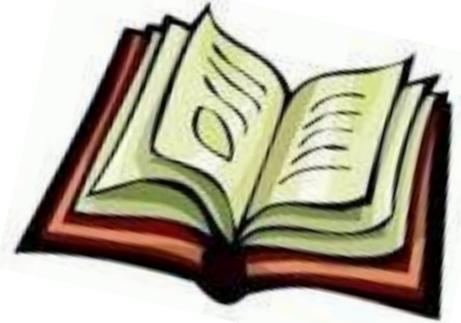


# College of Staten Island High School

## Freshman Summer Assignment

**Due Date: SEPTEMBER 2020 (First day of school when announced)**

As part of your induction into our school culture we have prepared a Summer Assignment for you to complete. The assignment has **FOUR** parts, each of which will help to keep your brain in shape and to prepare you for the work awaiting you here in the fall. We have a few words of advice as you begin this adventure:



- 1) Actively read (highlight, record notes in the margins) the whole assignment right away – there are different parts that should be completed at different times.
- 2) Read the directions carefully – make sure you are addressing all the components of each task.
- 3) Throughout your time at CSI High School, you will be asked to assess your work and the work of your peers. To that end, carefully read the rubric found in this packet prior to beginning your summer assignment to ensure that you will address all the components. After you have completed your assignments, you will be assessing your work directly on the rubric by recording a score in each category and providing comments to support each score.
- 4) Give yourself plenty of time – some of these assignments have to be done throughout the summer and cannot be done in a day or two. Spread the work out; do a little at a time; be nice to yourself!

The theme of this project and of the first year at CSIHSIS is identity. Through this project you will begin to look at your own identity as well as the identity of other people from around the world. You will have a chance to express your true originality and reflect on who you are as well as the person you will become. We are excited to get to know you through these projects and the work you put into them.

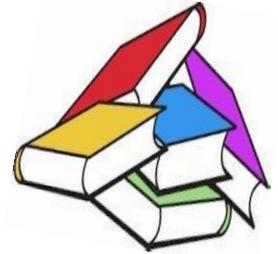
Remember: Don't put it off until the last minute!

You must submit the entire project on the first day of school.

## **PART I. THE HUMAN ASPECT**

Your Task: Students will choose a novel from the list below and write a creative and reflective letter to either a character **OR** to the author.

1. Review and research the books from the list below.
2. Choose a book that you are most interested in reading this summer.
3. Find the book at the library or a bookstore. If you cannot find a book on the list, choose any book that focuses on identity, preferably one that also has an international theme. A suggested website to visit: <https://www.nypl.org/books-music-movies/ebookcentral/simplye>. On the website can sign up for SimplyE: NYPL's E-Reader App. This will give you free access to ebooks.
4. Complete the Book Interview Sheet (included in this packet)
5. Read the book
6. Choose the letter you're most interested in writing
7. Draft your letter
8. Have a friend or family member help you edit your work
9. Compose your final draft letter



Helpful Reminders: Before you choose a book you should research each book, author and determine which book you find most interesting. Give yourself enough time to get through the book and then complete the rest of the assignment.

Letter Requirements: In either letter, you should describe how you felt when you read the story, the events that stuck with you the most as you read, and how you feel like you can relate to the things that happened in the story. You should also explain how you were moved by the story told in the book, what you learned from reading the book, and the lessons you'll hold on to in your own life. You can describe how reading this story changed or reinforced your understanding of something in your life. Either way, the letter should **NOT** be a summary of the story or a re-telling of what happened, but a reflection of your thoughts in relation to the story. This is your chance to make connections with the personal story of identity from the world beyond our country's borders.

### Your letter must:

- Be at least two pages long (typed, double-spaced, 12 point Times New Roman font, 1-inch margins) with your name at the top as well as at the bottom (with your signature)
- Be a clear expression of how you feel and what you think
- Use paragraphs and proper sentence structure to organize your thoughts and ideas

## READING LIST

1) *Chinese Cinderella* by Adeline Yen Mah

Adeline Yen Mah returns to her Chinese roots to tell the story of her painful childhood and her ultimate triumph and courage as she is subject to the disdain of her stepmother, while her stepbrother and stepsister are spoiled.

2) *Breaking Through* by Francisco Jimenez

Francisco and his family are caught by la migra (immigration officers) and forced to leave their California home. The author explores the prejudice and challenges they face while relaying his experiences with school, dances, and romances.

3) *Burro Genius* by Victor Villasenor

Victor suffered abuse growing up Latino in an English-only American school system that did not understand his culture or have the resources to deal with Hispanic students. This book described his transformation from an angry young man to a best-selling author.

4) *A Long Way Gone* by Ishmael Beah

The true story of the author, a young man who survived unspeakable violence growing up in Sierra Leone, where child soldiers lost their humanity as well as their lives.

5) *First They Killed My Father* by Loung Ung

During the Cambodian genocide, a young girl's identity is reshaped by her experiences.

6) *Habibi* by Naomi Shihab Nye

An Arab American teenage girl deals with rediscovering her identity when she moves from America to a village outside Jerusalem.

