

Grade 12 Summer Reading List

Holbrook Junior Senior High School

2015

Reading is a crucial component of every person's education. Holbrook Junior – Senior High School is requiring all students to read over the summer break to promote the continuation of the reading habit.

Students are assigned the memoir *All Souls* by Michael Patrick MacDonald. In addition to the novel *All Souls*, students are to read one additional novel chosen from the suggested list provided. In addition to the novels chosen, each student will be required to complete the attached assignment. The assignment connected to the novel will count for 5% of the student's first term grade in their English Language Arts class. The assignment and rubric are attached.

Assignments are due the first week of school.

Students will also complete the TOPIC selection form for their Senior Capstone Project. The Senior Capstone allows students to demonstrate what they know and what they can do. Students will be guided through the process of researching, implements, writing and presenting their Capstone to a panel of faculty and administrators during Semester 1 of their senior year.

Students are required to complete a rough draft of their College Application Essay. The Common Application essay prompts are provided here. Students should choose to answer at least one prompt. Editing will take place in class early in the school year.

Students will write their own MEMOIR, focusing on their academic career as they enter their senior year. Students must read the article How to Write a Memoir *Be yourself, speak freely, and think small* By William Zinsser which will provide guidance for their writing. The link can be found in this packet, as well as on the Library web page,

Upon returning to school in September, students will be asked to complete an additional assignment on the required Summer Reading Novel.

“So please, oh PLEASE, we beg, we pray, Go throw your TV set away, And in its place you can install, A lovely bookshelf on the wall.” -- Roald Dahl, Charlie and the Chocolate Factory

“The more you read, the more things you will know. The more that you learn, the more places you'll go.” -- Dr. Seuss, “I Can Read With My Eyes Shut!”

“Once you learn to read, you will be forever free.” -- Frederick Douglass

“Read, read, read.” --William Faulkner

“There is more treasure in books than in all the pirate's loot on Treasure Island.” -- Walt Disney

“It's not true we have only one life to live, if we can read, we can live as many lives and as many kinds of lives as we wish.” -- S.I. Hayakawa

“Reading is to the Mind, what Exercise is to the Body...” -- Sir Richard Steel

Purpose:

The purpose of Summer Reading for students entering grade 12 is to expose them to the memoir genre of writing. Students will read *All Souls*, as well as a memoir of their choice from the provided list. Students will also write their own personal memoir paper. .

Overview:

Students should read the novel assigned as well as one novel from the list provided. Students should consult their teacher and their parents/guardian about which book they would be interested in reading.

For the assigned novel, students will complete the Dialectical Journal assignment.

This assignment will be turned in to your English teacher during the first week of school.

Students will write their Senior Memoir.

Students will also begin research for their Senior Capstone topics.

Students will complete the attached documents related to the Senior Capstone requirement.

Senior Capstone topic choices will be turned in to the English Department Head the first week of school.

Students will also write a rough draft of the Common Application Essay questions. Editing and revisions will be completed in class with the teacher.

Journal Criteria:

Read 2 Novels – 1 assigned, 1 chosen from the list provided.

Complete the attached assignment for EACH novel.

All answers must be written and color coded accorded to the assignment instructions.

One entry per chapter, with at least three of the seven characteristics addressed.

Assignment should be completed in a notebook or on loose-leaf paper and placed in a folder.

Memoir Criteria:

Read the article *How to Write a Memoir - Be yourself, speak freely, and think small* by William Zinsser found <http://theamericanscholar.org/how-to-write-a-memoir/#.U4iFVXJdVyl>

Write your personal Memoir about your academic experiences.

Complete the memoir according to the guidelines provided.

Assignment must be type written and handed in enclosed in a folder or report cover. .

What you will submit:

1. ALL Completed assignments.
2. The grading rubric & checklist (attached for Memoir only) with your information completed.

Grade 12 Assigned Book

All Souls by Michael Patrick MacDonald

All Souls takes us deep into Michael Patrick MacDonald's Southie, the proudly insular neighborhood with the highest concentration of white poverty in America. Rocked by Whitey Bulger's crime schemes and busing riots, MacDonald's Southie is populated by sharply hewn characters like his Ma, a miniskirted, accordion-playing single mother who endures the deaths of four of her eleven children. Nearly suffocated by his grief and his community's code of silence, MacDonald tells his family story here with gritty but moving honesty.

