



## 10<sup>th</sup> Grade English 2 and Humanities

### Uplift Summer Assignment-2020

**Step 1:** Access your text, “I Know Why the Caged Bird Sings,” by Maya Angelou [linked here](#). Alternatively, you can read a hard copy.

**Step 2:** Below, you will see there are three creative writing prompts. Choose one prompt to focus on as you read the novel.

**Step 3:** Before you begin reading “The Book Thief”, read through the “Humanities Requirements” for the assignment so you will understand what is required of you.

**Step 4:** As you read the novel, pay special attention to the chapters listed as “Chapters of Focus” for the prompt you chose.

**Step 5:** During or after you’ve read the novel, begin your research by visiting the websites listed on your prompt.

**Step 6:** Complete the research worksheet which begins on page 7 and consider the origin, content, and purpose of each website you are researching.

**Step 7:** Begin putting your ideas for your prompt together by brainstorming or freewriting to gather your ideas for the prompt you chose.

**Step 8:** Using the paragraph templates provided, write a 750-800 word rough draft of your creative task, the ELA Requirement.

- As you begin your creative task, think about how your research about the Nazi Party and life in Germany in WWII will influence the choices you make.
- Be sure to include each detail listed in the prompt.
- Let your creativity fly, but don’t let your creativity turn to chaos. Every choice you make in your creative task should be intentional, and intentional beyond “it’s entertaining”.

**Step 9:** Using the paragraph templates provided, write a 400-500 word rough draft of your rationale, the Humanities Requirement.

- After you complete your creative task, explain how your research about the Nazi Party and life in Germany in WWII helped you make choices in your creative decisions.
- As you write, be sure to refer back to your research by looking at your worksheet and referencing what you read.

**Step 10:** Proof your work for errors such as complete sentences, organization, capitalization, and punctuation.

## English 2 & 10th Humanities Summer Assignment

Choose ONE to complete

***"I Know Why the Caged Bird Sings"***

English 2 & 10th Grade Humanities	<i>I Know Why the Caged Bird Sings</i>	800-1000word task  450- 500 word rationale	<p><b>Prompt 1:</b> Give a voice to a silent character</p> <p><b>ELA Requirement:</b> Imagine you are (author) and, after reading your draft of Chapter X of <i>I Know Why the Caged Bird Sings</i>, your publisher really wants you to actually add one of the lesser known characters, like Uncle Willie as a major character.</p> <p>As you revise the chapter, be sure to consider the themes of Family and Race and explain and how the character's personality may shift the story's outcome. These differences should be reflected in your revamped chapter.</p> <p><b>Humanities Requirement:</b> Using the resources provided to you research the historical context of your rewritten character and outcome. Use these sources as evidence to justify your portrayal of the character and a different historical outcome. Compare the historical context as presented in the literary text to the historical context your research revealed.</p>	<p><a href="#"><u><i>I Know Why the Caged Bird Sings PDF</i></u></a></p> <p><b>Chapter Focus:</b></p> <ul style="list-style-type: none"> <li>Chapter 2</li> </ul> <p><b>Humanities Resources:</b></p> <ul style="list-style-type: none"> <li><a href="#"><u>Facing History and Ourselves- Great Depression</u></a></li> <li><a href="#"><u>African Americans in the Great Depression</u></a></li> <li><a href="#"><u>The Impact of the Great Migration</u></a></li> <li><a href="#"><u>African American Soldiers in WWII</u></a></li> <li><a href="#"><u>Red Summer Riots</u></a></li> <li><a href="#"><u>Targeting Black Veterans</u></a></li> <li><a href="#"><u>Tulsa Riots of 1921</u></a></li> </ul>
			<p><b>Prompt 2:</b> Diversify the background of a main character (race, gender, religion, region of birth, etc.)</p> <p><b>ELA Requirement:</b> In a white-washed world, your publishing company wants you to think outside of the box. Choose one character, like Big Bailey or Edward Donleavy or Big Willie, from <i>I Know Why the Caged Bird Sings</i> and change his/her/their race, gender, orientation, place of birth, demographic, or background story, and explain how that change would impact the dynamics of that character and that character's impact on the story itself.</p> <p><b>Humanities Requirement:</b> Independently research the historical context of your rewritten character. Use these sources as evidence to justify your</p>	<p><b>Chapter Focus:</b></p> <ul style="list-style-type: none"> <li>Chapter 9</li> <li>Chapter 23</li> </ul> <p><b>Humanities Resources:</b></p> <ul style="list-style-type: none"> <li><a href="#"><u>Facing History and Ourselves- Great Depression</u></a></li> <li><a href="#"><u>African Americans in the Great Depression</u></a></li> <li><a href="#"><u>The Impact of the Great Migration</u></a></li> <li><a href="#"><u>African American Soldiers in WWII</u></a></li> <li><a href="#"><u>Red Summer Riots</u></a></li> <li><a href="#"><u>Targeting Black Veterans</u></a></li> <li><a href="#"><u>Tulsa Riots of 1921</u></a></li> </ul>

