

WHS Summer Reading Work
Regular English I (9th Grade Literature & Composition)
DUE DATE: JULY 30th (first day of school)

“A Summer of Self-Awareness & Success”

Hello WHS 9th grade students! We have designed this summer work with your short-term and long-term success in mind. The summer work outlined in this document and the first English unit are about self-awareness and success as we begin to help you lay the foundation for your high school career.

Directions: Below, you will find two options for work to be completed this summer. **You are to choose ONE OPTION ONLY to complete for your summer reading work.** *There are multiple parts for each option; therefore, please pay close attention to all of the parts for each OPTION and ensure that you understand what is required for each OPTION before beginning your work.*

OPTION 1 = 5 Parts (begins on pg. 1)

OPTION 2 = 4 Parts (begins on pg. 7)

SUBMISSION OPTIONS: You may either 1) type your answers into the boxes embedded within this document, print, and submit a hard copy on the first day of school or 2) write your answers on notebook paper and submit the hard copy on the first day of school.

IMPORTANT: Please read every page of this document before beginning your work. If you have any questions, you may email Cassandra Bell at cassandra.bell@henry.k12.ga.us.

ATTENTION: OPTION ONE STARTS HERE!!!

OPTION 1: PART 1

THE TEXTS

The speeches below are filled with advice and stories about how to be successful and how to overcome the possible roadblocks you might experience in life (even in high school). We encourage you to read all of them!

Some of the speeches, poems, essays, and stories are by amazing historical figures who have shaped history itself. Some are coaches, some are writers of popular teen fiction, and some of them are just people like you or me with something important to say. If you have any trouble with the links, just “Google” the author and title of the speech; they are all famous and easily accessible online. (Please note that we are referring to all of the speeches, articles, stories, videos, etc. as “texts.”)

Text #1: JK Rowling’s Speech- “The Fringe Benefits of Failure, and the Importance of Imagination”

<https://news.harvard.edu/gazette/story/2008/06/text-of-j-k-rowling-speech/>

Text #2: “If I Should Have a Daughter” by Sarah K- Spoken Word Transcript

<https://www.poemhunter.com/poem/if-i-should-have-a-daughter/>

<https://listentothebeat.wordpress.com/2011/03/18/if-i-should-have-a-daughter/>

Text #3: Excerpt of “Self-Reliance” by Emerson

<http://www2.beth.k12.pa.us/ti/docs/Lessons/ELA/self-relianceexcerpt.pdf>

Text #4: Ellen Degeneres’s Commencement Speech

<http://thinkerviews.com/assorted/ellen-degeneres-commencement-speech-at-tulane-university-words-of-wisdom/>

Text #5: “To Learn is to be Free” by Shameen Akhtar- TED Talk Video

https://www.ted.com/talks/shameem_akhtar_to_learn_is_to_be_free/transcript

Text #6: “Looking for a job? Highlight your ability, not your experience” By Jason Shen TED Talk video

https://www.ted.com/talks/jason_shen_looking_for_a_job_highlight_your_ability_not_your_experience

Text #7: “Your Body Language May Shape Who You Are” by Amy Cuddy TED Talk Video

https://www.youtube.com/watch?time_continue=1&v=Ks-Mh1QhMc

OPTION ONE: PART 2 (30pts)

T-CHART WORK

After experiencing the texts above, pick **two (2)** of the texts to analyze and fill out the T-chart below (when you type into the boxes, the chart will expand). Compare and contrast the speakers’ ideas on the definition of success (what success is and is not). You must have at least three bullet points (pieces of information) in each section of the T-chart (for a total of nine bullet points). Use MLA format to quote from the text to support your claims.

15pts has 3 pieces of information in each section of the Venn diagram

15pts quotes from the video or text to support text

Please type your responses into the following T-chart. Please note which texts you are working with in the text 1 and text 2 sections.

Text 1	Both Texts	Text 2

OPTION 1: PART 3 (20 pts)**FRAYER MODEL WORK**

You are going to make 10 frayer models with unfamiliar vocabulary words from these texts. We recognize that these texts contain some complex words, so completing the Frayer Models will help you with your understanding of these complex or unfamiliar words. We will be using Frayer Models frequently in 9th grade English so please use this opportunity to familiarize yourself with the model if the Frayer Model is new to you.

In order to insert images, go to bar at the top, click "Insert" and then click "Images." You will see the many ways to upload images from the web or from saved files. Again, when you type into the boxes, the chart will expand.

Example of a Frayer Model

Word and the definition	A sentence using that word
The connotation- is the word positive negative or neutral	A picture that helps you understand the word. Drawn well or printed. No stick figures

1.	

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OPTION 1: PART 4 (20pts)

GUIDED CONSTRUCTED RESPONSE/ RACECE RESPONSE WORK

CHOOSE ONE of the texts that really inspired you. Which text did you pick? Why did you pick that particular text? What about your chosen text really speaks to you?

