

And Then There Were None
By Agatha Christie
& College Essay
Summer Reading/Writing English IV

There are two parts to your summer assignments. Be sure to complete all components of both parts:

Part 1 Novel and Choice of Projects:

You will need a copy of the book *And Then There Were None* by Agatha Christie. This book can be found virtually everywhere. You can also access this book free via the link below:

https://archive.org/details/AndThenThereWereNone_726/page/n5/mode/2up

Audio: <https://www.youtube.com/watch?v=-tMBDB69Kfs>

In the audio of the book, the island is called Soldier Island. This is the third time the name of the island had been changed in different printings of the book. Look up why—extra credit!

You can toggle the book and audio on a desktop.

Video to watch and take notes on for Agatha Christie: <https://www.youtube.com/watch?v=VUmbf2fMF5M> You will have an open notebook quiz on this video when we return to school in August.

You are to read the book, cover to cover. Do not depend on any cliff notes or other shortcuts. When you return to school, you will be participating in additional activities that will indicate whether you read the book. It is a really good murder mystery, and I think you will really enjoy it. For those of you who like to go to the last page to see who did it, DON'T DO IT! This book has a great ending, and you don't want to ruin it for yourself. We will watch the movie when you come back in August.

You will have your choice of three different projects/essays listed below to demonstrate your knowledge of the book. You will not have a test when we return to school. However, you will have an open notebook quiz on Agatha Christie, and this project will count as your first assessment. Do not wait until the week before school starts to begin to work on it.

IT WILL BE DUE THE FIRST FULL DAY OF SCHOOL. If you do one of the projects that is not an essay, you will present it to the class. I am not sure what day this will be.

Read through all the choices carefully. Decide which best suits you and get to work.

Enjoy the book and have a wonderful summer!

God bless,

Mrs. Preston

And Then There Were None by Agatha Christie
Project Choice #1

Create a tombstone that represents the dual sides of one of the main characters. The front side of the tombstone will represent the “good” sides of the character--the good (and mostly false) side that he/she wants others to see. The back side of the tombstone represents who he/she really is on the inside--the “bad” (and true) side of the character.

Front of the Tombstone	Back of the Tombstone
Character Name	Character Name
His/Her “False Self” Epitaph—at least two characteristics	His/Her “True Self” Epitaph—at least two characteristics
One Symbolic Image to represent the epitaph	One Symbolic Image to represent the epitaph
Text Supported Evidence for the epitaph	Text Supported Evidence for the epitaph

Name Directions:

The character’s name should be complete (First, Middle if given, Last), capitalized and spelled correctly.

Epitaph Directions:

An epitaph is an inscription on a tombstone or monument that commemorates the person buried beside it. It is typically a short phrase, like “Beloved Father, Son, and Brother” or “Gone but Not Forgotten.” For the front side of the tombstone, you will create an epitaph that reflects how most people see the character--specifically his/her positive traits. For the back side, you will create an epitaph that reflects the character’s true self--specifically his/her negative traits.

Symbolic Image:

Draw or find symbolic images to be placed on both sides of your tombstone and underneath each epitaph. These images need to represent the “good/false” side of the character (front side) and the “bad/true” side of the character (back side).

Direct Quote Directions:

You will need to find pieces of textual evidence (see rubric) from the novel that support your epitaphs and symbolic images. This evidence should be the inspiration behind the other parts of your tombstone. You need to use MLA format to write your direct quotes on your epitaph.

Follow this model:

Christie writes, “He was a shady little creature” (Christie, p. 291).

Example (should be in the shape of a tombstone)

Malificent, Stepmother of Snow White

Beloved Mother and Queen

Was the Most Beautiful in All the Land

Took Care of Snow White After Her Father Died

Malificent, Stepmother of Snow White

Evil Queen and Horrid Stepmonster

Was So Jealous of Snow White’s Kindness

and Beauty that She Wanted Snow White Dead



Disney writes, “The mirror replied, ‘You are the fairest, my Queen’” (Disney, p. 10).

Disney writes, “I will take care of you always dear Baby Snow White” (Disney, p. 8).

Disney writes, “All in the land bowed before the beautiful queen” (Disney, p. 18).



Disney writes, “‘My queen, there is one more fairer than you. The fair and kind Snow White.’ At these words, the queen flew into a rage!”(Disney, p. 26.)

Disney writes, “The queen became so angry that she threw her wine goblet at the mirror, destroying it” (Disney, p. 27).