Grade 12 Book List – Choose 1

The Glass Castle by Jeannette Walls

Jeannette Walls grew up with parents whose ideals and stubborn nonconformity were both their curse and their salvation. Rex and Rose Mary Walls had four children. In the beginning, they lived like nomads, moving among Southwest desert towns, camping in the mountains. Rex was a charismatic, brilliant man who, when sober, captured his children's imagination, teaching them physics, geology, and above all, how to embrace life fearlessly. Rose Mary, who painted and wrote and couldn't stand the responsibility of providing for her family, called herself an "excitement addict." Cooking a meal that would be consumed in fifteen minutes had no appeal when she could make a painting that might last forever. Later, when the money ran out, or the romance of the wandering life faded, the Walls retreated to the dismal West Virginia mining town—and the family—Rex Walls had done everything he could to escape. He drank. He stole the grocery money and disappeared for days. As the dysfunction of the family escalated, Jeannette and her brother and sisters had to fend for themselves, supporting one another as they weathered their parents' betrayals and, finally, found the resources and will to leave home.

The Pact by Sampson Davis, George Jenkins, Rameck Hunt, Lisa Frazier Page

Chosen by *Essence* to be among the forty most influential African Americans, the three doctors grew up in the streets of Newark, facing city life's temptations, pitfalls, even jail. But one day these three young men made a pact. They promised each other they would all become doctors, and stick it out together through the long, difficult journey to attaining that dream. This is a story about the power of friendship. Of joining forces and beating the odds. A story about changing your life, and the lives of those you love most...together.

Finding Fish by Antwone Fisher, Mim E. Rivas,

Born in prison to a single mother, Antwone Fisher was a ward of Cleveland's foster care system until he was taken in by a family who subjected him to verbal and sexual abuse throughout his adolescence. At 17, Fish escaped, only to suffer the hardships of life on the streets. Enlisting in the U.S. Navy, he found a "family" of his own. But before he could make peace with his past, he had to discover who he really was and where he came from—an inspiring, fascinating journey that led from the mean streets of Cleveland to the highest echelons in Hollywood.

Angela's Ashes: A Memoir by Frank McCourt

"When I look back on my childhood I wonder how I managed to survive at all. It was, of course, a miserable childhood: the happy childhood is hardly worth your while. Worse than the ordinary miserable childhood is the miserable Irish childhood, and worse yet is the miserable Irish Catholic childhood." - So begins the luminous memoir of Frank McCourt, born in Depression-era Brooklyn to recent Irish immigrants and raised in the slums of Limerick, Ireland. Frank's mother, Angela, has no money to feed the children since Frank's father, Malachy, rarely works, and when he does he drinks his wages. Yet Malachy—exasperating, irresponsible, and beguiling—does nurture in Frank an appetite for the one thing he can provide: a story.

Between a Rock and Hard Place by Aron Ralston

One of the most extraordinary survival stories ever told — Aron Ralston's searing account of his six days trapped in one of the most remote spots in America, and how one inspired act of bravery brought him home.

The Devil in the White City by Erik Larson

"Two men, each handsome and unusually adept at his chosen work, embodied an element of the great dynamic that characterized America's rush toward the twentieth century. The architect was Daniel Hudson Burnham, the fair's brilliant director of works and the builder of many of the country's most important structures, including the Flatiron Building in New York and Union Station in Washington, D.C. The murderer was Henry H. Holmes, a young doctor who, in a malign parody of the White City, built his "World's Fair Hotel" just west of the fairgrounds - a torture palace complete with dissection table, gas chamber, and 3,000-degree crematorium. Burnham overcame tremendous obstacles and tragedies as he organized the talents of Frederick Law Olmsted, Charles McKim, Louis Sullivan, and others to transform swampy Jackson Park into the White City, while Holmes used the attraction of the great fair and his own satanic charms to lure scores of young women to their deaths.

