WHS Wright Honors English 9 Summer Assignment: This I Believe Personal Essay Presentation

Overview: You will be reading and doing research to help you prepare to write your own This I Believe personal essay. You will be presenting this essay to your new classmates as a speech within the first few weeks of school. Hard copies of this packet can be picked up at Wicomico High School’s Guidance Office.

Honors and AP Guidelines for Summer Assignments Wicomico County:

I. Timeframe for Assignment: Total Time 7-11 hours
   • 5-8 hours total for any needed preparation (reading and research)
   • 2-3 hours total for completion of assignment/task

   The complete assignment is DUE on or before Thursday September 5th, 2019 (the third day of school)!!!

You may submit your final assignment:

   • In a two-pocket folder on the first day of school when you come to class
   • In a two-pocket folder on Back to School Night (prior to the start of the school year)
   • In a two-pocket folder to the main office at WHS (prior to the start of the school year)
   • In an email to Miss Wright (kwright@wcboe.org) on or by the due date
     Include “Honors English 9 Summer Assignment” as the message subject.
     Include your full name in the message of your email and be sure that each attached document has a file name that corresponds with the name of the task and an MLA Heading at the top.

Students are expected to present their essay orally to the class along with the dynamic visual aids they created as early as Friday, September 6th. The order of presentations will be determined at the start of the school year. There will be sessions planned after school during the week of September 3-6 where students can practice their presentations and/or receive coaching from Miss Wright and/or their peers in the basics of public speaking.

II. Policy on Grading
    Grading of summer assignments is to be cannot total any more than 10% of an entire gradebook category. See Task Itinerary for breakdown of grades.

III. Policy on Transfer Students
    Students enrolling in our high schools from outside our district after August 1st will be “excused” from the summer assignment for any of the AP (or Honors) courses included in the student’s schedule, although students may elect to complete the assignment on a voluntary basis.
    - Students transferring from one of our county high schools to another of our county high schools after August 1st will be given the option of having the summer assignment from their original high school graded/assessed and accepted as an alternative grade.
    - Students changing their schedules to include honors within the first two weeks of school will have two weeks to complete the summer assignment.

IV. Policy on Late Work
    - Students who are unable to provide sufficient reasoning for not having completed a summer assignment, and who are not prepared to turn in and present their assignment by the due date noted above, will receive a deduction to their grade.

***** Please make sure you dedicate enough time to preparing and completing the assignment. *****
   ***** DO NOT wait until the last minute. *****


Summer Assignment Guidelines: Formatting for Submission

Before doing the work, save an electronic copy of this document or print a hard copy to include with your submission.

All work should be formatted in MLA (Modern Language Association) formatting, which includes:

- 12-point Font, Times New Roman
- Double Spaced** (see note below)
- 1-inch margins
- Heading: Left Side
  Your First and Last Name
  Wright (Teacher’s Surname)
  English 9 Honors (Class Information)
  Date (Written: Day Month Year)
- Title Centered: Task and Description of Task**
- A Works Cited Page with any and all resources you used

For more information about MLA, use the following website
https://owl.english.purdue.edu/owl/resource/747/01/

**For the Final Essay, you may choose to single space your essay. It should be one page, single spaced or two pages, double spaced. You will receive a grade deduction if your essay is shorter or longer than the required length. You must include a unique title for your essay and you may (as an option) include a photo of yourself with or on the essay document.

In the left side of the folder, include a printed copy of this packet, and the optional photograph of yourself.

In the right side of the folder, include a printed copy of each of the completed tasks, in alphabetical order, secured with a paper clip. You may staple together pages of the same task. It is expected that all pages will be headed and numbered correctly.
### RUBRIC 1: TASK ITINERARY AND SCORING SHEET

<table>
<thead>
<tr>
<th>Task</th>
<th>Time frame</th>
<th>Resources</th>
<th>Points</th>
</tr>
</thead>
</table>
| A. Read or listen to the history of the “This I Believe” and answer the questions. | 30-45 minutes | https://thisibelieve.org/essay/16844/  
https://thisibelieve.org/history/ | _____/ 10 pts |
| B. Contrast a personal essay from a personal narrative and personal memoir. | 1-1.5 hours  | http://education.seattlepi.com/difference-between-personal-essay-narrativeessay-2984.html  
http://www.writingthroughlife.com/blogtalk-personal-essay-and-memoirwhats-the-difference  
https://www.teachervision.com/tv/printables/scottforesman/Math_2_TTM_13.pdf | _____/ 10 pts |
| C. Read or listen to sample essays and answer the questions          | 1-2 hours    | https://thisibelieve.org/podcasts/ | _____/ 15 pts |
| D. Values and Beliefs Writing Responses                              | 2 hours      | http://freeology.com/journal/values-journal-topics/  
http://www.goodreads.com/quotes/tag/values | _____/ 20 pts |
| E. Planning Sheet                                                    | 1 hour       | https://davehood59.wordpress.com/2010/05/05/organizing-a-personalessay/  
See Handouts | _____/ 10 pts |

Formative Assessment Total: _____ / 65 Points

Summative Task #1: Writing Your Personal Essay  
1-2 hours  
https://thisibelieve.org/guidelines/  
See Scoring Rubric 2 | _____ / 50 pts |

Summative Task #2: Oral Presentation  
5-10 minutes  
See Scoring Rubric 3 | _____ / 30 pts |

Summative Assessment Total: _____ /80 Points
Name: __________________________________________

**RUBRIC 2: Summative Essay Final Draft**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thesis/Focus</strong></td>
<td>Belief statement is not evident. Tells a story that is not connected to the belief or does not tell a story.</td>
<td>Multiple beliefs are listed with little development. Tells a story that is somewhat connected to the belief, but is difficult to follow.</td>
<td>Core belief is clearly stated with evidence of development. Tells a story that is connected to the belief.</td>
<td>One core belief is explicit and developed throughout essay. Tells a story that is grounded in the events of everyday life; links to the essence of daily life philosophy and to the shaping of personal beliefs.</td>
</tr>
<tr>
<td><strong>Organization/Transition</strong></td>
<td>Demonstrates limited or no organization; does not stay on topic; limited or no transitional devices.</td>
<td>Demonstrates ineffective organization; attempts to refer to a single topic; transitional devices are limited.</td>
<td>Demonstrates organization; maintains focus throughout; uses a variety of transitional devices.</td>
<td>Demonstrates unique or effective organization; maintains focus throughout; uses a variety of transitional devices uniquely/effectively.</td>
</tr>
<tr>
<td><strong>Details/Elaboration</strong></td>
<td>Lacks details for the belief or details do not enhance the belief.</td>
<td>Limited use of details; details tell rather than show.</td>
<td>Effective use of relevant details that support the belief; details mostly show rather than tell.</td>
<td>Unique, rich, insightful, and effective use of details to support belief; details effectively show rather than tell.</td>
</tr>
<tr>
<td><strong>Point of View</strong></td>
<td>Uses second person (you) point of view.</td>
<td>Inconsistent use of first-person point of view.</td>
<td>Mostly consistent use of first-person point of view.</td>
<td>Consistent use of first-person point of view.</td>
</tr>
<tr>
<td><strong>Writer's Craft</strong></td>
<td>• Weak vocabulary; word choice interferes with meaning.</td>
<td>• Basic or limited vocabulary; some incorrect word choice.</td>
<td>• Consistently varied and effective use of vocabulary; clear and appropriate word choice.</td>
<td>• Rich vocabulary, vivid language; sophisticated word choice.</td>
</tr>
<tr>
<td>• Vocabulary</td>
<td>• Lacks writer's voice. • Tone is unclear or negative.</td>
<td>• Emerging sense of voice. • Tone preaches or judges.</td>
<td>• Strong sense of voice. • Tone is mostly personal and positive.</td>
<td>• Powerful sense of voice throughout piece, appropriate for purpose.</td>
</tr>
<tr>
<td>• Voice</td>
<td>• Limited or no use of Sentence variety.</td>
<td>• Ineffective use of sentence variety.</td>
<td>• Effective use of sentence variety.</td>
<td>• Tone is consistently personal and positive.</td>
</tr>
<tr>
<td>• Tone</td>
<td>• Style</td>
<td>• Style</td>
<td>• Style</td>
<td>• Effective use of sentence variety to enhance voice and meaning.</td>
</tr>
<tr>
<td>• Style</td>
<td>Errors seriously interfere with meaning.</td>
<td>Many errors that sometimes interfere with meaning.</td>
<td>Some errors that do not seriously interfere with meaning.</td>
<td>Few errors that do not interfere with meaning.</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL (Points Doubled)</strong></td>
<td></td>
<td></td>
<td></td>
<td>______________________ /2 MLA Format /50</td>
</tr>
</tbody>
</table>

