a character (chalk outline) or it could be any other shape.**

1. **You Tell Me!**

**Pitch** an idea to the Captain and maybe he’ll put it on here!