Into the Wild by Jon Krakauer

In April 1992 a young man from a well-to-do family hitchhiked to Alaska and walked alone into the wilderness north of Mt. McKinley. His name was Christopher Johnson McCandless. He had given \$25,000 in savings to charity, abandoned his car and most of his possessions, burned all the cash in his wallet, and invented a new life for himself. Four months later, his decomposed body was found by a moose hunter. How McCandless came to die is the unforgettable story of *Into the Wild*.

Brothers and Keepers by John Edgar Wideman

A haunting portrait of lives arriving at different destinies, *Brothers and Keepers* is John Edgar Wideman's seminal memoir about two brothers—one an award-winning novelist, the other a fugitive wanted for robbery and murder. Wideman recalls the capture of his younger brother Robby, details the subsequent trials that resulted in a sentence of life in prison, and provides vivid views of the American prison system. A gripping, unsettling account, *Brothers and Keepers* weighs the bonds of blood, tenderness, and guilt that connect Wideman to his brother and measures the distance that lies between them.

Student Name: _____

Title of BOOK: _____

Author: _____ Genre: _____

As you read, you should keep a journal to track the important passages and ideas that you come across. You will complete a journal entry for every chapter of each book. When completing your entries, you should record your thoughts, using the 7 categories below as a guide. You must include AT LEAST 3 categories in your journal *per chapter*, but you MUST address all 7 categories within each novel at one point or another. In addition to the categories, you can include additional information that intrigued you, confused you, or you just thought was interesting. Your passages according to the categories should be color coded according to the list below.

Categories

Students will often ask “what should I be looking for?” Below is what you should focus on as you read your assigned novel as well as the novel of your choice.

- ✓ **Character Descriptions – coded in BLUE** – Readers can tell a lot about a person based upon his speech, thoughts, actions, looks, or his effects on others. Chances are the author wants us to feel a certain way about a character based upon his or her description. Note direct and indirect character descriptions while reading.
- ✓ **“Oh my gosh” Moments – coded in ORANGE** – Feeling angered, frustrated, or just plain shocked about something you read? Authors often convey important ideas by shocking readers. Mark shocking passages; they often reveal key concepts.
- ✓ **Symbols – coded in PURPLE** – Symbols are objects that represent abstract ideas. For example, a flying bird may represent freedom, while a caged bird could symbolize bondage or oppression. Symbols often highlight recurring ideas or themes in literature. So, be sure to highlight descriptions of objects that stand out in some way.
- ✓ **Setting Descriptions – coded in GREEN** – Authors often have a reason for including longwinded setting details. Sometimes the setting is symbolic; other times it established mood. Mark setting particulars, even if you think they’re boring. They may be important.
- ✓ **Thematic Passages – coded in YELLOW** – Are two characters having a philosophical conversation? Is the narrator sharing his opinion with no one in particular? Is one character giving advice to another? We can usually identify thematic passages in texts because they often stand apart from the book’s actual narrative or plotline. Mark thematic passages, even if they don’t make sense at first!
- ✓ **Problems or Conflicts – coded in RED** – Is a character facing a tough decision? Having relationship problems? Feeling at odds with society? Facing a double standard? Clashing with another character? Mark the conflict!
- ✓ **Confusing events of Dialogue – coded in BROWN** – Not sure what the author is saying or what the reason is behind a particular action or event? Flag passages that feel confusing, and write down your questions while you read. Sometimes the author confuses the reader on purpose, revealing the answers to question elsewhere in the book. Other times questions lead to thematic interpretations. Got questions? Don’t be afraid to ask!

