Science Park High School
Grade 9 Summer Reading Assignment – Summer 2015

Why We Read
For the majority of human history, literacy and education was a privilege, not a right, and it was only for the privileged. In modern America, by law, you are required to get a free and public education; it is not like this in many places in the world. In many places in the world, if you are privileged enough to be born into money and do not have to work to help provide for the family or try to survive, then money will be spent to give you a good private education. Charlemagne, the King of the Franks and first Holy Roman Emperor, could read but could not write; he was considered one of the most “learned” rulers in history. Apparently, right now, you have better learning potential than one of the most powerful and influential people who has ever lived. You have been given the gift of literacy and reading, every piece of information is available to you, either near you publicly or literally “right in the palm of your hand”. When we read, we live new and more profound lives because we live the lives of those characters and they become part of us; we live many times over.

Why We Read Literature
In order to objectively judge something, one must be outside of it. Humans generally are not very good at judging their own situations or situations closely related to their own. Literature takes situations and characters and distances them from ourselves so we can better judge the human condition through those situations and those characters.

The General Assignment: Read, Analyze, Synthesize and Argue
This assignment is designed to challenge and prepare you for your academic journey through high school. As a Science Park High School student, you are expected to be resourceful and diligent. If you do not understanding something, do not skip it, research to find answers.

Instead of reading a novel, you will be reading and analyzing a speech, a poem, and a short story related by the theme of equality and then writing an essay synthesizing each work’s ideas about equality.

You will be given the texts to read, analyze, and annotate. The version of these texts that you must print and annotate is found as one document here: Go to Science Park High School's webpage, then on the left go to the grades 7-9 Eboard, then to the Language Arts tab, and then to the 9th Grade Summer Reading Section. The readings have been formatted for annotating.

Since both the assignment and readings are posted, you are absolutely without excuse to have your assignment on first day of class. If you do not know something, research it; ignorance is not an excuse to not do your best on this assignment, at Science Park High School, or generally in life. This summer reading assignment may be used to assess your initial skills and abilities as you enter Science Park High School.

The Speech: “I Have a Dream” By Dr. Martin Luther King Jr.
Directions: After reading the speech (all writing should be annotated onto the speech),
1. Write an E next to the author’s words whenever he uses Ethos, write an I next to the author’s words whenever he uses Logos, and write a P next to the author’s words whenever he uses Pathos
2. Write a five sentence Marxist Theory Critical analysis of the short story
3. Explain in plain language the three highlighted pieces of Evidence
4. Comment on what the speech has to say about the Human Condition and Equality

The Poem: “If We Must Die” by Claude McKay
Directions: After reading the poem (all writing should be annotated onto the poem),
1. Mark all instances of figurative language (metaphor, simile, hyperbole, meiosis, allusion, oxymoron, paradox, idiom/cliche, personification)
2. Mark the rhyme scheme
3. Complete scansion of each line and mark each line for meter
4. Summarize each stanza in plain language for theme and plot
5. Comment on what the poem has to say about the Human Condition and Equality

The Short Story: “Harrison Bergeron” by Kurt Vonnegut, Jr.
Directions: After reading the short story (all writing should be annotated onto the story),
1. Mark the 7 plot stages of Freytag’s Pyramid
2. Mark and explain each instance of direct characterization
3. Mark and analyze each instance of setting
4. Write a five sentence Marxist Theory Critical analysis of the short story
5. Comment on what the poem has to say about the Human Condition and Equality

The Essay:
Directions: Write an essay that compares the presented ideas of equality using: an introduction, a conclusion, a decisive thesis, properly cited, topic sentences, introduced and explained evidence from each of the three sources, proper MLA citation and formatting, a formal and objective tone, and the conventions of Standard Written American English. You may only use evidence from the three sources that you were assigned for summer reading.

In addition to handing in a printed copy of your essay, you must submit your essay to turnitin.com when prompted by your new English teacher in order to receive credit.
### Rubrics:

#### The Speech: “I Have a Dream” By Dr. Martin Luther King Jr.

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Poor 2</th>
<th>Can Improve 6</th>
<th>Excellent 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plot</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Idea</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lens</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analysis</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

You have missed 10+ instances
You have missed 1-5 instances
Each occurrence has been marked and explained

Eloquence, Logos, and Pathos

You have missed 2+ claims
You have missed 1 claim
All of the author’s major and minor claims have been identified and explained on the text

Analysis

You have not explained 2+ pieces of evidence
You have not explained 1 piece of evidence
You have explained in plain language the 3 found pieces of Evidence on the text

You did not comment on what the work has to say about the human condition
You have commented on what the work has to say about the human condition

#### The Poem: “If We Must Die” by Claude McKay

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Poor 2</th>
<th>Can Improve 6</th>
<th>Excellent 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Figure Language</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rhyme Scheme</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stanza Summary</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

You have missed 3+ instances
You have missed 1-2 instances
Each instance of figurative language has been marked

You have missed 10+ lines
You have missed 1-5 lines
The poem’s rhyme scheme has been marked.

You have missed 10+ lines
You have missed 1-5 lines
Each line has been marked for meter.

You have missed 2+ stanzas
You have missed 1 stanza
Each stanza has been summarized

You did not comment on what the work has to say about the human condition
You have commented on what the work has to say about the human condition

#### The Short Story: “Harrison Bergeron” by Kurt Vonnegut, Jr.

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Poor 2</th>
<th>Can Improve 6</th>
<th>Excellent 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plot</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Characterization</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Setting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical Lens</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Idea Analysis</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

You have missed 3+ stages
You have missed 1-2 stages
Each stage of Freytag’s Pyramid has been marked

You have missed 10+ instances
You have missed 1-5 instances
Each instance of direct characterization has been marked and explained

You have missed 4+ instances
You have missed 1-3 instances
Each instance of setting has been marked and analyzed

You not analyzed the text with key concepts of Marxist Critical Theory
You have analyzed the text with key concepts of Marxist Critical Theory

You did not comment on what the work has to say about the human condition
You have commented on what the work has to say about the human condition

### The Essay:

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Poor 2</th>
<th>Can Improve 6</th>
<th>Good 8</th>
<th>Excellent 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thesis</td>
<td>The introduction does not contribute to the effectiveness and coherence of the essay.</td>
<td>3 requirements are missing.</td>
<td>2 requirements are missing.</td>
<td>1 requirement is missing.</td>
</tr>
<tr>
<td>Evidence</td>
<td>The conclusion does not contribute to the effectiveness and coherence of the essay.</td>
<td>3 requirements are missing.</td>
<td>2 requirements are missing.</td>
<td>1 requirement is missing.</td>
</tr>
<tr>
<td>Claims / Evidence</td>
<td>The thesis does not contribute to the effectiveness and coherence of the essay.</td>
<td>3 requirements are missing.</td>
<td>2 requirements are missing.</td>
<td>1 requirement is missing.</td>
</tr>
<tr>
<td>Impact / Relation to Thesis</td>
<td>The thesis is uniquely restated. Evidence is summarized but not regiven. Sheds new light on the value of the topic; answers so what? / who cares?</td>
<td>Each body paragraph has a claim / topic sentence that clearly introduces the content of the paragraph.</td>
<td>Each body paragraph has evidence from the text that relates to the claim of that paragraph and has been sufficiently introduced with context evidence Each piece of evidence has a substantial explanation that clearly explains the evidence.</td>
<td></td>
</tr>
<tr>
<td>Clarity</td>
<td>The unearliness of many of the statements hinders the quality of the essay. Language is too fancy or to basic to cloud the essay’s explanations.</td>
<td>There are 5+ instances of unclear writing.</td>
<td>There are 3-4 instances of unclear writing.</td>
<td>There are 1-2 instances of unclear writing.</td>
</tr>
<tr>
<td>Tone</td>
<td>The casualness of the language hinders the quality of the essay.</td>
<td>There are 5+ instances of informal or unacademic</td>
<td>There are 3-4 instances of informal or unacademic</td>
<td>There are 1-2 instances of informal or unacademic</td>
</tr>
<tr>
<td>Grammar / Mechanics</td>
<td>The violations of Standard Written English hinders the quality of the essay.</td>
<td>5+ violations of Standard Written English.</td>
<td>3-4 violations of Standard Written English.</td>
<td>1-2 violations of Standard Written English.</td>
</tr>
<tr>
<td>MLA Form</td>
<td>MLA violations inhibit the quality of the assignment. There is no Work(s) Cited page.</td>
<td>5+ MLA violations. There is a Work(s) Cited page.</td>
<td>3-4 MLA violations. There is a Work(s) Cited page.</td>
<td>1-2 MLA violations. There is a Work(s) Cited page.</td>
</tr>
</tbody>
</table>

Totals:

Speech: ________/40
Poem: ________/50
Essay: ________/100

Total: ________/190