Humanities 2 Independent Novel Project

Throughout this semester, you will select one novel from the list below to read and about which you will create a multi genre project. You will complete this project in stages, and once you have committed to a novel, you cannot change your mind. It is in your best interest that you DO NOT fall behind on this project!

First, select your novel and have it approved by your parents

*False Impression* by Jeffery Archer—A morally corrupt New York banker desires to expand his private art collection by any means necessary, including bankrupting and murdering his clients. One of his employees decides to take a stand and protect the assets of one of his clients, a decision that takes her across the globe in a frantic quest to save not only a priceless art collection, but also her life. A breathtaking journey of twists and turns from New York to London, from Bucharest and on to Tokyo ends up in a sleepy English village where the mystery surrounding Van Gogh's last painting will finally be resolved. **\*Disclaimer:** this book contains mild profanity.

*Angels and Demons* by Dan Brown—World-renowned Harvard symbologist Robert Langdon is summoned to a Swiss research facility to analyze a cryptic symbol seared into the chest of a murdered physicist. What he discovers is unimaginable: a deadly vendetta against the Catholic Church by a centuries-old underground organization—the Illuminati. In a desperate race to save the Vatican from a powerful time bomb, Langdon joins forces in Rome with the beautiful and mysterious scientist Vittoria Vetra. Together they embark on a frantic hunt through sealed crypts, dangerous catacombs, and deserted cathedrals, and into the depths of the most secretive vault on earth . . . the long-forgotten Illuminati lair. **\*Disclaimer:** the Catholic Church has denounced this book for its followers. It contains some profanity and sex.

*The Art Thief* by Noah Charney—In Rome, a magnificent Caravaggio altarpiece disappears in the dead of night. In Paris, Malevich Society curator Genevieve Delacloche is shocked to discover that one of her greatest treasures has vanished from the basement vault. In London, the National Gallery of Modern Art’s newest acquisition is stolen hours after it was purchased at auction. As these three separate investigations get underway, Inspector Jean-Jacques Bizot in Paris and Harry Wickenden of Scotland Yard begin to suspect that what at first appears a spate of random thefts is nothing of the kind. Pursuing a dizzying trail of false leads, bizarre clues, and double-crosses across Europe, the detectives’ only chance of uncovering the truth is to band together to outwit an ingenious criminal mastermind with his own mysterious agenda. **\*Disclaimer:**  This book contains profanity and mild sexual content

*Sacre Blue* by Christopher Moore—In July 1890, Vincent van Gogh went into a cornfield and shot himself. Vincent's friends, baker-turned painter Lucien Lessard and bon vivant Henri Toulouse-Lautrec, have their doubts. Now they are determined to answer the questions surrounding van Gogh’s untimely death—like who was the crooked little “color man” Vincent claimed was stalking him across France . . . and why had the painter recently become deathly afraid of a certain shade of blue? What follows is a surreal odyssey and brothel-crawl deep into the art world of late-nineteenth-century Paris with a confection of intrigue, passion, and art history . . . with cancan girls, baguettes, and fine French cognac thrown in for good measure. **\*Disclaimer:**  This book contains profanity and sexual content

*The Gift of Asher Lev* by Chaim Potok—Twenty years have passed since the end of *My Name is Asher Lev*. Asher is now a world-renowned artist living with his young family in France. Still, he is unsure of his artistic direction. Success hasn’t brought ease to his heart. Then Asher’s beloved uncle dies suddenly, and Asher and his family rush back to Brooklyn—and into a world that Asher thought he had left behind forever. It’s a journey of confrontation and discovery as Asher purges his past in search of new inspiration for his art and begins to understand the true meaning of sacrifice and the painful joy in sharing the most precious gift of all.

*The Death Artist* by Jonathan Santlofer—A killer is preying on New York’s art community, creating gruesome depictions of famous paintings, using human flesh and blood as his media. Terror stalks this world of genius, greed, inspiration, and jealousy—a world Kate McKinnon knows all too well. A former NYPD cop who traded in her badge for a Ph.D. in art history, Kate can see the method behind the psychopath’s madness—for the grisly slaughter of a former protégé is drawing her into the predator’s path. And as each new murder exceeds the last in savagery, Kate is trapped in the twisted obsessions of the death artist, who plans to use her body, her blood, and her fear to create the ultimate masterpiece. **\*Disclaimer:**  The book contains violence, gore, and explicit sexual content.

*YOU WILL HAVE THREE READING QUIZZES FOR YOUR SELECTED NOVEL ON THE DATES LISTED BELOW:*

*Quiz #1 February 1, 2019 Quiz #2 February 15, 2019 Quiz #3 March 1, 2019*

Humanities Independent Novel Project

Parent Permission Form

I am aware that my child has selected the following novel for his/her independent novel project (Check one):

\_\_\_\_ *False Impression* by Jeffery Archer

\_\_\_\_ *Angels and Demons* by Dan Brown

\_\_\_\_ The Art Thief by Noah Charney

\_\_\_\_ *Sacre Blue* by Christopher Moore

\_\_\_\_ *The Gift of Asher Lev* by Chaim Potok

\_\_\_\_ *The Death Artist* by Jonathan Santlofer

I have read the description and all disclaimers regarding the novel in question, and I am comfortable with my child’s choice.