				choices. Compare the historical context as presented in the literary text to the historical context your research revealed.	
			<p><b>Prompt 3:</b> Sympathetic portrayal of an antagonist</p>	<p><b>ELA Requirement:</b> Is evil always evil or can evil change? Choose an antagonist from <i>I Know Why the Caged Bird Sings</i>, like Mr. Freeman or Mr. Donleavy, and describe a sympathetic portrayal of him or her. Consider their character traits and evaluate how they could be looked at in a positive way or what happened to them which caused them to become an antagonist in the first place.</p> <p><b>Humanities Requirement:</b> Using the sources provided, read about the historical context of your rewritten character and one historical figure who is often considered villainous. Use these sources as evidence to justify your comparative portrayal of the two figures. Compare the historical context as presented in the literary text to the historical context your research revealed.</p>	<p><b>Chapter Focus:</b></p> <ul style="list-style-type: none"> <li>● Chapter 11</li> <li>● Chapter 23</li> </ul> <p><b>Humanities Resources:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Facing History and Ourselves- Great Depression</a></li> <li>● <a href="#">African Americans in the Great Depression</a></li> <li>● <a href="#">The Impact of the Great Migration</a></li> <li>● <a href="#">African American Soldiers in WWII</a></li> <li>● <a href="#">Red Summer Riots</a></li> <li>● <a href="#">Targeting Black Veterans</a></li> <li>● <a href="#">Tulsa Riots of 1921</a></li> </ul>

## Essay Outlines for English 2 & 10th Grade History

### Summer Assignment Prompt 1 for *I Know Why the Caged Bird Sings*

#### Outline for Prompt 1- Give Voice to a silent character

**Section 1:** Analysis of literary context-describe a lesser known character in *I Know Why the Caged Bird Sings* who could potentially change the outcome of the story.

Example: Analyse the literary context which influences Big Bailey's actions in the original literary text.

**Section 2:** Analysis of historical context: describe the historical context and how it influences the formerly silent character's choices.

Example: Explain why Big Bailey's historical context in which he lived.

**Section 3:** Analysis of Outcome: Explain how those actions impact would history

Example: Describing what would happen to Big Bailey if he'd stayed with Maya's mother.

#### MEAT Paragraph Template

**Main Idea:** The description of the silent character in *I Know Why the Caged Bird Sings* is \_\_\_\_\_.

**Evidence:** Maya Angelou describes Big Bailey as \_\_\_\_\_

**Analysis:** For that reason, \_\_\_\_\_

**Transition:** (Choose one)

- For this reason.....
- Not only \_\_\_\_\_, but also\_\_\_\_\_

## Essay Outlines for English 2 & 10th Grade History

### Summer Assignment Prompt 2 for *I Know Why the Caged Bird Sings*

**Outline for Prompt 2-Diversify the background of a main character (race, gender, religion, region of birth, etc.)**

**Section 1:** Analysis of literary context-describe the historical context of character and their actions in the original text

- a. Example: Analyse the context which influences Mr. Donleavy's actions in the original literary text

**Section 2:** Analysis of new historical context-describe the context of historical setting and how it impacted historical figures

- b. Example: Explain why Mr. Donleavy cted as she did given the historical context in which she lived.

**Section 3:** Analysis of changes to Mr. Donlevy if given new historical context.

- c. Example: if Mr. Donleavy was also Black, what decisions would he have made differently in his speech?

#### MEAT Paragraph Template

**Main Idea:** The historical context of *I Know Why the Caged Bird Sings* is \_\_\_\_\_.

**Evidence:** Maya Angelou describes the \_(character)\_ as ....

**Analysis:** For this reason, if \_(character)\_ becomes a \_\_\_\_\_

**Transition:** (Choose one)

- For this reason.....
- Not only \_\_\_\_\_, but also\_\_\_\_\_

## Essay Outlines for English 2 & 10th Grade History

### Summer Assignment Prompt 3 for *I Know Why the Caged Bird Sings*

#### Outline for Prompt 3: Sympathetic portrayal of an antagonist in *I Know Why the Caged Bird Sings*

**Section 1:** Analysis of literary context-describe the historical context of an antagonistic character and their actions in the original text

