11th Grade Summer Reading Assignment

**Due upon return to school** - This assignment will count as a first grade of the quarter.

**Please Read How to Break Up with Your Phone**

by Catherine Price

**Disclaimer:** Hi class of 2022! We, your 11th grade teachers, know you are probably rolling your eyes at the title of this book. Please, please, don’t judge a book by its title. This book will not ask that you give up your phone all together. It will, however, encourage you to be more mindful about when and why you reach for your phone and enlighten you on the ways companies use cell phone data to market products. You may find that it is helpful in allowing you to get better sleep, be more productive, spend more quality time with friends and family, and just feel better. We want you to have a great 11th grade year, and minimizing distractions goes a long way. You may find that the book changes the way you think, or you might completely disagree with the author - *that's fine* - we'll be working on constructing arguments all year.

The activities included here will allow you to engage with the text but also to practice some skills we will be working on when you return to school.

Enjoy your summer! We are excited to meet you and hear your ideas.
Complete the following:

5 - Journal entries

- Challenge yourself to five suggestions made in the text and listed in the chart below. Then complete a journal entry of at least one paragraph in length about your experience. You may discuss the process by which you followed Price’s suggestion, your difficulties with the suggestion, an evaluation of the suggestion as useful and why or why not, and whether or not you were successful.

| Challenge 1: | Price writes that “Screen time, particularly in the hour before bedtime, both keeps us up later and harms the quality of our sleep.” At least one hour before you head to sleep, leave your phone in another room to charge. Write a journal entry about your experience. |
| Challenge 2: | Price suggests that we be more mindful about why we are reaching for our phones. When you feel the urge to reach for your phone, ask yourself, as she suggests, “What does the craving feel like in your brain and in your body? Why are you having this particular urge right now? What reward are you hoping to receive, or what discomfort are you trying to avoid? What would happen if you reacted to the impulse? What would happen if you didn’t?” Answer these questions in a journal entry. |
| Challenge 3: | Price suggests we use our time unattached from our cell phones to get back in touch with our bodies by doing something physical. Leave your phone somewhere you will not touch it. “Do yoga, Play catch. Go to a park and join a game of something…. Play one of those video games that require you to jump around a lot.” Pay attention to how you feel while being active. Write a journal entry about your experience. |
| Challenge 4: | Price suggests that we “choose several moments in your day when you seem to pick up your phone the most and see if you can identify a consistent trigger that makes you repeat this habit.” Consider your own possible “triggers” for cell phone use and write a journal entry about them and how you might avoid them. |
| Challenge 5: | Price suggests a 24 hour break from your phone. Please separate yourself from your phone for as long as you can. Turn off notifications for social media Apps. Answer Price’s questions in a journal entry: What was the hardest part? What was the best part? What surprised you? What did you learn from the experience...? |
4 - Author’s Choices - Says/Does
- Find four examples of choices the author makes in the text
  (including facts, definition, illustration, process analysis, compare/contrast, anecdote,
  statistics, word choice, personal observations, testimonials, expert opinions, figurative
  language, allusions...)
- Copy a quotation that illustrates the choice - this is what the author SAYS
- Explain the effect of each choice on the reader - this is what the example DOES in
  the passage

<table>
<thead>
<tr>
<th>Type of Choice</th>
<th>What Author SAYS</th>
<th>What the example DOES</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Ex: expert opinion)</td>
<td>(Quotation)</td>
<td>(Effect on the reader)</td>
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</tbody>
</table>

3 - Questions (3 in total)
- Pose a question you might have for the author, a question you may have about
  the text or a question that the author poses through the text. You might have a
  question you’d like to ask a peer who engages in the same challenges listed above.
  You need to articulate three questions in total.
2 - “They Say/I Say”
- Identify two claims that Price makes that stand out to you - either because you agree or disagree. Use the sentence frames below to construct a short response for each of Price’s claims in which you identify her claim, agree or disagree, and explain why.

<table>
<thead>
<tr>
<th>“They Say” - Price’s Claims</th>
<th>“I Say” - Your argument</th>
</tr>
</thead>
<tbody>
<tr>
<td>Price acknowledges that ________________</td>
<td>Agree:</td>
</tr>
<tr>
<td>Price agrees that ________________</td>
<td>I agree with Price that ________________ because ________________</td>
</tr>
<tr>
<td>Price argues that ________________</td>
<td>I maintain that ________________ because ______.</td>
</tr>
<tr>
<td>Price believes that ________________</td>
<td></td>
</tr>
<tr>
<td>Price denies/does not deny that ________________</td>
<td>Disagree:</td>
</tr>
<tr>
<td>Price claims that ________________</td>
<td>I disagree with Price’s view that ________________ because ________________</td>
</tr>
<tr>
<td>Price complains that ________________</td>
<td></td>
</tr>
<tr>
<td>Price concedes that ________________</td>
<td>Price is mistaken because she overlooks ________________</td>
</tr>
<tr>
<td>Price demonstrates that ________________</td>
<td></td>
</tr>
<tr>
<td>Price celebrates the fact that ________________</td>
<td></td>
</tr>
<tr>
<td>Price insists that ________________</td>
<td></td>
</tr>
<tr>
<td>Price questions whether ________________</td>
<td></td>
</tr>
<tr>
<td>Price reminds us that ________________</td>
<td></td>
</tr>
<tr>
<td>Price reports that ________________</td>
<td></td>
</tr>
<tr>
<td>Price suggests that ________________</td>
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</table>