Again, when you type into the boxes, the space will expand.

R - Restate

A - Answer

C - Cite (Textual Evidence)

E - Explain

RA-The article/ video that inspired me the most was

C - One part that inspired me was (make sure you quote here)

E - This inspired me because

C - Another part that inspired me was (make sure you quote here)

E -This also inspired me because

OPTION 1: PART 5 (30 pts)

NARRATIVE WORK

Write a narrative (creative short story) about a time when you have had to give a pep talk to someone or someone has given a pep talk to you. **This is NOT a constructed or RACE response.** Do not want you to simply “tell” about this time. You must “show” this experience. Set the scene. Use vivid imagery to put your reader in that time and place. Use dialogue between the characters (yourself and another person). Use similes, metaphors, personification, and any figurative language that helps you paint the scene. Type your narrative in the box below (remember, the box will expand). The grading rubric is below.

Type your narrative here:

NARRATIVE RUBRIC

FOUR-POINT HOLISTIC RUBRIC

Score	Description
4	<p><i>The student's response is a well-developed narrative that fully develops a real or imagined experience based on text as a stimulus.</i></p> <ul style="list-style-type: none"> Effectively establishes a situation and a point of view and introduces a narrator and/or characters Organizes an event sequence that unfolds naturally and logically Effectively uses narrative techniques, such as dialogue, description, pacing, and reflection, to develop rich, interesting experiences, events, and/or characters Uses a variety of words and phrases consistently and effectively to convey the sequence of events, signal shifts from one time frame or setting to another, and show the relationships among experiences and events Uses precise words, phrases, and sensory language to convey experiences and events and capture the action Provides a conclusion that follows from the narrated experiences or events Integrates ideas and details from source material effectively Has very few or no errors in usage and/or conventions that interfere with meaning
3	<p><i>The student's response is a complete narrative that develops a real or imagined experience based on text as a stimulus.</i></p> <ul style="list-style-type: none"> Establishes a situation and introduces one or more characters Organizes events in a clear, logical order Uses narrative techniques, such as dialogue, description, pacing, and reflection, to develop experiences, events, and/or characters Uses words and/or phrases to indicate sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events Uses words, phrases, and details to capture the action and convey experiences and events Provides an appropriate conclusion Integrates some ideas and/or details from source material Has a few minor errors in usage and/or conventions that interfere with meaning
2	<p><i>The student's response is an incomplete or oversimplified narrative based on text as a stimulus.</i></p> <ul style="list-style-type: none"> Introduces a vague situation and at least one character Organizes events in a sequence but with some gaps or ambiguity Attempts to use a narrative technique, such as dialogue, description, pacing, or reflection, to develop experiences, events, and/or characters Uses occasional signal words inconsistently and ineffectively to indicate sequence, signal shifts from one time frame or setting to another, or show the relationships among experiences and events Uses some words or phrases inconsistently and ineffectively to convey experiences, and events, and capture the action Provides a weak or ambiguous conclusion Attempts to integrate ideas or details from source material Has frequent errors in usage and conventions that sometimes interfere with meaning

Score	Description
1	<p><i>The student's response provides evidence of an attempt to write a narrative based on text as a stimulus.</i></p> <ul style="list-style-type: none"> Response is a summary of the story. Provides a weak or minimal introduction of a situation or character May be too brief to demonstrate a complete sequence of events, or signal shifts in one time frame or setting to another, or show relationships among experiences and events Shows little or no attempt to use dialogue, description, pacing, or reflection to develop experiences, events, and/or characters Uses words that are inappropriate, overly simple, or unclear Provides few, if any, words to convey experiences, or events, or capture the action Provides a minimal or no conclusion May use few, if any, ideas or details from source material Has frequent major errors in usage and conventions that interfere with meaning
0	<p><i>The student will receive a condition code for various reasons:</i></p> <ul style="list-style-type: none"> Blank Copied Too Limited to Score/Illegible/Incomprehensible Non-English/Foreign Language Off Topic/Off Task/Offensive

ATTENTION: OPTION TWO STARTS HERE!!!

OPTION 2: PART 1

THE TEXTS

Read “The Destructive Male” by Elizabeth Cady Stanton. As you read, write down unfamiliar words, phrases, and ideas (you may include these words in the Frayer Models below in Part 3). Research the words that you write down so that you can become familiar with their meaning and function within a sentence.

This is a speech about women’s suffrage from 1868. It is acceptable for you to struggle through the text; it is unacceptable for you to choose not to take the time, energy, and effort to help yourself better understand the text and overcome the struggle.