**Section 2:** Analysis of context of historical figure and the impact of his or her actions on history

**Section 3:** Compare the actions of the two figures, such as Mr. Donleavy and those that participated in the Tulsa Race Riots in 1921

#### MEAT Paragraph Template

**Main Idea:** The historical context of *I Know Why the Caged Bird Sings* is\_\_\_\_\_.

**Evidence:** As Maya Angelou states," \_\_\_\_\_ (Angelou \_\_)

**Analysis:** This shows...

**Transition:**

- For this reason.....
- Not only \_\_\_\_\_, but also\_\_\_\_\_

## Words for Transition Between Ideas

Expert Signal Words To Use For Essays					
Sequencing			Compare and Contrast		
At first	Before	During	However	On the other hand	Even though
After	While	Later	Similarly	Yet	Likewise
Soon after	Next	Together	But	In contrast	
Adding Information			Concluding		
In addition	Additionally		In conclusion	Therefore	
Furthermore	Moreover		All in all	To conclude	
Pursuing this further			In summary	By and large	
Providing/Explaining Examples			Cause / Effect		
For example	For instance		As a result	Consequently	
In essence	In other words		Because	By	Since
Generally speaking	Obviously		While	But	While
Clearly			For this reason		
Adding Emphasis / Explaining					
Consider	In fact	In other words			
Another way to put it is		By extension			
To put it another way	What is important here is that				

**Student-Facing Deliverable for World History Students**  
**Graded by World History Teachers along Criterion B**

**Example Prompt:** Prompt 1- Give Big Bailey a voice in Angelou's story.

**My Prompt:**

**Example Research Question:** If Big Bailey is given a voice, what kind of man would he be? Why would he have migrated from the South? Would he have experienced any race riots?

**My Research Question:**

**Directions:** Complete an OPCVL for the the sources you plan to use. Include the **MLA Citation** for each source (use [easybib.com](https://easybib.com)), the source type, and a few short comments/notes about each one.

SOURCE #1	
Source Name	
MLA Citation (use <a href="https://easybib.com">easybib.com</a> )	
Source Type (Options: Book, Website, Newspaper Article, Primary Source)	
<u>Origin</u>	



<p><b>Who</b> created the source &amp; <b>when</b>?</p>	
<p><b><u>Purpose</u></b></p> <p><b>Why</b> did the author create this document?</p>	
<p><b><u>Content</u></b></p> <p>What is the <b>main idea</b> of the document? <b>(2-3 sentences)</b></p>	
<p><b><u>Value &amp; Limitation</u></b></p> <p>Based on <i>who</i> wrote it (origin), <i>when/where</i> it came from, <i>why</i> it was created (purpose), and <i>what</i> the source says (content)...<b>what value does this document have as a piece of information? (What makes it useful to you learning about the topic?)</b></p> <p>What can we tell about the author's <b><u>perspective</u></b> from this document?</p> <p>Based on <i>who</i> wrote it (origin), <i>when/where</i> it came from, <i>why</i> it was created (purpose), and <i>what</i> the source says (content)...<b>at what point does this source stop being helpful to us as historians? (Is there anything problematic/unreliable about it?)</b></p> <p>What part of the story can we NOT tell from this document?</p>	

<b>Explain How the Quote/Idea Helps Answer Your Research Question</b>	<u>This source will help me answer my research question because...</u>
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SOURCE #2	
Source Name	
MLA Citation (use <a href="http://easybib.com">easybib.com</a> )	
Source Type (Options: Book, Website, Newspaper Article, Primary Source)	
<b>Origin</b>  <b>Who</b> created the source & <b>when</b> ?	

<p><b><u>Purpose</u></b></p> <p>Why did the author create this document?</p>	
<p><b><u>Content</u></b></p> <p>What is the <b>main idea</b> of the document? (2-3 sentences)</p>	
<p><b><u>Value &amp; Limitation</u></b></p> <p>Based on <i>who</i> wrote it (origin), <i>when/where</i> it came from, <i>why</i> it was created (purpose), and <i>what</i> the source says (content)...<b>what value does this document have as a piece of information? (What makes it useful to you learning about the topic?)</b></p> <p>What can we tell about the author's <b><u>perspective</u></b> from this document?</p> <p>Based on <i>who</i> wrote it (origin), <i>when/where</i> it came from, <i>why</i> it was created (purpose), and <i>what</i> the source says (content)...<b>at what point does this source stop being helpful to us as historians? (Is there anything problematic/unreliable about it?)</b></p> <p>What part of the story can we NOT tell from this document?</p>	
<p><b>Explain How the Quote/Idea Helps Answer Your Research Question</b></p>	<p><u>This source will help me answer my research question because...</u></p>