You can find more sentence frames at [https://www.csub.edu/eap-riap/theysay.pdf](https://www.csub.edu/eap-riap/theysay.pdf)

1 - Research
- Find an article related to one topic/issue raised in your chosen summer read.
  Please bring the text to class or provide a working link to the document.
Some options include: Social Media companies selling users’ personal information, impact of cell phone use on mental health, impact of cell phone use on attention span, impact of cell phone use on sleep. You may even want to research information that counters Price’s claims.
Summer Assignment Rubric

Task 1: Journal

Completion (includes all five entries)       4   3   2   1
Understanding (demonstrates understanding of challenge)  4   3   2   1
Development (includes specific details)      4   3   2   1
Organization (clear, neat, and easy to follow)  4   3   2   1
Style/Conventions (appropriate style and syntax)  4   3   2   1

= _______/20

Comments:

Task 2: Author’s Choices - Says/Does

Completion (includes four quotations)       4   3   2   1
Understanding (demonstrates understanding author’s choice)  4   3   2   1
Analysis (explains the effect of the author’s choice on the reader)  4   3   2   1
Organization (clear, neat, and easy to follow)  4   3   2   1
Style/Conventions (appropriate grammar, spelling, etc.)  4   3   2   1

= _______/20

Comments:

Task 3: Questions

Completion (includes three questions)       4   3   2   1
Understanding (demonstrates understanding the text)  4   3   2   1
Thoughtfulness (demonstrates careful reading)  4   3   2   1
Effort (clear, neat, and easy to follow)      4   3   2   1
Style/Conventions (appropriate grammar, spelling, etc.)  4   3   2   1

= _______/20

Comments:

Task 4: “They Say/I Say”

Completion (Includes two claims from the text)  4   3   2   1
Development (Takes a position on both caims)    4   3   2   1
Understanding (Correctly uses sentence frames)  4   3   2   1
Effort (clear, neat, thoughtful)               4   3   2   1
Style/Conventions (appropriate grammar, spelling, etc.)  4   3   2   1

= _______/20

Comments:

Task 5: Research

Completion (Student submits relevant article)  (20 points)

Comments:

= ____________/20
**Suggested Readings** - These texts are optional, but we encourage you to read, take notes, and to be prepared to discuss your readings upon your return. Students who have completed the optional reading will have an extra credit opportunity in September.

**Nickel and Dimed by Barbara Ehrenreich**
Privileged, educated journalist Barbara Ehrenreich goes undercover to discover the trials and tribulations of the working class. She travels to different locations and takes on different jobs, meeting those who make or don't make ends meet.

**Mudbound by Hillary Jordan**
It is 1946, and city-bred Laura McAllan is trying to raise her children on her husband's Mississippi Delta farm—a place she finds foreign and frightening. In the midst of the family's struggles, two young men return from the war to work the land. Jamie McAllan, Laura's brother-in-law, is everything her husband is not—charming, handsome, and haunted by his memories of combat. Ronsel Jackson, eldest son of the black sharecroppers who live on the McAllan farm, has come home with the shine of a war hero. But no matter his bravery in defense of his country, he is still considered less than a man in the Jim Crow South. It is the unlikely friendship of these brothers-in-arms that drives this powerful novel to its inexorable conclusion.

**The Color of Water by James McBride**
"The Color of Water: A Black Man's Tribute to His White Mother," is the autobiography and memoir of James McBride first published in 1995; it is also a tribute to his mother.

**The House of Broken Angels by Alberto Urrea**
In his final days, beloved and ailing patriarch Miguel Angel de La Cruz, affectionately called Big Angel, has summoned his entire clan for one last legendary birthday party. But as the party approaches, his mother, nearly one hundred, dies, transforming the weekend into a farewell doubleheader. Among the guests is Big Angel's half brother, known as Little Angel, who must reckon with the truth that although he shares a father with his siblings, he has not, as a half gringo, shared a life.

Across two bittersweet days in their San Diego neighborhood, the revelers mingle among the palm trees and cacti, celebrating the lives of Big Angel and his mother, and recounting the many inspiring tales that have passed into family lore, the acts both ordinary and heroic that brought these citizens to a fraught and sublime country and allowed them to flourish in the land they have come to call home.