Student Response and Comprehension Rubric

<p>Excellent 5, 4</p>	<p>Very Good 3</p>	<p>Fair 2</p>	<p>Poor 1, 0</p>
<p>Each chapter has a Journal Entry.</p>	<p>Many chapters have a Journal Entry.</p>	<p>Less than half the chapters have a Journal Entry.</p>	<p>No Journal Entry is made.</p>
<p>All 7 categories are addressed with the Journal Entries.</p>	<p>5-6 categories are addressed with the Journal Entries.</p>	<p>3-4 categories are addressed with the Journal Entries.</p>	<p>0-2 categories are addressed with the Journal Entries.</p>
<p>At Least 3 categories addressed per chapter.</p>	<p>2-3 categories addressed per chapter.</p>	<p>1-2 categories addressed per chapter.</p>	<p>0-1 categories addressed per chapter.</p>
<p>All entries are coded in Journal by assigned color.</p>	<p>Many entries are coded in Journal by assigned color.</p>	<p>Less than half of the chapters are coded in Journal by assigned color.</p>	<p>Journal entries are not coded by assigned color.</p>
<p>The student demonstrates a full understanding of the concepts.</p>	<p>The student demonstrates a strong understanding of the concepts.</p>	<p>The student has difficulty understanding of the concepts.</p>	<p>The student does not understand the concepts.</p>
<p>Journal Entries are neat and legible and presented in a notebook, or on loose-leaf paper in a folder.</p>	<p>Journal Entries are somewhat neat and legible and presented in a notebook, or on loose-leaf paper in a folder.</p>	<p>Journal Entries are somewhat neat and legible Journal Entries are not presented in a notebook, or on loose-leaf paper in a folder.</p>	<p>Journal Entries are messy and hard to read. Journal Entries are not presented in a notebook, or on loose-leaf paper in a folder.</p>

Student Name: _____

Parent/Guardian Signature: _____

Parent/Guardian Name (printed): _____

Phone #: _____ **Email:** _____

The Senior Capstone allows students to demonstrate not only what they know but also what they can do. Students should be able to independently demonstrate an application of the skills they have acquired throughout their high school academic career. Students will be guided through the process of researching, implementing, writing and presenting their project to a panel of faculty and administrators during the first Semester of their senior year. Students will need to demonstrate their time management, technological, and organizational skills within the context of the 21st Century real world.

A Senior Project is about doing and learning something that you want to do and learn about! This is your chance to choose a topic that will be interesting and worthwhile and will extend your knowledge of that topic. However, making the decision may not be easy. Choose carefully; consult your parents/guardians. Remember to keep your project manageable – don't go too big! Here are some guidelines that might help you.

- ✓ Topics must be an area of interest – maybe it is even connected to the career you hope to pursue.
- ✓ The topic must be broad enough to provide adequate resources and to yield a written report of the desired length and depth of study.
- ✓ Topics must be narrow enough to be covered within the time frame of the project.
- ✓ Topics must lend themselves to a manageable product and presentation.
- ✓ While topics might have similarities with other student topics, each paper must be worked on individually.

Name: _____ Date Submitted: _____

Topic Selection Worksheet

Step One:

Please list **THREE** possible topics below:

Topic One: _____

Topic Two: _____

Topic Three: _____

Step Two:

Your job is to try and find **Three** resources with information for each of the topics above. Make sure the information is of high quality. Please list the sources you were able to find for each topic below: *(Also provide copies of the sources for review)*

Topic One:

1. http://_____

2. http://_____

3. http://_____

Topic Two:

1. http://_____

2. http://_____

3. http://_____

Topic Three:

4. http://_____

5. http://_____

6. http://_____

Student Name: _____

Parent/Guardian Signature: _____

Parent/Guardian Name (printed): _____

Phone #: _____ Email: _____

Common Application Essay Instructions. The essay demonstrates your ability to write clearly and concisely on a selected topic and helps you distinguish yourself in your own voice. *What do you want the readers of your application to know about you apart from courses, grades, and test scores?* Choose the option that best helps you answer that question and write an essay of no more than 650 words, using the prompt to inspire and structure your response. Remember: 650 words is your limit, not your goal. Use the full range if you need it, but don't feel obligated to do so. (The application won't accept a response shorter than 250 words.)

Prompts – Choose one. Responses MUST BE typed, with the word count included on the bottom! Highlight the PROMPT CHOSEN.

A.

Some students have a background or story that is so central to their identity that they believe their application would be incomplete without it. If this sounds like you, then please share your story.

B.

Recount an incident or time when you experienced failure. How did it affect you, and what lessons did you learn?

C.

Reflect on a time when you challenged a belief or idea. What prompted you to act? Would you make the same decision again?

D.

Describe a place or environment where you are perfectly content. What do you do or experience there, and why is it meaningful to you?

