



## Cambridge General Paper 9th & 10th Grade - Summer Assignment

Dear student,

Congratulations on your decision to enter the Cambridge Program! I am looking forward to working with you as well as helping you achieve your potential as critical readers, strong writers, and deep thinkers throughout the 2018-2019 school year.

Below, you will find your summer reading assignment. Please note the due date for all work is **Monday, August 20<sup>th</sup>**. The purpose of this summer work is to prepare you for the coursework and deep thinking that lies ahead. Your work will also allow me to see how you think, analyze, and write. Please complete these assignments to the best of your ability and let me know if you have any questions.

Also, please be aware that the college-level literature we are reading may contain mature situations. If at any time you feel uncomfortable with a text we are studying, please contact your teacher for an alternative title. These summer assignments are modified from other Cambridge teachers, ensuring that you will be prepared to advance throughout the Cambridge Program!

I look forward to a great year!

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### **Memoir Selection - Due: Monday, August 20<sup>th</sup> 2018**

Select ONE memoir for your summer reading. A *memoir*, by definition, covers a specific period of time or experience within a person's life. It is non-fiction and gives a glance into the life and experiences of another real person. You may select any memoir that you have not previously read. We will include examples on the following page, but you are welcome to go beyond this list. If you're concerned, you can email me about your selection for approval.

If you purchase or find your own copy, please make annotations throughout the text while you read. If you do not purchase your own copy, keep paper - lined notebook paper or sticky notes - with you to jot down your thoughts as they happen. Keep your notes specific so you can link your thinking directly back to the text itself. This skill will be something we will practice all year! Please also note some of the texts listed below can be found, in full, online.

*Below, you will find memoir examples.*

*Feel free to research a memoir that most appeals to you - and one that you will enjoy reading!*

*I am Malala* by Malala Yousafzai  
*The Glass Castle* by Jeanette Walls  
*Night* by Elie Weisel  
*The Diary of a Young Girl* by Anne Frank  
*Funny in Farsi* by Faroozeh Dumas  
*A Long Way Home* by Ishmael Beah

*This Star Won't Go Out* by Ester Earl  
*Laughing at My Nightmare* by Shane Burcaw  
*Soul Surfer* by Bethany Hamilton  
*No Summit out of Sight* by Jordan Romero  
*The Boy on the Wooden Box* by Leon Leyson

## Memoir Selection Assignments

1. **READ your book carefully.** While reading, **feel free to make annotations to illustrate your thinking.** Good annotations (or notes) tend to enhance comprehension and retention of ideas. If annotating is new to you: don't make it harder than it is! Annotations should be marks of moments that stand out, times where you question ideas, note examples of growth or change in characters, or even identify descriptions that are particularly well written. Annotations should be handwritten (either in a book itself, on sticky notes in a book, or on separate paper).
2. **Quote Response Paragraphs.** Specific directions for the quote response are in this packet. Please type quote response assignments in MLA format (double space all writing, use Times New Roman font, in size 12). If you cannot type this assignment, please let your teacher know as soon as possible.
3. **Dialectical Journal.** Directions can be found in this packet.

### Memoir Quote Response Paragraphs

1. **Choose two important and or interesting quotes from the memoir,** roughly one from the first half, and the other from the second half. Look for critical passages that convey the essence of the text or the author/central character. Your choices can be up to approximately three paragraphs but no more than one page in length.

To help you get started, you may want to use the following questions to select passages and generate ideas:

- Why does the passage impress, intrigue, horrify, or puzzle you?
  - Do you find the author's use of language appealing or powerful? Does the passage jump off the page as great description?
  - Does the passage prompt a strong response from you as you read it? Does it present itself as so well-crafted that you just love the sound of it? Is the language beautiful, descriptive, graphic, or something else?
  - Is the passage particularly meaningful, to you and your feelings and emotions, or to the author/central character?
  - Do you find yourself in agreement/disagreement with the ideas expressed?
  - Does the passage remind you of a situation you have lived as well?
  - Does the passage make you laugh out loud? Feel melancholy? Something else?
  - Does the author raise intriguing questions or issues?
  - Does the passage challenge or expand your thinking?
  - Does the passage provide particular insight into the development of the author, speaker, or another central figure?
  - Does the passage reflect the specifics of the time and/or place of the narrative?
2. **For each passage, write a well-developed paragraph that discusses the importance of the passage to the memoir and explains why you selected it.** Each response paragraph should be approximately 15 sentences in length, should include specific supporting details and/or quotes, and should be organized around a central idea.

Though this is *not* a full essay, we are expecting you to engage in analytical thinking and an organized writing process. This should include:

- ✓ Prewrite – this is done in your selection of meaningful quotes and in the jotting down of ideas while reading to grow your understanding
- ✓ Write a draft of each response paragraph
- ✓ Revise carefully—remember this is the first writing your teacher will see from you. Choose your words carefully, and make sure your sentences sound smooth. Check your logic and organization. Of course, proofread your work.
- ✓ Type your final copy with the full passage at the top, including page numbers. Your writing should then be double spaced, in Times New Roman, 12point font.

## Dialectical Journal

**ASSIGNMENT:** For the summer memoir you choose, you are required to choose **2 meaningful / poignant** quotations from each chapter to analyze and discuss. **Each quote should contain a 50 to 100-word reflection** that demonstrates critical thinking about the characters, themes, tone, historical issues, social issues, or other relevant academic topics. The right column may also include YOUR ideas, insights, thoughts, questions, and commentary related to the notations on the left. Your thoughts should demonstrate your understanding and critical thinking. I want to see how YOU think!

**DIRECTIONS:** The quotations should be word for word from the text and include both the chapter and page number. Draw a vertical line down the middle of the page to clearly separate the quote from your analysis. This double-entry sample is below.

\*The left column would be titled **Reading Notes** (something direct from the text).

\*The right column would be titled **Analysis and Questions** (your own words and ideas).

### Sample Dialectical Journal for *To Kill a Mockingbird* by Harper Lee

READING NOTES Quote/Passage (#)	ANALYSIS AND QUESTIONS Response/Commentary
<p>“You never really understand a person until you consider things from his point of view . . . until you climb into his skin and walk around in it. (ch 3, pg. 34).</p>	<p>This is a very famous quote and one that embodies the higher purpose of this novel. Though this quote occurs early in the novel, its message can be seen throughout. Atticus is fighting against social status; Boo Radley is fighting just to be seen as normal; and Tom Robinson is fighting just to be accepted despite the color of his skin. All of these people were sadly discriminated against because of the way they were – both by choice and by force – yet no one considered what they might be going through or how the world was from their perspective. If we all sit down and think about this idea, perhaps we can all learn something from their struggle, successes, and sad failures.</p>

**See the back of this page for ideas on what to include in your dialectical journal ☺**

***Lost for something to analyze or discuss in your dialectical journal? Consider the following moments as great points to make NOTE of!***

- Did you learn something that will aid you in your analysis of language and literature?
- Did you learn something that will aid you in your writing?
- Did you see something you didn't see before (an epiphany)?
- Did you recognize a pattern, such as overlapping images, repetition of ideas, details, colors that make a connection?
- Did you discover that the text is about something different from what you originally thought it was about (structural or content shifts)?
- Is there something puzzles you or confuses you?
- Do you agree or disagree with an observation by the narrator or author?
- Are there certain details that (suddenly) seem important to you?
- Are there circumstances or issues in the story that are especially relevant to your life or the lives of others?
- Did you notice something specific about the writer's style, such as unique/unusual dialogue or shifting perspective/ time sequence shifts/effective use of rhetorical/literary devices?