



9th Grade English 1 and Humanities Uplift Summer Assignment-2020

Step 1: Access your text, “The Book Thief” [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 template 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 1 & 9th Grade History Summer Assignment
Choose ONE to complete

<p>English 1 & 9th Grade Humanities</p>	<p><i>Book Thief</i></p>	<p>750-800 word task; 400 – 500 rationale</p>	<p>Prompt 1: Scholars will create a portfolio of various artifacts that represent a main character. Your task is to compile a portfolio of artifacts that represents the protagonist.</p>	<p>ELA Requirement: As you create the portfolio, consider which artifacts will best reflect the personality, thoughts, and actions of the protagonist, <i>Death</i>, or Lisiel. Your artifacts must include written works (diary entries, text message exchanges, school newspaper submission, yearbook quote, etc.) and hold true to the style and register of Markus Zukas.</p> <p>Humanities Requirement: Using the sources provided, read to find the historical context of settings in <i>Book Thief</i> After selecting 4-5 primary and/or secondary sources from credible websites, use the sources as evidence to analyze how your chosen artifacts demonstrate one of the following:</p> <ul style="list-style-type: none"> • The way the rise of the Nazi Party impacted German culture, particularly around education, what was taught in schools and the consumption of books • Comparing the homefront experience of those in the US with the those in Germany during WWII 	<p>Book Thief PDF Chapters of Focus:</p> <ul style="list-style-type: none"> • Part 1 <p>Humanities Resources:</p> <ul style="list-style-type: none"> • The Rise of the Nazi Party • Education under the Nazi Party • Education under the Nazi Party • American Women in WWII • The German Homefront • Women who resisted the Nazi Party
			<p>Prompt 2: Scholars will reboot <i>Book Thief</i> to take place in an alternate setting (modern portrayal, pastime, or alternate universe).</p>	<p>ELA Requirement: Your task is to choose a scene of significance from <i>Book Thief</i> and rewrite it to take place in an alternate environment. The setting could shift in time (i.e. ancient to modern), location, or universe (i.e. reality to comic setting). As you write, be sure to consider how a change of setting will impact your characters. Your final product should maintain the core integrity of <i>The Book Thief</i> while thoughtfully reflecting how a change in setting would impact the piece (characters' thoughts and actions, conflict, etc.)</p> <p>Humanities Requirement: Using the sources provided, read to find the historical context historical context of</p>	<p>Chapter Focus:</p> <ul style="list-style-type: none"> • Part 4 <p>Humanities Resources:</p> <ul style="list-style-type: none"> • The Rise of the Nazi Party • Education under the Nazi Party • Education under the Nazi Party • American Women in WWII • The German Homefront

			<p>settings <i>Book Thief</i>. After selecting 4-5 primary and/or secondary sources from credible websites, use the sources as evidence to analyze how your chosen setting demonstrates one of the following:</p> <ul style="list-style-type: none"> • How conflicts like war and genocide impact human interactions and impact cultural norms and values • How a global conflict can reverberate across cultures and geographic distance 	<ul style="list-style-type: none"> • Women who resisted the Nazi Party
		<p>Prompt 3: Scholars will rewrite the ending of <i>Book Thief</i></p>	<p>ELA Requirement: Scholars will rewrite the ending to <i>Book Thief</i>. Imagine you are Mark Zusak and, after reading your draft ending of <i>Book Thief</i> your publisher really wants you to change it. As you revise the ending, be sure to consider the themes of the novel and how the changing the ending may impact such themes</p> <p>Humanities Requirement: Independently research the geo- political context of settings in <i>Book Thief</i>. After selecting 4-5 primary and/or secondary sources from credible websites, use the sources as evidence to analyze how your chosen rewritten ending demonstrate one of the following:</p> <ul style="list-style-type: none"> • The causes and effects of the 20th Century conflict on the human experience • The development of the political upheavals which led to conflict in the 20th Century 	<p>Chapter Focus:</p> <ul style="list-style-type: none"> • Part 10 • Epilogue • The Rise of the Nazi Party • Education under the Nazi Party • Education under the Nazi Party • American Women in WWII • The German Homefront • Women who resisted the Nazi Party

Essay Outlines for English 1 & 9th Grade History Summer Assignment Prompts
Choose ONE to complete
“Book Thief”

Outline for Prompt 1: Create a portfolio

Section A: Describe the Portfolio - Graded by ELA Teachers

- **750- 800 words max**
- Paragraph 1: analysis and description of first artifact.
- Paragraph 2: analysis and description of second artifact.
- Paragraph 3: analysis and description of second artifact.
 - I. For example, create diary entries comparing the settings of the Lisel’s life in Germany versus Australia as a refugee.

Section B: Rationale

- **450-500 words max**

Example Outline for Prompt 1’s Rationale- Graded by World History Teachers along Criterion B

- a. **Section 1:** Analysis of geopolitical context: describe how the artifacts demonstrate the absence or presence of a particular geopolitical context such as the influence of the United Nations and other non-governmental organizations on community values and actions

MEAT Paragraph Template

Main Idea: The first artifact for *The Book Thief* is _____.

Evidence: For example,

Analysis: This shows...

Transition: *Choose one*

- For this reason.....
- Not only _____, but also_____

**Essay Outlines for English 1 & 9th Grade History Summer Assignment
Prompt 2**

Prompt 2 includes

Section A: Scene Rewrite Graded by ELA Teachers

- 750- 800 words max

1. Using a current scene of significance from “Book Thief”, create a new scene in a new setting via use of imagery, dialogue, and tone.
2. Through imagery, dialogue, and other literary devices, how the character’s motivation, internal conflict, or external conflict, match the setting and are there any changes? For example, if the narrator from *Book Thief* is taken to a medieval European city, how would that change the infrastructure of the city, the demographic population of the city and the issues he encounters? How would it shift his motivations and conflicts?

Section B: Rationale

- 450-500 words max

Example Outline for Prompt 2’s Rationale: Choose an alternate setting Graded by World History Teachers along Criterion B

1. Section 1: Analysis of original historical setting- describe the original, or likely, historical context of the literary text. Analyze how the setting lends itself to symbols, themes and conflict as described in the original text.
2. Section 2: Analysis of new historical setting- describe the new alternate historical setting of *Book Thief*. Analyze how this new setting creates new symbols which speak to the themes in *Book Thief*. . Analyze how the original themes can be understood in this new setting and if this setting changes the impact of the actions’ beliefs, actions or perspective.

MEAT Paragraph Template

Main Idea: The original setting for the Book Thief is _____

Evidence: For example, in the book it says, _____.

Analysis: This shows...

Transition: *Choose one*

- For this reason.....
- Not only _____, but also _____

**Essay Outlines for English 1 & 9th Grade History Summer Assignment
Prompt 3**

Outline for Prompt 3: Rewrite the Ending - Graded by ELA Teachers

Section A: Rewritten Ending

- **750- 800 words max**
- Create a new or additional ending for *Book Thief* considering what may have happened after Liesel's death. Create the new ending via use of imagery, dialogue, flashback, and other literary devices.

Section B: Rationale

- **450-500 words max**

Example Outline for Prompt 3's Rationale Graded by World History Teachers along Criterion B

1. **Section 1:** Analysis of literary outcome- describe the original ending in *Book Thief* and analyze the intended impact of the original ending. Contrast that ending with the rewritten literary outcome and explain the intended impact of the rewritten ending. Connect the rewritten ending with the themes and the deeper meaning of the rest of the literary text.
2. **Section 2:** Analysis of context of the new ending- Describe how the historical context impacts the meaning of the rewritten outcome by analyzing the causes and effects of conflict on the human experience. