

MHS English 9 Honors:
Summer Reading Information

Teacher: Mrs. McCool

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Congratulations on being selected for English 9 Honors for the 2017-2018 school year! I look forward to working with you and getting to know you in class.

The summer reading for this course is two nonfiction books: *The Last Lecture* by Randy Pausch and *Tuesdays with Morrie* by Mitch Albom. You must obtain your own copies of the books. They are available at the public library or local bookstores, but you will need the book in the first few weeks of school. Make sure you find the exact titles. **You will be assessed in three ways:**

1. written tests and/or in-class composition
2. small group/class discussions
3. summer assignments (Life's Greatest Lesson writing, Randy Pausch VS Morrie Schwartz worksheet)

Failure to read the book and complete the summer assignments will result in a significant deduction of your first grading period grade (35-40%). Please note that students will not be removed from the class for failure to complete the summer work. The first step to achieving high marks for the first semester is to complete the summer assignment and be prepared for the in class assessments. The attached assignments are due **on the first day of class**. You will turn in your pre-writing and final draft of your Life's Greatest Lesson writing and the worksheet at the end of this packet. I encourage you to work on this assignment throughout the summer so you have enough time to do your best work.

If you have questions about the assignment, please contact me before the end of the school year. You are welcome to email me during the summer; however, I cannot guarantee a quick response time due to personal traveling and engagements.

Assignment 1 (85 points)
Life's Greatest Lessons – Writing Assignment

You've been reading about the many lessons that Morrie Schwartz has learned about life and death, as he shared these lessons and thoughts with Mitch Albom on their Tuesday visits. Through his writing, Albom is able to share these lessons with us, as he learned them through his good friend.

Throughout your life, you have also learned many lessons of your own. For this assignment, you will be reflecting on your own important lessons learned and write about the experience. We have all learned different lessons from different people in different ways, therefore the way you go about telling the story of our lessons may differ.

From the chart below, you are required to **pick one task in each row**, which will lead up to writing about your lesson. Please choose what you feel will be the best venue for showcasing your lesson. **You will turn in the pre-writing and final draft of your writing.**

| | | | |
|------------------------------|--|---|--|
| Pre-Writing | Lesson Learned Timeline – create a timeline of the lesson you learned, from before you were taught the lesson, through how you learned the lesson, to how you felt after learning the lesson. | Important quotes sheet – take a look back into the reading and your notes to find important quotations from the book about the lessons Morrie teaches Mitch. Based on these lessons, make personal connections to see if you have learned any similar lessons in your own life. | |
| Decide on your format | Write a letter to the person who taught you a lesson, explaining to them what you learned, how they were able to teach it to you, and why it has been important to your life. Be sure to use detail when explaining the lesson you learned and its significance. | Tell a story of how you were taught a major life lesson through a personal narrative. Be sure to use dialogue, narration, and detail to bring your story to life. | Interview someone who taught you a major life lesson. Using the interview results, write a narrative about the lesson you learned, including both your feelings about the lesson, as well as the thoughts and information you got through your interview . Be sure to use dialogue, narration, and detail to bring your story to life. |
| Drafting | All students will complete a final draft | | |

All assignments must follow these guidelines:

- All papers (no matter which assignment you choose) must be a minimum of 1.5 full pages typed, 2 full pages hand written. The maximum length is 3 pages for this assignment, so stay within that range.
- See rubric for additional requirements to meet to get the best possible score.
- Assignment is due on the first day of class. Late work will be accepted, but will only receive half credit.
- It is not required that you type the writing, but please make sure it is legible.

Here are the additional details/requirements for each of the assignment options. Be sure to follow all guidelines for the assignment you choose.

1. Friendly Letter:

- Audience: The person who helped to teach you your biggest life lesson.
- Purpose: To explain the importance of that lesson to you, the impact it has had on your life and reflection/how you feel toward the person who taught you the lesson and/or the situation.
- Minimum of five paragraphs (intro, 3 body paragraphs, and conclusion). Body paragraphs must be a minimum of six sentences; intro and conclusion may be four sentences.
 - Intro: Hook, explain the reason for your letter, and use a clear thesis to set-up the rest of your letter.
 - Body Paragraphs:
 - 1 – Reflect on the events leading up to the lesson and/or how things were for you before you learned the lesson.
 - 2 – Reflect on actually learning the lesson. What led to it? What role did the person you are writing the letter to play in teaching you this lesson?
 - 3 – How has this lesson changed your life? How are you different now or how do you look at things differently after learning this lesson? What is the lasting impact?
 - Conclusion: Wrap up by restating the power of this lesson and your gratitude toward the person who helped you learn this lesson.
- Proper letter format with Address Heading, Date, Greeting, Organized Body, and Salutation