I know that once my child has submitted this form with my signature, he/she cannot switch to a different novel later in the semester.

I also understand that it is my child’s responsibility to acquire his/her own copy of this novel for this project and that Mrs. McCune will not provide one for him/her.

Print Parent’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Parent’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Print Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Now that you have completed your novel, select ***four*** genres from the list below that you will use to delve deeper into the novel:

**Research Essay\***

* Select an artwork, artist, artifact, building, secret society, or religion featured in your novel that you would like to know more about. Conduct research about your selection and compose a 1 ½ to 2 page double spaced research essay. You should use a minimum of three sources and have an appropriately formatted works cited page attached.

**Poetry\***

* Here you will compose three poems that relate to the themes featured in your novel. Only one of your poems may be free verse, and you should not repeat the same structure for any of your poems. The other two should follow one of these poetic structures: Petrarchan/Italian Sonnet, Shakespearean/English Sonnet, Villanelle, Haiku, Ballad, Acrostic, Shape, or Sestina.

**Letter/Diary\***

* Imagine you are one of the characters mentioned in the novel. You must take on their persona and write three letters or diary entries—each with a minimum of 200 words—that capture their thoughts and reactions to the goings on of your book. You do not have to use direct quotations from your chosen character, but the commentary, ideas, and voice, should logically connect back to the individual in question.

**Narrative\***

* Many of these novels leave us with minor characters whose stories have not really ended or resolved themselves. Consider writing the continuation of the story for that particular character. What happens next? Where do they go and what trouble do they get into? Your narrative must be a minimum of 1 ½ pages and should contain the appropriate elements of plot development (i.e. A beginning, middle, end; a problem or conflict followed by a resolution; etc.)

**Digital/Technological**

* This option has a lot of room for creativity. Some possible options include but are not limited to creating a whiteboard presentation, a website, a computer animation, or a video. There are three expectations of this genre: it must relate to one of the themes presented in your novel, it must be school appropriate, and it must be edited for precision and accuracy.

**Creative Expression**

* This option also contains a lot of room for creativity. Some possible options include but are not limited to writing and performing a song, creating a board game, creating a piece of art, making a comic book, compiling a collage, or creating a sculpture. There are three expectations of this genre: it must relate to one of the themes presented in your novel, it must be school appropriate, and it must be edited for precision and accuracy.

Your four genres are due Friday, November 17, 2017 in class.

\*Genres with a \* must be typed. Hand written copies will not be accepted

Your four genres will be graded according to the following criteria:

**Research essay:**

\_\_\_\_/50 Research is accurate, well presented, and well incorporated

\_\_\_\_/25 Individual voice of the writer is not lost within the research

\_\_\_\_/15 Essay is correctly formatted and edited. It contains appropriate MLA citations and a works cited page

\_\_\_\_/5 Connection to individual novel and research is clear

\_\_\_\_/5 Essay meets the minimum length requirements

**\_\_\_\_/100 TOTAL** Comments:

**Poetry:**

\_\_\_\_/50 Poems capture the theme(s) presented in the novel

\_\_\_\_/30 The selected formats for each of the poems are executed appropriately

\_\_\_\_/20 The poems have been edited and meet the expectations for a final draft

**\_\_\_\_/100 TOTAL** Comments:

**Letter/Diary:**

\_\_\_\_/60 The content of the letters/diary entries is logical to the character and story

\_\_\_\_/20 The letters/diary entries have a unique sense of voice; they are interesting and engaging to read

\_\_\_\_/10 The letters/diary entries have been edited to the expectations of a high school class

\_\_\_\_/10 The letters/diary entries meet the basic minimum requirements for this genre

**\_\_\_\_/100 TOTAL** Comments:

**Narrative:**

\_\_\_\_/15 The narrative contains appropriate character development through both description and dialogue

\_\_\_\_/35 The narrative poses a conflict that is resolved over the course of the story

\_\_\_\_/30 The narrative contains a beginning, a middle, and an end

\_\_\_\_/10 The narrative is edited to the expectations of a high school class

\_\_\_\_/10 The narrative meets the basic minimum requirements for this genre

**\_\_\_\_/100 TOTAL** Comments:

**TOTAL FOR ALL FOUR GENRES: \_\_\_\_\_/400**

**FINAL GRADE:**

**GENERAL COMMENTS:**

**Digital/Technological:**

\_\_\_\_/50 Captures the theme of the novel

\_\_\_\_/25 Demonstrates high levels of creativity

\_\_\_\_/25 Is edited and school appropriate

**\_\_\_\_/100 TOTAL** Comments:

**Creative Expression:**

\_\_\_\_/50 Captures the theme of the novel

\_\_\_\_/25 Demonstrates high levels of creativity

\_\_\_\_/25 Is edited and school appropriate

**\_\_\_\_/100 TOTAL** Comments: