

2018-19 English 9 Summer Assignment Packet

Overview: In English 9 this year, we will be engaging in a continuous cycle of reading and writing about the reading. Therefore, your summer assignment is designed to mirror this process and get you back into the swing of things for the school year. In addition to being your first grade for quarter 1, the summer assignments provides us with valuable information that will aid in your English placement to either English 9 with supports, English 9, or Honors English 9.

Your Task: Read and annotate the brief speech “The Danger of a Single Story” by Chimamanda Ngozi Adichie (note that there are numerous versions of Adichie reading this speech aloud on YouTube). Then, address all three parts of your summer assignment below. You may handwrite parts I and II; however, part III **must be typed in order to receive credit. If typing, please label all parts on your document.**

Part I:

Finish the following sentence starters.

1. This speech made me realize that . . .
2. This speech made me wonder about . . .
3. This speech made me connect to . . .
4. This speech made me feel that . . .
5. This speech made me hope that . . .
6. The definition of a single story is. . .
7. Adichie challenged herself by. . .
8. Other single stories in the United States include . . .
9. Regarding single stories, the United States differs from other countries because. . .
10. Single stories are “dangerous” because. . .

Part II:

Examine your responses to sentences 1 – 5 above. Select one sentence and expand on your ideas in the form of a 5 – 7 sentence paragraph related to your personal experience. In this type of writing, called **narrative** writing, using words like “I” and writing about personal stories is appropriate.

Part III

Your essay should be a 5 paragraph analysis addressing the prompt/essay topic below; you should be as detailed as you can. Your essay needs to have an introduction and conclusion. Please craft your response on the computer and print it out. Staple your essay to your annotated copy of the short story and have it ready to turn in on the first day of class or share it. **Responses written in pencil and / or on notebook paper will not be accepted.**

Prompt/Essay Topic: To what extent is the United States a country of “single stories?”

Requirements:

1. 2-3 pages
2. Use evidence from speech
3. Typed
4. Can be printed and handed in or shared with/emailed to Mr. Armstrong
For modifications if you are on a 504, IEP, or qualify as an English Language Learner, please e-mail me at Armstrong.1@thecharlesschool.org

Grades:

1. This assignment will be worth 10% of your grade for quarter one and not completing it will negatively impact you by at least a letter grade. You will be assessed using the attached rubric.
2. You will be expected to use ideas and evidence from these assignments in discussion the first week of class, so it will impact your first week’s grades as well.

Purpose:

1. This assignment will provide a baseline for us of your writing ability to see where to start in writing instruction.
2. This assignment will aid in placement into honors, general education, or support English classes.

Due Date:

You must share, email, or have already printed out your essay on/before **the first day of regular classes** by the time the bell rings to begin your English 9 class. This is a hard deadline that I will enforce; if it is late, you will receive 10% off for each day.

If you have questions or need access to technology over the summer:

Armstrong.1@thecharlesschool.org (Please follow formal email expectations to the best of your knowledge.)

Phone: 614-258-8588 (Please ask front office to send me an email with your name and phone number.)

I will provide information on local libraries for you to gain access to technology if you are struggling to find access.

Recommended Writing Process (You may use these steps as a guide to writing if you need it.):

- ___ 1. Read and annotate the text.
- ___ 2. Brainstorm ideas to answer the question above.
- ___ 3. Collect evidence from your novels to support your ideas.
- ___ 4. Write a hypothetical thesis to answer the questions.
- ___ 5. Pair your pieces of evidence, and develop a claim for each pair.
- ___ 6. Return to your hypothetical thesis and revise it if necessary to align it to your evidence and claims.
- ___ 7. Open your Gmail and create a new document.
- ___ 8. When the box for the title opens up, change the title to your first name, last name, and "Summer Assignment Essay" (example: Taylor Armstrong Summer Assignment Essay).
- ___ 13. **Click the blue Share button in the top right corner of the screen, select Mr. Armstrong email address, and click Done.**
- ___ 14. Ensure that your essay is MLA format with the proper header, heading, and works cited page.
- ___ 15. Type your thesis statement into the appropriate place in your outline.
- ___ 16. Add topic sentences to the beginning of each body paragraph in the outline.
- ___ 17. Add at least 1 piece of evidence under each of your topic sentences.
- ___ 18. In the appropriate places, introduce and **explain** each piece of evidence.
- ___ 19. Write the rest of your introduction and your conclusion paragraphs.
- ___ 20. Delete all outline labels from your essay (ex: "First body paragraph", "claim", "evidence", etc.).
- ___ 21. Delete extra line spaces, making sure to keep paragraphs separated.
- ___ 22. Hit tab at the beginning of each paragraph to indent.
- ___ 23. Add MLA citations to the Works Cited page at the end of your essay.
- ___ 25. Add a *unique* title that reflects the main ideas in your paper.
- ___ 26. Revise and edit your essay for spelling, punctuation, capitalization, MLA formatting, etc.
- ___ 27. Reread the essay out loud to yourself or a friend for styling choices and make any last changes.
- ___ 28. **Print out your paper, share it, or email it to Mr. Armstrong by the first day of school at the beginning of your class period**

If you do not remember MLA format or if you struggle with writing essays, the Owl at Purdue may be an invaluable resource for you. <https://owl.english.purdue.edu/owl/>

Honors English 9 Interest Form

Each year, The Charles School offers at least one section of Honors English 9 for students who would like an accelerated course in English. This is especially helpful for getting reading and writing skills honed and ready for entrance into the required courses for the Early College Program. This class reads twice the amount of novels as regular English 9 classes, engages in extended writing assignments, and has more out-of-class commitment; therefore, it is a challenge. Students that take the class, however, learn skills that are invaluable across all subjects. All students will be considered for Honors English 9 based on testing and the summer assignment, but if you would like extra consideration, please fill out the following form to express your interest.

Please provide a statement of 150-200 words about why you are interested in Honors English 9 and what experiences you have had in English class over the years to prepare you for the class. You may type this form of interest.

By signing this, you are expressing interest in Honors English 9 for the 2017-2018 school year. It is does not provide guaranteed entrance into the program; it simply provides extra information and consideration for acceptance.

Printed Name: _____

Student Signature: _____ Date: _____

The Danger of a Single Story—CHIMAMANDA NGOZI ADICHIE**Part I**

I'm a storyteller. And I would like to tell you a few personal stories about what I like to call "the danger of the single story." I grew up on a university campus in eastern Nigeria. My mother says that I started reading at the age of two, although I think four is probably close to the truth. So I was an early reader, and what I read were British and American children's books. I was also an early writer, and when I began to write, at about the age of seven, stories in pencil with crayon illustrations that my poor¹ mother was obligated to read, I wrote exactly the kinds of stories I was reading: All my characters were white and blue-eyed, they played in the snow, they ate apples, and they talked a lot about the weather, how lovely² it was that the sun had come out. Now, this despite the fact that I lived in Nigeria. I had never been outside Nigeria. We didn't have snow, we ate mangoes, and we never talked about the weather, because there was no need to.

My characters also drank a lot of ginger beer³ because the characters in the British books I read drank ginger beer. Never mind that I had no idea what ginger beer was. And for many years afterwards, I would have a desperate desire to taste ginger beer. But that is another story. What this demonstrates, I think, is how impressionable and vulnerable we are in the face of a story, particularly as children. Because all I had read were books in which characters were foreign, I had become convinced that books by their very nature had to have foreigners in them and had to be about things with which I could not personally identify.

Now, things changed when I discovered African books. There weren't many of them available, and they weren't quite as easy to find as the foreign books. But because of writers like Chinua Achebe and Camara Laye, I went through a mental shift in my perception of literature. I realized that people like me, girls with skin the color of chocolate, whose kinky hair⁴ could not form ponytails, could also exist in literature. I started to write about things I recognized.

Now, I loved those American and British books I read. They stirred my imagination. They opened up new worlds for me. But the unintended consequence⁵ was that I did not know that

¹ The adjective "poor" is often used to offer someone sympathy in a situation. Adichie is partly making fun of herself here as she sympathizes with her mother who had to read all her young stories.

² The adjective "lovely" describes something pleasant. It is more popularly used in British English than American English.

³ The drink "ginger beer" is usually a non-alcoholic, carbonated, sweet drink. There are also alcoholic versions. In the U.S., a somewhat similar drink is called "ginger ale."

⁴ The adjective "kinky" is commonly used to describe black or African hair. By pointing out that her hair cannot go in a "ponytail," Adichie is illustrating again how different she was from the white protagonists in the stories she read.

⁵ An "unintended consequence" is not a primary one, but secondary.

people like me could exist in literature. So what the discovery of African writers did for me was this: It saved me from having a single story of what books are.