E.

Discuss an accomplishment or event, formal or informal, that marked your transition from childhood to adulthood within your culture, community, or family.

Student Name: _____

Parent/Guardian Signature: _____

Parent/Guardian Name (printed): _____

Phone #: _____ Email: _____

Senior Memoir.

This senior memoir project is valuable in a number of ways. Besides meeting many Massachusetts state education standards, it has other positive effects. It allows each of you to examine your life since birth, allowing you to reflect at this point in your life before going off to college or into the work force. It encourages you to think about who you are, who or what has influenced you, and your plans for your future. Also, it fosters communication with your parents and other family members, allowing you to learn from each other and sometimes share things that you may have never shared with each other before.

Assignment:

Your memoirs should not deviate from the topics/categories supplied to you. It should be written in narrative form. This is YOUR MEMOIR.

The final product will be presented in a plastic cover report binder. Your memoir may include drawings or pictures pasted on the outside cover, inside cover, or in a "chapter" but does not count in your page count. Your paper should represent who you are!

Your Memoir must have a title.

Your paper should be 8 - 10 pages long. A 8 page paper is the minimum accepted. You may exceed 10 -pages but in reason. You will be evaluated on: Your reader engagement, Your personal engagement, Meeting the characteristics of a memoir listed and grammar and spelling

The RUBRIC MUST BE included with your paper upon turn in.

If your Senior Memoir is complete and shows some creativity and thought, your grade should be no less than a 65 percent. The more thorough and the more creative the higher the grade will be. Any paper that does not contain all requirements will receive a lower grade, regardless of how neat and nice it looks. Any paper that is a bunch of "junk" will not receive a grade. Again, papers will not be accepted late...NO EXCEPTIONS.

The Senior Memoir is a MAJOR course grade. This assignment is worth 20% of your Term 1 grade as well as a TEST grade!!!!

Memory Book Evaluation Rubric

Criteria	Outstanding A 100-90	Proficient B 89-79	Basic C 78-66	Below Expectations D - F 65 and below
Has Clear Final Vision Of Project	Student approaches project in a manner in which their work runs smoothly. Has outlined a plan for completion and follows it.	Student approaches project in a manner in which their work runs smoothly most of the time. Has outlined a plan for completion and follows it.	Student approaches project in a manner in which their work does not run smoothly for some of the time. Has outlined a plan for completion but does not follow it.	Student approaches project in a manner in which their work does not run smoothly for most to all of the time. Has no plan for completion outlines to assist themselves with.
Time management and Organization	Student displays work that shows they were able to complete the project in the time given. Student clearly utilized time provided for project. Final product follows all guidelines and criteria set forth, including but not limited to binder presentation, rubric attached, presented under normal requirements.	Student displays work that shows they were able to complete the project in the time given. Student clearly utilized time provided for project. Final product follows the majority of guidelines and criteria set forth, including but not limited to binder presentation, rubric attached, presented under normal requirements.	Student displays work that shows they had issue with completing the project in the time given. Student somewhat utilized time provided for project. Final product follows some guidelines and criteria set forth, including but not limited to binder presentation, rubric attached, presented under normal requirements.	Student displays work that shows they were rushed to complete the project – not utilizing the time provided to them. Final product fails to follow most guidelines and criteria set forth, including but not limited to binder presentation, rubric attached, presented under normal requirements.
Completed Project turned in on time and in the correct format.	All sections assigned, rubric, and binder were turned in on time. Work turned in is completed accurately. Top or side loaded protectors are used.	Most sections assigned, rubric, and binder were turned in on time. Work turned in is mostly accurate. Top or side loaded protectors are used.	Some sections assigned, rubric, and binder were turned in on time. Work turned in is somewhat accurate. Top or side loaded protectors were not used.	Few of the sections assigned, rubric, and binder were turned in on time. Work turned in is inaccurate and thrown together. Top or side loaded protectors were not used.
Mechanics of Speaking/Writing	Student has no spelling or grammatical errors. Pages are typed in Times New Roman, 12 font, and double spaced.	Student has few spelling or grammatical errors. Pages are typed in Times New Roman, 12 font, and double spaced.	Student has many spelling or grammatical errors. Pages are not typed in the specified Times New Roman, 12 font, and double spaced.	Student work is full of spelling or grammatical errors. Pages are not typed in the specified Times New Roman, 12 font, and double spaced.
Creativity	Student expressed themselves in a creative, original way. Work displays the type of person student is. Work is an example of student's individual personality.	Student somewhat expressed themselves in a creative, original way. Work displays the type of person student is. Work is an example of student's individual personality.	Student did not consistently express themselves in a creative, original way. Work displays the type of person student is but their individual personality does not shine through.	Student work displays little creativity, and is unoriginal. Work displays the type of person student is but their individual personality does not shine through.
Effort	Student put forth great effort throughout the project, working diligently on the project. Final product clearly shows that great effort and time were spent on the project.	Student put forth much effort, throughout the project, working diligently on the project. Final product clearly shows that much effort and time were spent on the project.	Student put forth some effort, throughout the project. Final product clearly shows that some effort and time were spent on the project, but more time would have been beneficial.	Student put forth little to no effort, throughout the project. Final product clearly shows that little effort and time, if any, were spent on the project.