You may access the speech at the following link (if the link does not work for you, “Google” the name of the speech along with the author):

<http://www.historyplace.com/speeches/stanton.htm>

OPTION 2: PART 2 (20 pts)

ADDITIONAL TEXTS

Select **two MORE** speeches from the list provided. Just as you did with Stanton’s speech, write down the unfamiliar words and phrases (you may include these words in your Frayer Models in Part 3). Then complete the series of four exercises listed below the speech.

Speech	Speaker	Website
“Give Me Liberty or Give Me Death”	Patrick Henry	http://www.history.org/almanack/life/politics/giveme.cfm
“Ain’t I a Woman?”	Sojourner Truth	https://sourcebooks.fordham.edu/mod/sojtruth-woman.asp
“Toward a More Perfect Union.”	Barack Obama	https://constitutioncenter.org/a-moreperfectunion/
“Never Give In, Never, Never, Never”	Winston Churchill	https://www.nationalchurchillmuseum.org/never-give-in-never-never-never.html
Address to joint sessions following 9/11 attacks	George Walker Bush	http://www.americanrhetoric.com/speeches/gwbush911jointsessionspeech.htm

Pearl Harbor Address to the nation	Franklin D. Roosevelt	http://www.americanrhetoric.com/speeches/fdrpearlharbor.htm
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OPTION 2: PART 3 (20 pts)

FRAYER MODEL WORK

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OPTION 2: PART 4 (60 pts)

After reading the **two MORE** speeches from the list in Part 3, complete the series of three exercises (complete ALL three) listed below. You may type your answers in the boxes (the boxes expand).

<p>1B. Critique from an Organization: Select an organization that might have something to say about the speaker's thoughts or ideas. Write a three-paragraph critique of the text from that organization's point of view. For example, the Society for the Prevention of Cruelty to Animals might have something to say about Lennie's cruel treatment of animals in <i>Of Mice and Men</i>. Include at least two quotes with MLA citations.</p>	
<p>2B. Talk to the Author: Write a letter of at least three paragraphs in length to the speaker/author explaining to them why you think they wrote the text. Be sure to explain what you received from the book. You can criticize or include questions about the speech/text. Include at least two quotes with MLA citations.</p>	
<p>3B. Current Event: Using the Internet, newspaper, or television news, locate a current event that is similar to that being portrayed in the text. It does not have to be identical. Write a three-paragraph compare and contrast response between the situation in the text and the current event. Include at least two quotes with MLA citations.</p>	

OPTION 2, Part 4 Rubric

	Criteria
Distinguished (100%)	<p><i>The student's response is a well-developed informative/explanatory text that examines a topic in depth and presents related information based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • Effectively introduces the topic and main idea(s) to be examined • Uses an organizational strategy to present information effectively and maintain focus and to make important connections and distinctions • Thoroughly develops the topic with well-chosen, relevant, and enough facts, extended definitions, concrete details, quotations, or other information and examples that are appropriate for the audience • Uses appropriate and varied transitions to create cohesion, to link major sections of the text, and to clarify the relationship among ideas

	<ul style="list-style-type: none"> • Effectively uses precise language and domain-specific vocabulary appropriate to the audience and complexity of the topic • Establishes and maintains a formal style and objective tone • Provides a strong concluding statement or section that logically follows from the ideas presented
Proficient (75%)	<p><i>The student's response is a complete informative/explanatory text that examines a topic and presents information based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • Clearly introduces the topic and main idea(s) to be examined • Has an organizational strategy to group information and provide focus, but sometimes connections and distinctions are not clear • Uses a few pieces of relevant information from sources to develop topic • Uses some transitions to connect and clarify relationships among ideas, but relationships may not always be clear • Uses some precise language and domain-specific vocabulary to explain the topic • Usually uses a formal style and objective tone • Provides a concluding statement or section that follows from the ideas presented
Developing (50%)	<p><i>The student's response is an incomplete or oversimplified informative/explanatory text that cursorily examines a topic based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • Attempts to introduce a topic or main idea • Ineffectively organizes ideas, concepts and information • Develops topic, sometimes unevenly, with little relevant information • Attempts to link ideas and concepts, but cohesion is inconsistent • Uses limited precise language and/or domain-specific vocabulary to manage the topic • Attempts to establish formal style and objective tone but struggles to maintain • Provides a weak concluding statement or section
Beginning (25%)	<p><i>The student's response is a weak attempt to write an informative/explanatory text that examines a topic based on text as a stimulus.</i></p> <ul style="list-style-type: none"> • May not introduce a topic or main idea, or the topic or main idea must be inferred • May be too brief to demonstrate an organizational structure, or no structure is evident • Provides minimal information to develop the topic, little or none of which is from sources • Struggles to link some ideas and concepts, but cohesion is weak throughout • Uses vague, ambiguous, inexact, or repetitive language • Lacks appropriate formal style and tone • Provides a minimal or no concluding statement or section