Part II

I come from a conventional, middle-class Nigerian family. My father was a professor. My mother was an administrator. And so we had, as was the norm, live-in domestic help, who would often come from nearby rural villages. So the year I turned eight, we got a new houseboy⁶. His name was Fide. The only thing my mother told us about him was that his family was very poor. My mother sent yams and rice, and our old clothes, to his family. And when I didn't finish my dinner, my mother would say, "Finish your food! Don't you know? People like Fide's family have nothing." So I felt enormous pity for Fide's family.

Then one Saturday we went to his village to visit, and his mother showed us a beautifully patterned basket made of dyed raffia that his brother had made. I was startled. It had not occurred to me that anybody in his family could actually make something. All I had heard about them was how poor they were, so that it had become impossible for me to see them as anything else but poor. Their poverty was my single story of them. Years later, I thought about this when I left Nigeria to go to university in the United States. I was 19. My American roommate was shocked by me. She asked where I had learned to speak English so well, and was confused when I said that Nigeria happened to have English as its official language. She asked if she could listen to what she called my "tribal music," and was consequently very disappointed when I produced my tape of Mariah Carey. She assumed that I did not know how to use a stove.

What struck me was this: She had felt sorry for me even before she saw me. Her default position toward me, as an African, was a kind of patronizing, well-meaning pity. My roommate had a single story of Africa: a single story of catastrophe.⁷ In this single story, there was no possibility of Africans being similar to her in any way, no possibility of feelings more complex than pity, no possibility of a connection as human equals. . . .

But I must quickly add that I, too, am just as guilty in the question of the single story. A few years ago, I visited Mexico from the U.S. The political climate⁸ in the U.S. at the time was tense, and there were debates going on about immigration. And, as often happens in America, immigration became synonymous with Mexicans. There were endless stories of Mexicans as

⁶ Adichie uses both the words "domestic help" and "houseboy" to refer to someone who lives in her home to help with cleaning, cooking, and other chores. The former is the more generic, accepted term to describe such a job. The term "houseboy" was likely a common colloquialism when Adichie was young.

⁷ The "single story of catastrophe" that she describes refers to the problems of poverty, illness, and famine that are often associated with Africa.

⁸ The term "political climate" is used to describe the populace's general attitude, and surrounding tensions, in regards to a certain political topic or social issue at the time.

people who were fleecing⁹ the healthcare system, sneaking across the border, being arrested at the border, that sort of thing. I remember walking around on my first day in Guadalajara, watching the people going to work, rolling up tortillas in the marketplace, smoking, laughing.

I remember first feeling slight surprise. And then I was overwhelmed with shame. I realized that I had been so immersed in the media coverage of Mexicans that they had become one thing in my mind: the abject immigrant. I had bought into the single story of Mexicans, and I could not have been more ashamed of myself. So that is how to create a single story, show a people as one thing, as only one thing, over and over again, and that is what they become.

. . . But to insist on only these negative stories is to flatten¹⁰ my experience and to overlook the many other stories that formed me. The single story creates stereotypes, and the problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the only story. . . . I've always felt that it is impossible to engage properly with a place or a person without engaging with all of the stories of that place and that person. The consequence of the single story is this: It robs people of dignity. It makes our recognition of our equal humanity difficult. It emphasizes how we are different rather than how we are similar.

. . . I teach writing workshops in Lagos every summer, and it is amazing to me how many people apply, how many people are eager to write, to tell stories. My Nigerian publisher and I have just started a non-profit called Farafina Trust¹¹, and we have big dreams of building libraries and refurbishing libraries that already exist and providing books for state schools that don't have anything in their libraries, and also of organizing lots and lots of workshops, in reading and writing, for all the people who are eager to tell our many stories. Stories matter. Many stories matter. Stories have been used to dispossess and to malign, but stories can also be used to empower and to humanize. Stories can break the dignity of a people, but stories can also repair that broken dignity. . . .

⁹ To "fleece" someone means to dishonestly take money from them.

¹⁰ Adiche is likely using the word "flatten" here to describe how stereotypes make our experiences one-dimensional.

¹¹ Farafina's website is farafinatrust.org.