7) *The Circuit: Stories from the Life of a Migrant Child* by Francisco Jimenez

Seen through the eyes of a boy who longs for an education and the right to call one place home; an account of a family's journey to the fields of California – to a life of constant moving from tent cities to one room shacks.

8) *Red Scarf Girl* by Ji-li Jiang

A young Chinese girl struggles to balance her individual identity within the collective identity of the Cultural Revolution.

9) *Mao's Last Dancer* by Li Cunxin

During the Cultural Revolution a Chinese peasant achieves fame as a ballet dancer while struggling with issues of identity.

10) *Parrot in the Oven* by Victor Martinez

Fourteen-year-old Manny relates his coming of age experiences as a member of a poor Mexican family.

11) *When I was Puerto Rican* by Esmeralda Santiago

A young girl's sense of her identity is challenged after emigrating from Puerto Rico to New York City.

12) *The Endless Steppe: Growing up in Siberia* by Esther Hautzig

An upper middle class girl and her family are deported from Poland to Siberia, where they live for five years. Learn how this experience impacts Esther's identity.

13) *Kaffir Boy* by Mark Mathabane

A South African male living under the Apartheid regime overcomes obstacles that threaten his identity.

14) *Falling Leaves* by Adeline Yen Mah

A memoir of an unwanted Chinese daughter that is a modern day Cinderella story An unforgettable story of a young child's despair and courage in a lifelong search for acceptance, love, and understanding.

15) *Cuba 15* by Nancy Osa

Fifteen-year-old Violet Paz is caught between the old world of Cuba and her father's family and the modern world of her freshman year in high school in Chicago.

16) *Zlata's Diary* by Zlata Filipovic

Living through the Yugoslav civil war, Zlata preserves her identity by writing in her diary.

You can access these books for FREE electronically by going to:

<https://openlibrary.org/>

or

<https://www.nypl.org/about-simplye>

For NYPL you must have a library card (which they can get through the link above) and for open library they must sign up for an account. I have checked open library and they have all but three of the books on your list. NYPL has most of them in ebook format too.

Chinese Cinderella:

[http://mcnarychinesecinderella.weebly.com/uploads/2/1/4/7/21471922/chinesecinderella\\_full\\_text.pdf](http://mcnarychinesecinderella.weebly.com/uploads/2/1/4/7/21471922/chinesecinderella_full_text.pdf)

Breaking Through:

<https://mcla7th.weebly.com/uploads/1/4/0/8/14084007/breakingthrough.pdf>

Red scarf:

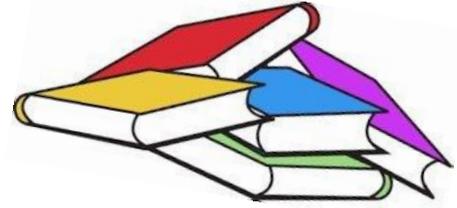
[https://www.docholley.com/upload/red\\_scarf\\_girl\\_-\\_ji-li\\_jiang.pdf](https://www.docholley.com/upload/red_scarf_girl_-_ji-li_jiang.pdf)

NAME: \_\_\_\_\_

### **BOOK INTERVIEW**

Title:

Author:



1. Read the back cover. What do you think the book is about?
2. What does the cover of the book make you think about?
3. Open the book to any part and read three paragraphs. Are there more than 5 words that you don't know? If yes, think about choosing another book and start again at #1.
4. Read the first two pages of the book. What do you think about the author's writing style?
5. Make a decision. Based on your responses to the questions above do you want to read this book? Explain.

## **PART II: THE ARTISTIC SIDE**

You will create a Visual character study about the main character in the book you chose to read over the summer. Create your character study on a piece of computer paper using art materials of your choice. Colored pencils and markers are a good choice for this project. In the center of the page draw a picture of your character based on the description of your character from the book. Try to make them look as realistic as possible. You can use youtube as a resource if you need extra help on how to draw characters and figures. Search for videos on this topic. Using the guidelines below and the attached rubric and samples complete the written part of the assignment by adding the information from the text around the character.

Directions for adding text around your character:

1. Using the text, identify some things the character says that reveal his/her personality, beliefs, and motivation.
2. Select three quotations and record them in word bubbles at the top of the page.
3. Think about what other characters say or think about your character. Find three quotations from the text that reveal how other characters perceive your character.
4. Draw these thoughts into "thought bubbles" on the edges of the sheet.
5. Think about the character and come up with three adjectives to best describe the character. Write these below your character.
6. Draw a box below the adjectives and write one word to summarize the character's role in the story.

Use the attached rubric and examples as a guide.

# Macbeth

"False face doth  
hide what the false  
heart doth know."

"It is concluded:  
Banquo, thy soul's  
flight, if it find  
heaven, must find it  
out tonight."

"I will not be afraid  
of death and bane  
'til Birnam wood  
come to  
Dunsinane."



**Banquo:** "Thou hast it  
now: king, Cawdor,  
Glamis, all, as the weird  
sisters promised, and I  
fear thou play'dst most  
foully for't."