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## SOURCE #3

Source Name

MLA Citation

(use [easybib.com](https://easybib.com) )

Source Type

(Options: Book, Website, Newspaper Article, Primary Source)

**Origin****Who** created the source & **when**?**Purpose****Why** did the author create this document?**Content**What is the **main idea** of the document? **(2-3 sentences)**

**Value & Limitation**

Based on *who* wrote it (origin), *when/where* it came from, *why* it was created (purpose), and *what* the source says (content)...**what value does this document have as a piece of information? (What makes it useful to you learning about the topic?)**

What can we tell about the author's **perspective** from this document?

Based on *who* wrote it (origin), *when/where* it came from, *why* it was created (purpose), and *what* the source says (content)...**at what point does this source stop being helpful to us as historians? (Is there anything problematic/unreliable about it?)**

What part of the story can we NOT tell from this document?

**Explain How the Quote/Idea Helps Answer Your Research Question**

This source will help me answer my research question because...

**SOURCE #4**

**Source Name**

<b>MLA Citation</b> (use <a href="http://easybib.com">easybib.com</a> )	
<b>Source Type</b> (Options: Book, Website, Newspaper Article, Primary Source)	
<b><u>Origin</u></b>  <b>Who</b> created the source & <b>when</b> ?	
<b><u>Purpose</u></b>  <b>Why</b> did the author create this document?	
<b><u>Content</u></b>  What is the <b>main idea</b> of the document? <b>(2-3 sentences)</b>	
<b><u>Value &amp; Limitation</u></b>  Based on <i>who</i> wrote it (origin), <i>when/where</i> it came from, <i>why</i> it was created (purpose), and <i>what</i> the source says (content)... <b>what value does this document have as a piece of information? (What makes it useful to you learning about the topic?)</b>	

<p>What can we tell about the author's <b><u>perspective</u></b> from this document?</p> <p>Based on <i>who</i> wrote it (origin), <i>when/where</i> it came from, <i>why</i> it was created (purpose), and <i>what</i> the source says (content)...<b>at what point does this source stop being helpful to us as historians? (Is there anything problematic/unreliable about it?)</b></p> <p>What part of the story can we NOT tell from this document?</p>	
<b>Explain How the Quote/Idea Helps Answer Your Research Question</b>	<u>This source will help me answer my research question because...</u>

SOURCE #5	
<b>Source Name</b>	
<b>MLA Citation</b> (use <a href="http://easybib.com">easybib.com</a> )	
<b>Source Type</b> (Options: Book, Website, Newspaper Article, Primary Source)	



**Origin**

**Who** created the source & **when**?

**Purpose**

**Why** did the author create this document?

**Content**

What is the **main idea** of the document? (**2-3 sentences**)

**Value & Limitation**

Based on *who* wrote it (origin), *when/where* it came from, *why* it was created (purpose), and *what* the source says (content)...**what value does this document have as a piece of information? (What makes it useful to you learning about the topic?)**

What can we tell about the author's **perspective** from this document?

Based on *who* wrote it (origin), *when/where* it came from, *why* it was created (purpose), and *what* the source says (content)...**at what point does this source stop being helpful to us as historians? (Is there anything problematic/unreliable about it?)**

What part of the story can we NOT tell from this document?	
<b>Explain How the Quote/Idea Helps Answer Your Research Question</b>	<u>This source will help me answer my research question because...</u>

SOURCE #6	
<b>Source Name</b>	
<b>MLA Citation</b> (use <a href="http://easybib.com">easybib.com</a> )	
<b>Source Type</b> (Options: Book, Website, Newspaper Article, Primary Source)	
<b><u>Origin</u></b>  <b>Who</b> created the source & <b>when</b> ?	

<p><b><u>Purpose</u></b></p> <p>Why did the author create this document?</p>	
<p><b><u>Content</u></b></p> <p>What is the <b>main idea</b> of the document? <b>(2-3 sentences)</b></p>	
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<p><b>Explain How the Quote/Idea Helps Answer Your Research Question</b></p>	<p><u>This source will help me answer my research question because...</u></p>