Disney writes, “I will have my huntsman find her and kill her.

Disney writes, “My precious Snow White, it is only us now” (Disney, p. 20).

I will tell him she is plotting against me” (Disney, p. 33).

Disney writes, “I will create a beautiful but poisonous apple that Snow White will be unable to resist. This gift will surely kill her”(Disney, p. 48).

Rubric

Criteria	Points
Student creates 2 appropriate and creative epitaphs to identify the character’s “good” and “bad” sides.	_____/100
Student includes 2 neat and appropriate symbolic images to represent the character.	_____/100
Student includes appropriate, descriptive pieces of textual evidence to <u>support</u> his/her epitaph/images. Points will be deducted for not using the correct form, including page numbers. If you are using the book and not the PDF, your page numbers will be different. 1 piece of evidence = 65 2 pieces of evidence=75 3 pieces of evidence=85 4 pieces of evidence=100	_____/100
Student’s tombstone is a neat and clear product and demonstrates effort and creativity.	_____/100
Total divided by 4 to give percentage	_____/400 _____%

Scroll down for the essay choice

Essay
Project Choice #2

Directions

Choose TWO of the prompts #1-6, and write an essay for each prompt. Be sure to have a thesis, correct use of transitions, restatement of the thesis in your conclusion, correct spelling and grammar, MLA format, and in-text citations where applicable. Each essay should be a minimum of five paragraphs. The length of each paragraph should be as follows: introduction—no more than four sentences; body paragraphs—between five-ten sentences; conclusion—no more than four sentences. You will be graded on the essay very similarly to how I graded your essays last school year—spelling, grammar, organization, thesis, use of in-text citations, use of transitions, restatement of thesis. If you type it, it must be in the following format: Double spaced with no extra spacing between paragraphs, size 12 Times Roman Font, and one-inch margins. Put the number of your prompt on your essay.

1. Justice Wargrave feels that some of the guests on Indian Island are more guilty of murder than others because of the degrees to which they were responsible for the deaths that took place in their pasts. Do you agree that there are degrees of responsibility that can be assigned to those involved in a death? Write a persuasive essay that uses examples from the book, examples from real life, and/or hypothetical examples to support why you feel the way you do.
2. Several of the guests on Indian Island appear to be recognized, upstanding members of society who contribute positively to their communities. Can a person's acts of service to others erase a poor decision he or she has made in the past? If so, why, when, and how? If not, why not?
3. Emily Brent feels as though God will judge those who commit crimes. Vera Claythorne also suggests that there might be some form of Absolute Justice in the universe (though she doesn't specify that she believes in God). Do you believe, as these women appear to, that what goes around comes around? What reasons do you have for feeling the way you do? Be sure to defend your answer by using real life examples, textual evidence (with correct in-text citations), and/or hypothetical support.
4. Of all the guests who stay on Indian Island, which one deserves the most sympathy? Explain your answer using specific evidence from the text with correct in-text citations.
5. At the beginning of the novel, both Lombard and Blore lie about the circumstances surrounding their invitations to the island because they've been contracted to perform jobs during their stays. Is there ever a good reason to tell a lie? Write an essay that defends your answer using real life examples, textual evidence (with correct in-text citations), and/or hypothetical support.
6. Suppose you, like the characters in *And Then There Were None*, were invited on a vacation to somewhere you've never been and with a group of people you've never met. Where would you go, and why? What type of people would you hope to meet on your trip, and why?

Scroll down for project choice #3

Indian Island Travel Brochure Project Choice #3

Scenario: After the manuscript was discovered, and the crime on the island was finally solved, Indian Island became even more famous than it had been during the investigation. A rich American millionaire decided to buy the island and try to profit from the island's interesting history. She built a huge resort on the island and has hired you to create a travel brochure that will attract visitors.

Your assignment is to create a travel brochure for her beautiful new luxury resort on Indian Island.

She has given you four criteria that must be included in your brochure:

- It must include information about the island's scandalous history of the "Nursery Rhyme Murders" and the ghosts that now inhabit the island.
- It must have attractive illustrations that will convince travelers to visit the island.
- It must have a catchy phrase that readers of the brochure will associate with the island, and will remember when it comes time for them to make their travel plans.
- It must not have any blank sides.

You can create the brochure any way you want, but a tri-fold is recommended. It's an easy way to turn an 8 1/2 x 11 inch piece of paper into an eye-catching brochure.



BE CREATIVE!!!