**Macduff:** "I am  
not treacherous."  
**Malcolm:** "But  
Macbeth is."

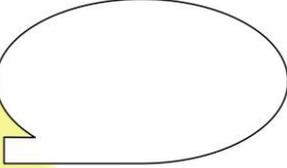
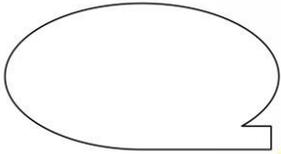
**Lady Macbeth:** "Art thou  
afraid to be the same in  
thine own act and valour  
as thou art in desire?"

**Corrupt, Selfish, Insecure**

**Tyrannical**

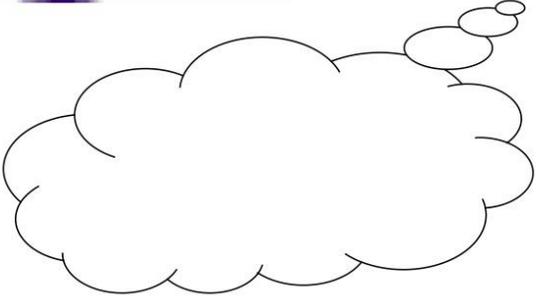
**CHARACTER NAME**

Lines that the character says or thinks that best represent him/her



What other characters say/think about the character

What other characters say/think about the character



**Three adjectives to describe your character**

**One word to summarize your character's role in the story**

<i>Objective</i>	1	2	3	4
<i>Students will analyze and evaluate the development of characters and their actions.</i>	Student is able to identify things the character says and what others say/think. The work is broad and lacks insight.	Student is able to identify things the character says and what others say/think. Student is able to determine one word that best represents the character.	Student work is complete and thorough. Demonstrates a thorough understanding of the character and his/her motives.	Student work is complete, thorough, and insightful. Demonstrates a thorough understanding of character development.

NAME: \_\_\_\_\_

**PART III. DECISION MAKING**

An essential skill that you will need for your work in high school is the ability to make decisions and weigh evidence. You will be developing arguments and counterarguments in support of a particular point of view, which is supported by strong evidence from texts throughout your time at CSI High school. Below is a chart in which you will:

- Choose **ONE** decision that your character makes in the novel you read that could be considered controversial or debatable.
- Develop three arguments in which you defend this decision/action using at least three pieces of textual evidence.
- Then, develop three counterarguments in which you condemn this decision/action using at least three pieces of textual evidence.
- Use the chart below to organize your information. Be sure to correctly cite your quotes using MLA Format (author last name pg.)

\_\_\_\_\_ (character's name) made the following decision:

\_\_\_\_\_ which

could be considered controversial.

<p style="text-align: center;"><b><u>ARGUMENTS</u></b></p> <p>Three reasons why this was the right decision</p>	<p style="text-align: center;"><b><u>COUNTERARGUMENTS</u></b></p> <p>Three reasons why this was a wrong decision</p>
<p>1)</p>  <p>2)</p>  <p>3)</p>	

## **PART IV: PERSONAL GROWTH**

*“The principle is competing against yourself. It's about self-improvement, about being better than you were the day before”*  
–Steve Young, NFL Quarterback

Consider the character from the book that you read along with their personal journey. Each had a vision in mind that they worked towards in order to improve their lives and/or the lives of others. Consider a goal that you would like to set for yourself this summer. This goal should help you on your journey to becoming your best self. The goal should be SMART: **S**pecific, **M**easurable, **A**ttainable, **R**ealistic, and have a **T**ime frame. This goal could be centered around your desire to increase your physical activity, read more books, reduce your screen time (computer/cell phone), reduce the amount of hours watching TV/Netflix, lose weight, eat healthy, spend more time in nature, etc.

**SMART GOAL EXAMPLE:** I will read 8 books this summer, one book (150 pages or more) each week.

You will need to collect measurements as you work towards achieving this goal. Whatever you measure must directly support your goal. Once you've chosen what you'll measure, decide what day of the week (and at what time) you'll measure it – it is important to be consistent over the whole 8 weeks. Make a table/chart and fill it in with your data as you collect the information. Be sure to record your goal at the top of your table.

**DATA COLLECTION EXAMPLE:** The amount of pages read per day.

Mon 7/8/19 5 pages                      Tues 7/10/19 0 Pages                      Wed 7/12/19 20 Pages

After 8 weeks of collecting data in your table/chart make a graph tracking your progress. Make sure you label your graph, and do whatever you'd like to make it interesting and appealing. You can use any type of graph which is appropriate to display the data (Bar/Line Graph) for your goal/activity. Be sure to record your goal at the top of your graph. You may want to research the different types of graphs and when they should be used.

Finally, write a one-page reflection about this experience. In your reflection, you should include:

- a description of your goal and why you chose that goal for yourself
- an analysis of your level of success with regard to achieving the goal
- a description of patterns/trends that you noticed in your actions throughout the summer
- a description of the struggles or roadblocks you encountered and how you addressed those struggles
- a description of the methods or strategies that you found helpful in working towards your goal

So in the end you'll have ...

1. A completed table with data collected over 8 weeks
2. A graph showing the information from the table
3. A one page typed reflection of your goal setting experience