

## Ninth Grade Amnesty Assignment

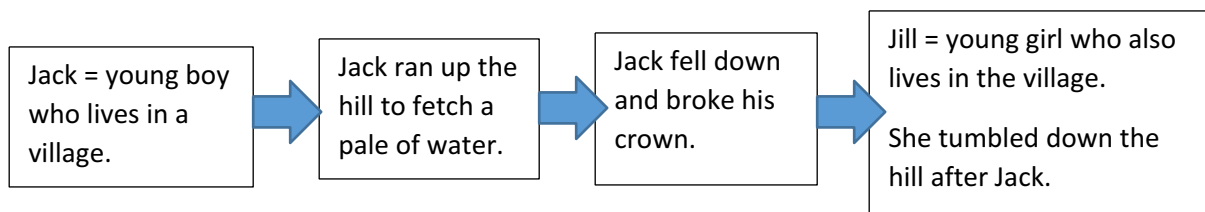
Amnesty agreement: To replace any failing or missing tests, quizzes or projects, you must complete the entire assignment below. This assignment reflects the knowledge that you should have obtained during this time period. If you complete the entire assignment as instructed, all test, quiz and/or project grades (lower than a 75) will be replaced with a 75 in the grade book. These grades will not be allowed to be made up at any other time during the year. This project must be **handwritten** and turned in **complete by January 4<sup>th</sup>** for credit. Incomplete and late projects will not be accepted. English tutoring is offered from 3:30-5:00 pm on Tuesday and Thursday in the Media Center with Ms. Lewis and Ms. Nanry.

*Directions: Complete each of the arrowed tasks.*

**1→** Learn about the Greek gods and goddess through the informational PowerPoint and the persuasive article, “The Power of Myth” by Joseph Campbell. Resources are provided on my website under the “Amnesty Assignment” tab.

**2→** Once you are familiar with the ancient Greek culture’s point of view, read TWO of the myths posted in the ninth grade mythology webpage. Take notes of the plot details by creating a flow chart of events.

Example:



**3→** Write an expository paragraph using the following writing prompt: What natural phenomenon and/or social norms were the Greeks trying to explain in the “Bellerophon and Pegasus” myth? Include a main idea sentence, details from the text, and partner sentences that explain why/how the details are relevant to your answer.

R.A.C.E. Outline Example:

<b>Reword</b> the question from the prompt.	Example: Who is the principal at Locust Grove High? The principal is .....
<b>Answer</b> the question.	Example: The principal of Locust Grove High is Ms. Gugino.
<b>Cite</b> evidence from the text that supports your answer.  Include at least two pieces of evidence from the passage that you read.	Don't forget to introduce the title and author. According to “Grove Lately” written by Michael Scott it reports that ....  Example: The article titled “Grove Lately” explains that Ms. Gugino gave out awards at the student of the month breakfast.
<b>Explain</b> why that evidence is important.	Example: Since Ms. Gugino is the leader of the educational institution, she sets high standards for the students that attend the school.

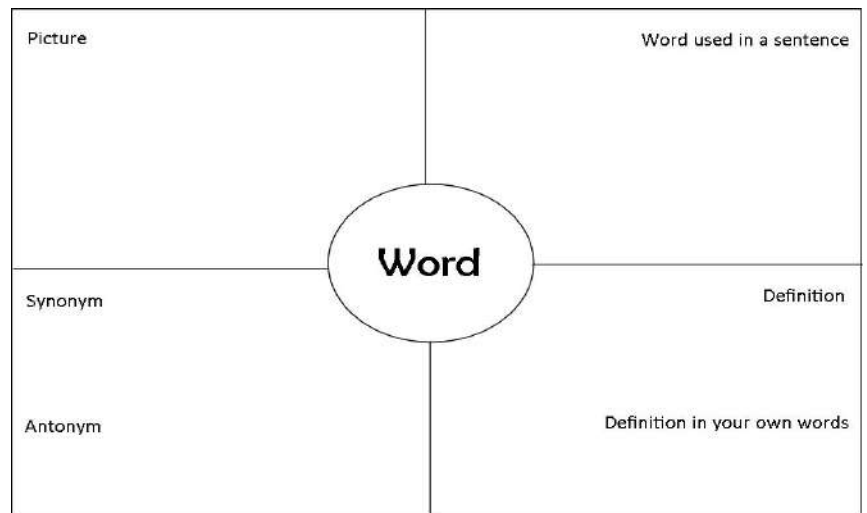
**4→** Homer's Odyssey: The PDF version of the text is located on my teacher webpage.

- Go through each of the stops on Odysseus's journey home summarizing each story. Summaries could be bulleted list answer the who, what, where, when questions, or flow charts, or brief expository paragraphs.
- For each 14 destinations provide an alternate way that Odysseus and his men could have avoided the conflict to get home sooner. Each stop should be a minimum of 5 detailed, descriptive sentences.

**5→** Vocabulary Units One and Two

admonish (v) breach (n) brigand (n) circumspect (adj) commandeer (v) cumbersome (adj) deadlock (n) debris (n) diffuse (v) dilemma (n) efface (v) muddle (v) opinionated (adj) perennial (adj) predispose (v) relinquish (v) salvage (v) spasmodic (adj) spurious (adj) unbridled (adj) adjourn (v) alien (n) comely (adj) compensate (v) dissolute (adj) erratic (adj) expulsion (n) feint (n) fodder (n) fortify (v) illegible (adj) jeer (v) lucrative (adj) mediocre (adj) proliferate (v) subjugate (v) sully (v) tantalize (v) terse (adj) unflinching (adj)

- *Part A:* Define all of Unit 1 and 2 vocabulary words by creating a vocabulary analysis square for each word. Each of the surrounding boxes should include a picture, book definition and definition in your own words, example sentence, and the synonyms/antonyms.
- *Part B:* For each unit write two-three paragraphs about your day/week/month/general life using at least 10 of the vocabulary in your response. Underline the vocabulary word so that it can be identified.



**6→** Read the short story, "The Adventures of Aladdin" by the Brothers Grimm, located on my teacher webpage. Familiarize yourself with the narrative strategies in Narrative PowerPoint located on my teacher webpage.

**7→** Write a character description of one of the characters in the story. Provide direct and indirect characterization.

*Characterization includes both descriptions of a character's physical attributes as well as the character's personality.*

Direct = Telling the audience what a character is like.

Example: "Bill was short and had a bald spot that could be seen through his thinning hairline."

Indirect = Showing the audience a character through the character's thoughts, words, or actions.

Example: "Bill sighed as he watched the barber comb what was left of his thinning hair."

WHEN SUBMITTING YOUR FINAL ANTHOLOGY, PLACE THE DOCUMENTS IN THE ORDER ACCORDING TO THE ASSIGNMENT SHEET. THIS ASSIGNMENT IS DUE JANUARY 4, 2017.