## Humanities Rubric “One-Pager”

### MYP Year 5 Humanities Recurring Performance Assessment Rubrics

	Criterion B: Investigating	Task-Specific Descriptors
<b>0</b>	Does not reach a standard described by any of the descriptors below	Does not reach a standard described by any of the descriptors below
<b>1-2</b>	<p>Formulates a <b>limited</b> action plan to investigate a research question or does not follow a plan</p> <p>Collects and records <b>limited</b> information, not always consistent with the research question</p> <p>Makes a <b>limited</b> evaluation of the process and results of the investigation.</p> <p>Does not incorporate evidence into analysis.</p>	<p>Scholar attempts to create a process for researching elements in a specific timeframe.</p> <p>Scholar does not utilize academic sources, uses irrelevant sources, or does not include a sufficient number of sources</p> <p>Scholar attempts to reflect on their research and /or investigation process, so they can improve upon that process for the next year.</p> <p>Scholar does not rely on their sources to explain their creative choices for their literary text.</p>
<b>3-4</b>	<p>Formulates and <b>somewhat</b> follows a <b>partial</b> action plan to investigate</p> <p>Uses a research method(s) to collect and record <b>mostly relevant</b> information</p> <p>Evaluates <b>some</b> aspects <b>of</b> the process and results of the investigation</p> <p>Somewhat incorporate evidence into analysis</p>	<p>Scholar creates a process for organizing research elements in a specific timeframe.</p> <p>Scholar only somewhat relies on their 4-5 sources to explain their creative choices for their literary text.</p>

5-6	<p>Formulates a <b>clear</b> and <b>focused</b> research question and <b>explains</b> its relevance</p> <p>Formulates and follows a <b>substantial</b> action plan to investigate</p> <p>Uses research method(s) to collect and record <b>appropriate, relevant</b> information</p> <p><b>Evaluates</b> the process and results of the investigation</p> <p>Incorporates evidence from investigation into analysis.</p>	<p>Scholar meets every checkpoint within the set timeline by teacher most of the time.</p> <p>Scholar <b>finds 4-5 sources</b> from legitimate databases or websites and properly records their resources and cites their sources.</p> <p>Scholar completes a reflection piece which demonstrates some understanding of the challenges of a historical investigation.</p> <p>Scholar references their sources in their creative choices for their literary text.</p>
7-8	<p>Formulates and <b>effectively</b> follows a <b>comprehensive</b> action plan to investigate a</p> <p>Uses research methods to collect and record <b>appropriate, varied</b> and <b>relevant</b> information</p> <p><b>Thoroughly</b> evaluates the investigation process and results</p> <p><b>Effectively</b> incorporates evidence from investigation into analysis</p>	<p>Scholar <b>creates</b> and follows a process for organizing research elements in a specific timeframe.</p> <p>Scholar <b>uses 4-5 sources correctly</b> that supports their research argument and sources in a way that shows more than comprehension.</p> <p>Scholar finds <b>4-5 sources</b> independently from legitimate databases or websites and properly records their resources and cites their sources.</p> <p>Scholar uses their <b>4-5 sources</b> to justify their creative choices for their literary text.</p>

## English 2 Rubric “One-Pager”

**Focus ATL: Communication; use appropriate forms of writing for different purposes and audiences.**

Year 3			
	<b>Criterion C: Producing Text</b> <i>(i) The produces texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process.</i>	<b>Criterion B: Organizing</b> <i>(i) The scholar employs organizational structures that serve the context and intention.</i>	<b>Criterion D: Language Usage</b> <i>(ii) The scholar writes in a register and style that serve the context and intention.</i>
The scholar...			
<b>0</b>	does not reach a standard described by any of the descriptors below.	does not reach a standard described by any of the descriptors below.	does not reach a standard described by any of the descriptors below.
<b>1 – 2</b>	produces texts that demonstrate limited personal engagement with the creative process; demonstrates a limited degree of insight, imagination or sensitivity and minimal exploration of and critical reflection on new perspectives and ideas	makes minimal use of organizational structures, though these may not always serve the context and intention.	does not reach a standard described by any of the descriptors below.
<b>3 – 4</b>	produces texts that demonstrate adequate personal engagement with the creative process; demonstrates some insight, imagination or sensitivity and some exploration of and critical reflection on new perspectives and ideas.	makes adequate use of organizational structures that serve the context and intention.	writes in an inappropriate register and style that do not serve the context and intention.
<b>5 – 6</b>	produces texts that demonstrate considerable personal engagement with the creative process; demonstrates considerable insight, imagination or sensitivity and substantial exploration of and critical reflection on new perspectives and ideas.	makes competent use of organizational structures that serve the context and intention.	sometimes writes in a register and style that serve the context and intention.

7 – 8	produces texts that demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of insight, imagination or sensitivity and perceptive exploration of and critical reflection on new perspectives and ideas.	makes sophisticated use of organizational structures that serve the context and intention effectively.	writes competently in a register and style that serve the context and intention.
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