Summer Assignment
Advanced English 10

Options for completing the assignment:
- ❏ Draw out your own tables like the ones below, and complete the assignment by hand *on your own binder paper.*
- ❏ **Find the assignment on your English 9 teacher's Google Classroom**. You can email kellettf@mhusd.org if you don't have access to the classroom anymore. Then, make your own electronic copy of this assignment and of the required reading and type into it, then submit it on your new teacher's Google Classroom at the beginning of the school year.
- ❏ Find the assignment on your English 9 teacher's Google Classroom (email kellettf@mhusd.org if you don't have access to the classroom anymore). Then, make your own electronic copy of this assignment and of the required reading, then print it, complete it by hand, and hand it to your new teacher when school starts.

You can also find this document on the English 10 summer google classroom, which you can add with this code: bv84u6

Due date: Monday, August 19, 2019

Your three tasks include:
- ❏ **Task 1:** Reword academic vocabulary
- ❏ **Task 2:** Read and annotate "Eleven," then create a dialectical journal (5 entries with analysis)
- ❏ **Task 3:** Choose two articles, annotate them, and analyze them for purpose and evidence

If you are doing this assignment by hand, draw out your own tables for each task on a separate sheet of paper.
You will not be able to fit all of your analysis into the small tables on this document.

Task 1

Directions: The definitions have already been given to you. You must write the definition of the academic vocabulary in your own words. Learning these definitions will assist you with completing the dialectical journals in tasks 2 and 3.

Vocabulary	Definition	What it means in your own words
Tone	*The speaker's attitude toward the subject in their argument.*	
Theme	*Life lesson, meaning, or message about life or human nature that is communicated by a literary work.*	
Connotation	*The implied meaning of a word or phrase; how it makes the reader feel or what it makes the reader think of.*	
Denotation	*The literal (dictionary) definition of a word.*	
Characterization	*Explanation of who a character is through their words (says), thoughts, effects on others, actions, and appearance (looks).*	
Character trait	*An aspect or part of a character's personality that helps to make up who he or she is.*	
Figurative Language	*Language that uses words or expressions with a meaning that is different from the literal interpretation (metaphors, similes, exaggeration).*	
Imagery	*Descriptions that appeal to the senses (sight, smell, hearing, touch, taste) of the reader.*	

Task 2

Directions: Read and annotate the short story "Eleven." (If you are doing this on your Chromebook, you will need to make a copy of the short story and share the link in the table below.) Here is a link to guide you: Tutorial Video. After you read, you will write five dialectical journal entries. A **dialectical journal** is a journal that records a dialogue (or a conversation) between the words in the text and the thoughts that you are having as a reader. You will record your responses to the text by answering the questions below.

1. *Question & Answer: For each entry, choose a "Skills Question" from below. Write the question **and** your answer in the left side of the table. **Note:** You do not need to use all four questions and you will need to repeat at least one question, since you need five entries. You might answer the question similarly, but provide different evidence for each entry.*
2. *Embedded Quotation: Select a quote from "Eleven" that supports your answer. In the middle column of the table, embed the quote. At the end of the sentence, include some analysis that is answering the question.*
3. *Additional Analysis: On right side of the table, continue explaining how the quotation supports the answer to the question with 3-5 sentences of analysis.*

Skills Questions

- What theme is developing in the novel/short story? How does this passage reveal that theme?
- What character traits are revealed through this passage? What type of indirect characterization does the author use?
- How does the author use figurative language, imagery, or description of events/settings to portray a theme or main idea?
- What is the tone in this passage? What are two single words that help create this tone? Explain them.

How to make a copy and share links:
1. Click on the link of "Eleven."
2. Make sure you've made your own copy by clicking "make a copy."
3. Click the share button.
4. Find the shareable link. You may need to click a green circle that says "get shareable link." Copy the link and paste it in the table below.