Criteria:

Characteristics of a Memoir:

From the French word "memoire" (meaning memory). A type of autobiography, written by the person who lived the experience and focuses on a brief period of time or series of related events – it captures highlights and meaningful moments in a reflective and emotional way.

- It focuses and reflects on the relationship between the writer and a particular person, place, animal, or object.
- It explains the significance of the relationship.
- It leaves the reader with one impression of the subject of the memoir.
- It is limited to a particular phase, time period, place, or recurring behavior in order to develop the focus fully.
- It makes the subject of the memoir come alive.
- It maintains a first person point of view.

Each memoir has a particular theme or focus:

A memoir does not contain everything from this particular slice of the author's life, but rather, events are selected and examined for meaning relative to the purpose of the piece (to entertain and inform the reader of oneself). The author has questioned what happened and come to some kind of new understanding or lesson learned by it. The author shows us how he or she was affected by this experience or relationship and how it has profoundly changed the way he sees the world.

Your memoir is written in narrative form. Narrative writing is writing that tells a story, whether true or fictional. Narratives are written in the first person.

The Paper:

You are to write a 8 - 10 page narrative memoir on your High School Years. Your Paper is to have a title that reflects your experience (as the memoirs you have read do). You are to tell a story of things you experienced during your time here, or at other schools. You can write about things you regret, things you want to do over, lessons you learned, what you accomplished, overcame or are proud of. This is YOUR story to tell.

Reflection:

After you have completed your Memoir, you are to *reflect* on the time you put into the project, what you have learned from this, what you would recommend is changed for future classes, and a quick sentence of advice to future students doing this assignment as well as what you liked about the assignment. (this is just 1-2 paragraphs in length)

Checklist:

The following is a list of everything that should be addressed and included in your Memoir. The checklist is to be turned in with the final product.

_____ Paper is covered w/ a Report Cover (folder or binder is fine too)

_____ Times New Roman, 12 Font, Double Spaced

_____ Title/Cover Page

_____ Last name is on the upper right corner of every page

_____ Dedication (optional)

_____ Self-Evaluation/Reflection

_____ Rubric

Your Senior Memory Book must include at least 10 of the following items/chapters – you must do Chapter 14. (This is the required chronological order). The lengths suggested, are just that, *suggestions*. You should try to keep to the length but if it is to vary a bit, that is OK.

1. My Name Is... (1 Page)

Research all of your names (first, middle, and last)

Use the sites below to explore the meaning of your name. You can read about the history of your name, similar names that it may have come from, the country or region of the world it comes from, and how popular your name is.

Also include your thoughts, does the definition of your names fit the person you are, why or why not? If you have a family crest and you want to include that, then that is an option as well.

[Behind the Name Website](#)

[Think Baby Names](#) (A lot of websites about names were created to help parents decide on names for their babies. There are also a lot of books about names.)

[Babynology](#)

[Nameberry](#)

2. Before I Was, There Were. . . (1-2 pages) & Family Tree

Your parents, grandparents, aunts, uncles, older cousins, siblings, or anybody who may not be a relative but who has helped to pave the way for you and your family. You will need to focus on a person or a few people: you may not be able to cover all of these listed in such a short chapter.