9th/10th Grade EGUSD Writing Rubric – Argument (CCSS Writing #1)

(Revised 12.10.12)

Criterion	5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
Focus/Claim CCSS – W: > 1a-b > 1d > 4	<ul style="list-style-type: none"> Insightfully addresses all aspects of the prompt Introduces artful and precise claim(s) in a sophisticated thesis statement. 	<ul style="list-style-type: none"> Competently addresses all aspects of the prompt Introduces precise claim(s) in a clear thesis statement 	<ul style="list-style-type: none"> Superficially addresses all aspects of the prompt Introduces reasonable claim(s) in a thesis statement 	<ul style="list-style-type: none"> Partially addresses aspects of the prompt Introduces superficial or flawed claim(s) in a weak thesis statement 	<ul style="list-style-type: none"> Minimally addresses some aspect of the prompt Fails to introduce a relevant claim and/or lacks a thesis statement
Organization/Structure CCSS – W: > 1a > 1b > 1c > 1e > 4	<ul style="list-style-type: none"> Skillfully orients reader to topic(s) in introduction Thoroughly develops claim(s) with relevant body paragraphs Provides a meaningful and reflective conclusion which draws from and supports claim(s) Creates cohesion through skillful use of linking words, phrases, and clauses within and between paragraphs Includes purposeful and logical progression of ideas from beginning to end 	<ul style="list-style-type: none"> Orients reader to topic(s) in introduction Develops claim(s) with relevant body paragraphs Provides a conclusion that follows from and supports claim(s) Creates cohesion through linking words, phrases, and clauses within and between paragraphs Includes logical progression of ideas from beginning to end 	<ul style="list-style-type: none"> Partially orients reader to topic(s) in introduction Superficially develops claim(s) with body paragraphs Provides a conclusion which repetitively or partially supports claim(s) Creates some cohesion through basic linking words, phrases, and/or clauses within or between paragraphs Includes adequate progression of ideas from beginning to end 	<ul style="list-style-type: none"> Inadequately orients reader to topic(s) in introduction Inadequately develops claim(s) with minimal body paragraphs Provides an inadequate conclusion Uses limited and/or inappropriate linking words, phrases, or clauses Includes uneven progression of ideas from beginning to end 	<ul style="list-style-type: none"> Fails to orient reader to topic(s) in introduction or introduction is missing Fails to develop claim(s) with body paragraphs Omits conclusion Uses few to no linking words, phrases, or clauses Includes little or no discernible organization of ideas
Evidence/Support CCSS – W: > 1b > 2b > 9	<ul style="list-style-type: none"> Provides substantial and pertinent evidence to support claim(s) Seamlessly and effectively integrates and cites credible sources and/or textual evidence Convincingly refutes specific counter-claim(s) 	<ul style="list-style-type: none"> Provides sufficient and relevant evidence to support claim(s) Competently integrates and cites credible sources and/or textual evidence Competently refutes specific counter-claim(s) 	<ul style="list-style-type: none"> Provides limited and/or superficial evidence to support claim(s) Ineffectively integrates and cites adequate sources and/or textual evidence Minimally refutes counter-claim(s) 	<ul style="list-style-type: none"> Provides minimal and/or irrelevant evidence to support claim(s) Incorrectly integrates or cites sources and/or textual evidence that may not be credible Acknowledges alternate or opposing claim(s) 	<ul style="list-style-type: none"> Provides inaccurate, little, or no evidence to support claim(s) Does not use or cite sources and/or textual evidence Fails to acknowledge alternate or opposing claim(s)
Analysis CCSS – W: > 1b > 9	<ul style="list-style-type: none"> Shows insightful understanding of topic/text Uses persuasive and valid reasoning to connect evidence with claim(s) 	<ul style="list-style-type: none"> Shows competent understanding of topic/text Uses valid reasoning to connect evidence with claim(s) 	<ul style="list-style-type: none"> Shows superficial understanding of topic/text Uses some valid and accurate reasoning to connect evidence with claim(s) 	<ul style="list-style-type: none"> Shows limited understanding and/or flawed understanding of topic/text Uses limited, simplistic and/or flawed reasoning to connect evidence with claim(s) 	<ul style="list-style-type: none"> Shows no understanding of topic/text Reasoning is missing or does not connect evidence with claim(s)
Language CCSS – L: > 1 > 2 > 3	<ul style="list-style-type: none"> Uses purposeful and varied sentence structure Contains minimal to no errors in conventions (grammar, punctuation, spelling, capitalization) Strategically uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses correct and varied sentence structure Contains few, minor errors in conventions Competently uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses mostly correct and some varied sentence structure Contains some errors in conventions which may cause confusion Superficially uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Uses limited and/or repetitive sentence structure Contains numerous errors in conventions which cause confusion Inadequately uses academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> Lacks sentence mastery (e.g., fragments/ run-ons) Contains serious and pervasive errors in conventions Fails to use academic and domain-specific vocabulary clearly appropriate for the audience and purpose