Comments:
Name: ___________________________  Presentation Date: ______________  Class Pd: ______

**RUBRIC 3: Scoring Rubric for Oral Presentation**
*(Be ready to present as early as Friday, September 6th, 2019!)*

**PRESENCE**

- body language & eye contact  
- level of engagement and enthusiasm  
- poise / confidence  
- physical organization  

5 4 3 2 1 0

**LANGUAGE SKILLS**

- correct usage  
- appropriate vocabulary and grammar  
- understandable (rhythm, intonation, accent)  
- spoken loud enough to hear easily  

5 4 3 2 1 0

**ORGANIZATION**

- clear objectives  
- logical structure  
- clear progression of ideas  

5 4 3 2 1 0

**MASTERY OF THE SUBJECT**

- pertinence  
- depth of commentary  
- spoken, not read  

5 4 3 2 1 0

**VISUAL AIDS**

- dynamic/engaging  
- well paced integration into presentation  
- support and enhance content and/or central idea of essay  

5 4 3 2 1 0

**OVERALL IMPRESSION**

- very interesting / very disengaging  
- pleasant / unpleasant to listen to  
- very good / poor communication  

5 4 3 2 1 0

Comments:  

TOTAL SCORE: ______ / 30
Task A Handout: The History of “This I Believe…”

Directions: Using the links in the itinerary chart, answer the following questions in complete sentences on a separate sheet of paper. You may choose to answer the main question in one cohesive paragraph, or you may choose to answer each question in a separate, complete sentence. Make sure to number each answer.

What are the origins to “This I Believe”? 

1. What was the occupation of the man who launched “This I Believe”? 
2. What was the man’s name? 
3. What was the theme of the broadcaster’s individual “This I Believe”? 
4. In what decade was this program launched? 
5. The initiator of this project describes this time period as the “age of” what? 
6. What does this project ask of its contributors? 
7. What was the initial purpose? 
8. What are some famous people associated with the essays? 
9. In the excerpt the essays are described as “an invasion of privacy, like demanding a man to let a stranger read his mail.” Why would this project be described that way? 
10. The speaker/writer says his beliefs are in a state of “flux.” What does “flux” mean?
Name: ____________________________  Class Pd: ____________

Task B Handout: Comparing and Contrasting

Directions: Use the links on the itinerary page to compare a personal memoir, personal essay, and personal narrative. Complete the Trip Venn Diagram (Or Construct your own) by writing the characteristics of each writing style. All information included should be written in complete sentences. When you are finished with the diagram, on a separate sheet, summarize what you learned from the information in a concise paragraph.
Task C Handout: Exploring “This I Believe” Essays and Broadcasts

Directions: Using the link provided on the itinerary, read or listen to three essays. You may choose famous authors, or you may choose regular people. Answer the following questions for each of the three essays. Cite direct quotes for all essays using MLA formatting.

On a separate sheet of paper, list the information requested and answer the following questions for each selection you read and/or listen to.

Title of Selection:

Author:

Theme/Message:

1. How does the author “hook” his/her audience in the opening of the essay?

2. What type of examples or details does the author use to prove or show his/her ideas?

3. How does the author organize his/her paragraphs? What is the purpose of separating paragraphs that way?

4. Which words are the most vivid and therefore add to the voice to the piece?

5. Does the author directly tell the audience his/her ideas or does the author show you indirectly?
Task D Handout: Values and Beliefs

Directions: Read and respond to three quotes and three journal prompts. Each response should be analytical in nature and should reflect your personal beliefs and philosophies. Analytical responses show below surface level meaning and are supported with details and examples that add thought and credibility. Each response should be a minimum of five sentences. Indicate which quotes and scenarios you used for your responses.

Journal Topic Responses: Write which topics to which you are responding below:

1.

2.

3.

Quote Analysis: Write which quotes you are analyzing below:

1.

2.

3.
**TASK E Handout: Planning Sheet**

Directions: Using the information from the link on the itinerary page, complete the chart below in order to plan for your essay.

<table>
<thead>
<tr>
<th>Notes from Website</th>
<th>Ideas For Your Personal Essay</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hook</strong>- grabs the reader's attention</td>
<td>Example: <em>Personal anecdote</em></td>
</tr>
<tr>
<td><strong>Body</strong>- several paragraphs to narrate your story/ideas</td>
<td></td>
</tr>
<tr>
<td><strong>Conclusion</strong>- the perfect ending when you’re ready to stop</td>
<td></td>
</tr>
</tbody>
</table>