Now, create a family tree. How elaborate and detailed you get is up to you, sometimes we can only get so far because we lose our own history....(I can only go back as far as my great grandparents on my father's side because when they came to America from Poland, they changed our last name, not once, not twice but three times, and so far no one in my family can accurately find our original last name on record) - Your Family Tree can be an illustration, pictures or written...it's your choice.

3. Suddenly, I Became Me (1 page)

Earliest memories: people, places, events, all those cute things that you did when you were tiny that your mother tells you about.

4. I Grew Up Here (1 page)

Describe your town, neighborhood, rural community. Talk about how it has helped shape who you are, and where you want to journey in life.

“Michael Patrick MacDonald and many of the residents of South Boston, Massachusetts, during the period of the 1970s and 1980s were adamant that they lived in the “best place in the world.”

Do you feel this way about the community in which you grew up? Why or why not? Explain in detail with specific reasons to back up your response. (i.e. If no, what would have made it the best place on earth? If yes, what is so special about the town, what do you love most about it?)

5. Hide and Seek (2-3 paragraphs)

Describe in some detail games you played as a child. Which ones did you enjoy more than others? Who did you play with?

6. School Bells (2-3 paragraphs)

Your elementary school years – learning to read, special school programs, special teachers, and special friends, multiplication tables, science experiments, other. Address what memories linger in your mind from these early formative years. Getting accustomed to the “big kids,” school, teachers, friends, activities, successes, heartbreaks. What was intimidating about your first day with the “high school” crowd? What misconceptions did you have? What advice would you give to a students coming into 7th grade this September from the South School?

7. Graphically Me (1 Page of pictures)

This assignment is one of the most colorful when printed and presented. Students find photos that represent themselves and turn it into high contrast graphics that illustrate the one or two word logo. Example page is attached....this a chance to be VERY creative, have fun with describing yourself. If you are stuck, ask friends and family to describe you in 1-2 words and use their thoughts. (when possible/feasible print in color)

8. Let's Go to the Movies, Let's Take a Vacation (2-3 paragraphs)

Favorite movies at different times in your life: childhood, early teen years, now. How have they impacted you, inspired you, changed you?

A memorable trip you took with family or friends or a trip you would like to plan and take in the near future. What made (or will make) this trip memorable?

9. High School: The Early Years (1 pages)

Your freshman, sophomore, and junior years in high school: highlights, troubles, successes, first loves, heartbreaks, friends, teachers, coaches.

10. At Last, I'm a Senior! (1 page)

Your senior year: highlights, troubles, successes, heartbreaks, friends, teachers, coaches. What lessons are you taking away from this year? What are plans that you had at the beginning of the year that may have changed, what made them change? What advice would you give to a student entering their Senior Year in September?

11. Never Give Up (2-3 paragraphs)

Teddy Bruschi taught us to keep up the fight and persevere, even when it seems that the best answer would be to give up. What is something that happened to you that wore you down and made you want to quit, but you decided to fight for? What was the outcome? Remember whether you succeeded or failed, the best thing is that you never gave up!

12. When I Grow Up... (2-3 paragraphs)

Some people know what they want to do with their life at a very early age while others have no idea what they want to do when they are in their forties. (I made a major career switch in my thirties). What is it that you see yourself doing with your life? What has helped you make the decisions that will shape your future? Where do you see yourself in 5 years, 10 years, 20 years?

13. This is Who I am (1 page)

Find a poem that sums up who you are. Include a print out of the poem, with author, and explain in 1 -2 sentences why this poem could tell others about who you are.

14. Self-Evaluation/Reflection (1 page)

Choose 4 of the following self-evaluation statements and complete them (in regards to this project). You must explain your answer.

- I am proud of this because....
- The most difficult part of this assignment was...
- This certain piece shows my ability to....
- If I had more time, I would....
- One strength revealed by this piece is....
- During this assignment I became aware that...
- One thing I would like to do better is....
- This piece shows my improvement in...
- This piece is really good because....
- I would have completed this better if.....