2. Personal Narrative:

- Audience: Classmates/teacher and anyone you want to tell about the biggest life lesson you have ever learned.
- Purpose: To explain the importance of that lesson to you, the impact it has had on your life and reflection/how you feel toward the person who taught you the lesson and/or the situation.
- Follow the narrative arc

- In your story, you need to use your voice to express how you feel about the situation/lesson.
- Use vivid details to recall what happened, how you learned the lesson, and the impact it has had on you.
- Here are some things to think about when you are writing:
 - The events leading up to the lesson and/or how things were for you before you learned the lesson.
 - Actually learning the lesson. What led to it? Who taught you the lesson? Why? Do they know that they taught you a lesson?
 - How has this lesson changed your life? How are you different now or how do you look at things differently after learning this lesson? What is the lasting impact?
- Use dialog to bring the situation/story of your lesson to life.

3. Narrative with Interview and Dialog:

- Audience: Classmates, teacher, and the person from whom you learned your life lesson.
- Purpose: To explain the importance of that lesson to you, the impact it has had on your life and reflection/how you feel toward the person who taught you the lesson and/or the situation.
- Follow the narrative arc
- In your story, you need to use your voice to express how you feel about the situation/lesson plus include the thoughts that the person you interviewed (who taught you the lesson) has on the situation.
- Use vivid details to recall what happened, how you learned the lesson, and the impact it has had on you.
- You must include dialog in retelling your story, as well as dialog from your interview, where you and your “teacher” reflect on the lesson you learned.
- Here are some things to think about when you are writing:
 - The events leading up to the lesson and/or how things were for you before you learned the lesson.
 - Actually learning the lesson. What led to it? Who taught you the lesson? Why? Do they know that they taught you a lesson?
 - How has this lesson changed your life? How are you different now or how do you look at things differently after learning this lesson? What is the lasting impact?

Personal Narrative with Dialog from Interview Rubric

| Category | 15 | 13 | 12 | 11 |
|---|--|--|--|--|
| Idea Development | Length of paper is appropriate and flows smoothly from one idea to the next | A few instances of clutter and/or not enough elaboration, but for the most part flows evenly | Good ideas but at times overshadowed by too much and/or too simplistic writing making paper seem choppy | Paper is far too long/short and loses focus or is boring because of overwriting and or no elaboration |
| Organization | Paper has excellent structure and is well organized | Paper has structure and organization though lacks unity because of occasional confusing details | Paper has some structure evident but at times is hard to follow or is not well organized | Paper's structure is greatly lacking, interfering with reader's ability to understand piece |
| Voice | Author's voice is clearly evident and piece is thoughtful and well-written in a sophisticated and unique style. | Author's voice and personality is evident and effort was clearly put into the piece making piece enjoyable to read. | Author's voice is developing and shows some effort but at times the piece needs more work. | Author's voice is not evident and the entire story needs more work. |
| | 10 | 8 | 4 | 2 |
| Sentence Structure (Fluency) | All sentences are well-constructed with varied and interesting structure patterns. | Most sentences are well-constructed with varied and interesting structure patterns. | Most sentences are well-constructed but have similar and uninteresting structure patterns. | Sentences lack structure and appear incomplete or rambling. |
| Dialog | Author works dialog between two or more people into the story to bring the conversation to life. Dialog is punctuated and formatted correctly. | Dialog contains 1-2 errors in punctuation or format. Dialog is used but could be stronger. | Author uses minimal dialog or uses dialog ineffectively. Author has more than two errors in dialog punctuation and formatting. | Author uses no dialog. |
| Sensory Details | Paper is rich in sensory details and shows rather than tells creating a vivid picture without overloading the reader | Paper has some strong sensory details making it enjoyable to read but there may be too few or not enough details, at times telling rather than showing | Paper has too few sensory details or far too many so the piece mainly tells rather than shows or use clichés causing reader to lose interest | Paper is lacking in sensory details and tells rather than shows using empty words and too many clichés |
| Grammar and Spelling (Conventions) | Writer makes no errors in grammar or spelling that distract the reader from the content. | Writer makes 1-2 errors in grammar or spelling that distract the reader from the content. | Writer makes 3-4 errors in grammar or spelling that distract the reader from the content. | Writer makes more than 4 errors in grammar or spelling that distract the reader from the content. |

Name _____ Assignment Title _____
 Date _____ Class Period _____ Total Score _____ / 85