Part 2: Write ONE College Essay

Nearly 1000 colleges use either the Common App or Coalition App for their application processes. Please look at what schools you are applying to and choose an essay prompt from either the Common or Coalition choices based on where you will be applying. If you are applying to schools where you will need to complete both the Common and Coalition applications, look at the prompts for both applications, and see if there is one essay that would “fit” for both applications.

Write an original essay using the prompt of your choice. Include the prompt at the start of your essay. Your essay must be typed in 12-point font, double-spaced, and printed. It is due the first full day of the 2020-21 school year. Your essay should be between 450-550/650 words (Common App max is 650; Coalition App max is 550).

Coalition Application Essay Prompts:

1. Tell a story from your life, describing an experience that either demonstrates your character or helped to shape it.
2. Describe a time when you made a meaningful contribution to others in which the greater good was your focus. Discuss the challenges and rewards of making your contribution.
3. Has there been a time when you’ve had a long-cherished or accepted belief challenged? How did you respond? How did the challenge affect your beliefs?
4. What is the hardest part of being a student now? What’s the best part? What advice would you give a younger sibling or friend (assuming they would listen to you)?

Common Application Essay Prompts:

1. Some students have a background, identity, interest, or talent that is so meaningful they believe their application would be incomplete without it. If this sounds like you, then please share your story.
2. The lessons we take from obstacles we encounter can be fundamental to later success. Recount a time when you faced a challenge, setback, or failure. How did it affect you, and what did you learn from the experience?

3. Reflect on a time when you questioned or challenged a belief or idea. What prompted your thinking? What was the outcome?

4. Describe a problem you've solved or a problem you'd like to solve. It can be an intellectual challenge, a research query, an ethical dilemma - anything that is of personal importance, no matter the scale. Explain its significance to you and what steps you took or could be taken to identify a solution.

5. Discuss an accomplishment, event, or realization that sparked a period of personal growth and a new understanding of yourself or others.

6. Describe a topic, idea, or concept you find so engaging that it makes you lose all track of time. Why does it captivate you? What or who do you turn to when you want to learn more?

See grading rubric for college essay below:

Grading Rubric

Score	Description
<p>5.0 95-100</p>	<p>Writer includes prompt at the top of the essay. Essay explores prompt topic fully without exceeding word limit.</p> <p>Writer's voice is unique, authentic, and memorable. An original, creative approach is taken.</p> <p>Essay is well organized and coherent with separate intro, body paragraphs, and conclusion. Essay has momentum from start to finish with smooth transitions and a good flow of ideas.</p> <p>No grammar or spelling mistakes. Limited punctuation issues.</p>
<p>4.0 85-94</p>	<p>Prompt included. Essay might not explore every prompt sub-topic fully. Writer's voice has unique, authentic, and memorable qualities. Originality is attempted.</p> <p>Essay is mostly well organized and coherent. Occasional lack of momentum or disruption of flow with an awkward transition.</p> <p>One or two grammar or spelling mistakes. Some punctuation issues.</p>
<p>3.0 75-84</p>	<p>Prompt included. Essay explores most prompt sub-topics with the occasional digression.</p> <p>Writer's voice has moments of authenticity. A few clichés are used.</p> <p>Essay has adequate organization with few paragraphing errors. Momentum is interrupted with a few awkward or missing transitions.</p> <p>A few grammar, spelling, and/or punctuation mistakes, but they do not obscure meaning.</p>
<p>2.0 65-74</p>	<p>Prompt unclear or missing. Essay maintains some focus on a topic with occasional digressions.</p> <p>Essay sounds formulaic with an occasional memorable moment. Many clichés are used.</p> <p>Some paragraphs have an unclear focus. Intro and/or conclusion might be underdeveloped. There is a consistent lack of momentum with many awkward or missing transitions.</p> <p>Frequent grammar, spelling, and punctuation mistakes that occasionally interfere with meaning. Proofreading is needed.</p>
<p>1.0 60-64</p>	<p>Prompt missing. Essay strays from one sub-topic to another with little cohesion.</p> <p>Approach to essay is derivative lacking any originality. Too many clichés. Intro and/or conclusion is missing. Lack of clear organization affects meaning. Many problems with awkward or missing transition.</p> <p>Frequent grammar, spelling, and punctuation mistakes that consistently interfere with meaning. Major proofreading required.</p>

o	Essay not attempted. Incomplete grade or evidence of plagiarism
---	---

If you have any questions, please email me at mpreston@johncarrollhigh.com