Link to your annotated copy of "Eleven":

Question & Answer *Which skills question are you answering?* *What is the answer?*	Embedded Quotation -- *explain the significance of the passage you chose, following this format:* - Subject +verb**, "** quotation," which proves…	Additional Analysis --* 3-5 sentences explaining how the quotation supports your answer (to the essential question)*
Example: Question: What theme is developing? Answer: Cisneros is developing the theme that growing up is often more difficult than it may seem.	Ex: The narrator of Sandra Cisneros' short story "Eleven" states that what people don't understand about birthdays is that, "when you're eleven, you're also ten, and nine, and eight, and seven, and six, and five, and four, and three, and two, and one," **which implies that** Rachel's insecurities will be revealed later in the short story.	Ex: When Rachel says that turning eleven also means she is all of her previous ages, **the reader understands** that she is not happy about her eleventh birthday. This implies that she is overwhelmed by her birthday because she still feels like she is younger than she actually is. When Rachel explains that she is all of the other ages too, the author begins to develop the theme that growing up is often difficult. Even though Rachel is getting older, she is still struggling to stand up for herself in the story.
	1.	1. (continued from left column)
	2.	2. (continued from left column)
	3.	3. (continued from left column)
	4.	4. (continued from left column)
	5.	5. (continued from left column)

Task 3

Directions: Choose two articles from the links below. *If you do the assignment electronically,* make your own copies of the two articles you choose and **share the links** in the table below. Read and annotate the articles. Then, fill out the chart for the two articles below.

How to make a copy and share links: Tutorial Video
1. Make sure you've made your own copy by clicking on "make a copy."
2. Click the share button.
3. Find the shareable link. You may need to click a green circle that says "get shareable link." Copy the link and paste it in the table below.

Articles to choose from: To show us what you know and what you are interested in, please choose an article that interests you and an article that challenges your reading skills!
1. Above & Beyond: How can interactions with teachers influence students?
2. Cooler School
3. Narrowing the Gap: Why are fewer young men enrolling in AP classes?
4. A California nonprofit uses lessons on Latin American heritage to keep at-risk youth on the straight and narrow
5. Robot "double" allows students who are sick to attend school, see friends
6. College Degree or College Education?

Example	
Title **and** link to annotated article (if online)	"Great Teachers Don't Teach" by Ben Johnson https://docs.google.com/a/mhusd.org/document/d/1g_dhgliP8bn9io9ZPFQdNMWyf0Mu6oG4XiccK9LfDR0/edit?usp=sharing
What is the purpose (main point) of the article?	Teachers who are "great" help students learn by giving them experiences in which they use their skills.
Evidence (quote) that supports the main purpose	Explanation of how evidence supports main purpose **(2-4 sentences)**
1. "Great teachers engineer learning experiences that maneuver the students into the driver's seat and then the teachers get out of the way."guy	1. Toward the beginning of the article, Johnson explains that great teachers create opportunities for students to learn on their own. He uses a metaphor, with the student as a driver, in order to help the reader understand that students can only really learn when they are in control. This introductory example helps the audience to understand Johnson's image of a great teacher.
2. "Socrates had it right when he only answered a question with more questions and look what he produced -- some of the greatest minds that ever lived."	2. In the middle of the article, the author uses the example of Socrates, who must have been a great teacher. By referring to a great teacher, Johnson helps the reader to see a reliable example of what a great teacher is. The example of Socrates helps the audience to see that teachers can help students practice skills on their own by asking them more questions instead of lecturing or giving answers.
3. "They stack the deck so that students have a reason to learn and in the process can't help but learn mainly by teaching themselves."	3. Johnson's final description of "great" teachers helps the audience to understand actions that teachers take in order to help students learn. The description summarizes the

rest of the article, tying together the ideas of giving students a reason to learn and getting students to teach themselves. This leaves the audience with a concise understanding of what "great" teachers do for students.

Article #1	
Title **and** link to annotated article (if online)	
What is the purpose (main point) of the article?	
Evidence (quote) that supports the main purpose	Explanation of how evidence supports main purpose **(2-4 sentences)**
1.	1.
2.	2.
3.	3.

Article #2	
Title **and** link to annotated article (if online)	
What is the purpose (main point) of the article?	
Evidence (quote) that supports the main purpose	Explanation of how evidence supports main purpose **(2-4 sentences)**
1.	1.
2.	2.
3.	3.