Personal Narrative Rubric

| Category | 15 | 13 | 12 | 11 |
|---|--|--|--|--|
| Sensory Details | Paper is rich in sensory details and shows rather than tells creating a vivid picture without overloading the reader | Paper has some strong sensory details making it enjoyable to read but there may be too few or not enough details, at times telling rather than showing | Paper has too few sensory details or far too many so the piece mainly tells rather than shows or use clichés causing reader to lose interest | Paper is lacking in sensory details and tells rather than shows using empty words and too many clichés |
| Idea Development | Length of paper is appropriate and flows smoothly from one idea to the next | A few instances of clutter and/or not enough elaboration, but for the most part flows evenly | Good ideas but at times overshadowed by too much and/or too simplistic writing making paper seem choppy | Paper is far too long/short and loses focus or is boring because of overwriting and or no elaboration |
| Organization | Paper has excellent structure and is well organized | Paper has structure and organization though lacks unity because of occasional confusing details | Paper has some structure evident but at times is hard to follow or is not well organized | Paper's structure is greatly lacking, interfering with reader's ability to understand piece |
| Voice | Author's voice is clearly evident and piece is thoughtful and well-written in a sophisticated and unique style. | Author's voice and personality is evident and effort was clearly put into the piece making piece enjoyable to read. | Author's voice is developing and shows some effort but at times the piece needs more work. | Author's voice is not evident and the entire story needs more work. |
| Sentence Structure (Fluency) | All sentences are well-constructed with varied and interesting structure patterns. | Most sentences are well-constructed with varied and interesting structure patterns. | Most sentences are well-constructed but have similar and uninteresting structure patterns. | Sentences lack structure and appear incomplete or rambling. |
| | 10 | 8 | 4 | 2 |
| Grammar and Spelling (Conventions) | Writer makes no errors in grammar or spelling that distract the reader form the content. | Writer makes 1-2 errors in grammar or spelling that distract the reader form the content. | Writer makes 3-4 errors in grammar or spelling that distract the reader form the content. | Writer makes more than 4 errors in grammar or spelling that distract the reader form the content. |

Name _____ Assignment Title _____
 Date _____ Class Period _____ Total Score _____ / 85

Friendly Letter Rubric

| Category | 15 | 13 | 12 | 11 |
|---|--|---|--|---|
| Letter Format | Follows format guidelines precisely with all pre-writing and draft attached. | Follows most format guidelines but has one or two inaccurate elements. Pre-writing, draft attached. | Letter lacks two or more key format elements and/or drafts, has little presentation value. | Little or no attention paid to format instructions. |
| Content | Letter contains all key information categories, each supported with specific and engaging details. | Letter contains all key information categories and is generally supported with specific details. | Letter lacks one key information category, needs development through specific details. | Letter lacks specific examples and is missing key elements of required information. |
| Organization | Letter has smooth transition between all key elements. | Letter generally follows required organizational format but needs better transition between ideas. | Organization is hard to follow at times, little transition between ideas. | No sense or organization is evident. |
| Word Choice | Words add color, engaging the reader. No slang is evident. | Most words add to effectiveness. Some slotting to add color is needed. | Letter needs revision to slot in better word choice; contains some slang. | No evidence of thought in word selection. Many examples of slang evident. |
| Sentence Structure (Fluency) | All sentences are well-constructed with varied and interesting structure patterns. | Most sentences are well-constructed with varied and interesting structure patterns. | Most sentences are well-constructed but have similar and uninteresting structure patterns. | Sentences lack structure and appear incomplete or rambling. |
| | 10 | 8 | 4 | 2 |
| Grammar and Spelling (Conventions) | Writer makes no errors in grammar or spelling that distract the reader from the content. | Writer makes 1-2 errors in grammar or spelling that distract the reader from the content. | Writer makes 3-4 errors in grammar or spelling that distract the reader from the content. | Writer makes more than 4 errors in grammar or spelling that distract the reader from the content. |

Name _____ Assignment Title _____
 Date _____ Class Period _____ Total Score _____ / 85

Assignment 2 (15 points)
Randy Pausch Vs. Morrie Schwartz

All answers should be in complete sentences.

1. What is Randy Pausch's Story? What is wrong with him? What is his outlook?

2. Why did Randy Pausch give his last lecture?

Now, you are going to compare the views of Randy Pausch and Morrie Schwartz. You will go through the two books to find quotes that illustrate the views of each man. Record the quotes with page numbers in the chart.

Randy Pausch

Morrie Schwartz

| Randy Pausch | Morrie Schwartz |
|---------------------|---------------------|
| Family | Family |
| Death | Death |
| Attaining Dreams | Attaining Dreams |
| How to Treat Others | How to Treat Others |

Jot down at least 3 other pieces of advice that you find the most meaningful to you - they can come from Morrie or Randy.

1.

2.

3.

Write a paragraph to describe the similarities or differences you saw between Randy Pausch and Morrie Schwartz. How are their outlooks similar or different? Your paragraph should be at least 5-7 sentences.