



## **Summer of Fear Scrapbook**

The class will make a scrapbook of Summer of Fear after we have finished reading the book. Each student is responsible for contributing something for the scrapbook. You will reinforce your reading while contributing to the creation of a group project. You must use your notes to help you and be as specific as possible.

### **Option One: Character Page**

With "Character Page," sign-up to create a page for a character from the book. Think about the items that character might keep as souvenirs of his or her life. Then, create a page for that character.

Each page should include the following:

- One** picture of the character (must be accurate)
- Three** items connected to places relevant to the character
- Three** items that were significant to the character
- Three** items related to individuals the character had contact with or shared something with in the book

**Total= Ten pictures**

Items for the character page may be drawn or cut out of magazines or newspapers or clipart. They should be **glued** neatly on an 8x11 piece of construction paper. **No tape or pencil allowed. Your page should be done in final copy format. Your name and heading should appear on the back of the page.**

All items must be labeled in blue/black ink or typed in black ink.

Character Choices:

Rachel

Mom

Dad

Peter

Bobby

Mike

Professor Jarvis

Julia

**You must be creative, accurate, neat, and artistic!**

## Option Two: Appendix

Completing an appendix can help clarify material for students. Individual members of the class may complete one appendix in four parts.

An appendix is a collection of supplementary materials at the end of a book. It is used to provide information that may help readers better understand what they are reading. For example, some may include summaries, themes, predictions, and personal connections, which may be unfamiliar to readers. An appendix can be used as a reference to provide clarification.

**Part 1: Summarize the novel's plot** (entire plot triangle should be included in paragraph form)

**Part 2: State and explain two of the novel's themes** (one per paragraph)

**Part 3: Predict** how the experience with "Julia" changed Rachel's life and her family

**Part 4: Recall** a time when you were in a conflict with a parent or older family member. What was it like? Did you feel rejected or ignored and why? What effects- long and short term- did the conflict have on your relationship with that person? How was the conflict resolved? **Personal connections**

Each part is one paragraph minimum, containing at least five sentences.

The entire appendix should be a minimum of five paragraphs.

**Each part should be on a separate piece of paper.**

Each part needs to be on its own sheet of paper, labeled with the part number.

**Everything must be in final copy format.**

**You will end up with four separate sheets of paper.**



R.I.P. Trickle

### Spelling List

Rachel Bryant

Julia Grant

Sarah Blane

Leslie Bryant

Tom Bryant

Bobby Bryant

Peter Bryant

Mike Gallagher

Carolyn Baker

Trickle

Professor Jarvis

Coronado Club

Ozark Mountains

Albuquerque, New Mexico



## Option Three: Videos, Van Goghs, and Virtuosos

“Videos, Van Goghs, and Virtuosos” has you making connections between what you have read and other art forms. You will present your findings to the class.

Bring to class a painting, an art print, a piece of music, a clip from a movie, or some other piece of art that either reminds you of something from Summer of Fear or that represents a feeling or attitude from the book. Then make a short (2-5 minute) oral presentation to the class, explaining how that particular piece of art relates to the book. **You must also summarize your views in writing- five paragraph minimum in final copy format.**

**\*\*You are not creating art, music, etc...you are locating an existing, famous work and making connections to Summer of Fear\*\***



Van Gogh

### Examples:

The novel There's a Girl in My Hammerlock, by Jerry Spinelli, deals with the topic of discrimination. A student might show a five-minute clip of G.I. Jane, a movie about the first woman to join the Navy Seals, or Pistol, a movie about the problems of a short person wanting to play basketball. The student would then draw a parallel between the discrimination in the movies and the discrimination in the book.

Or a student might bring in a print of a women's suffrage poster and talk about how the problems of the suffragettes were similar to the problems faced by the characters in There's a Girl in My Hammerlock.

Or a student might play a cd of the song “Don't Take the Girl”, about a boy who would rather his dad take anyone fishing than a particular girl. By the end of the song, the boy has grown and is in love with the girl. The song depicts how people can change their minds about other people as they grow older. The student would explain how the boy's growth is similar to the growth shown by a character in the book.

## Option Four: Editor

There is one editor per class.

### Job Description:

- Design/cover the scrapbook creatively
- Section the scrapbook appropriately
- Edit all pages using white out, colored ink, etc..
- Correct inaccurate content information

Help  
Wanted

### Requirements to be scrapbook editor:

- 'A' for the first nine weeks
- Good editing skills
- Organized
- Creative
- Work during activity periods, if needed

If you would like to apply for the editor's job, submit a paragraph with your qualifications to Ms.Hutira/Mrs. Burgh and Mrs. Lilley by **Thursday, November 7<sup>th</sup>**.



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Sign-ups for scrapbook pages (characters) will be **Thursday, November 7<sup>th</sup>**.

All scrapbook pages are due **Friday, November 22<sup>nd</sup>**. Anyone who does not have his/her page completed on time will not watch the Summer of Fear movie.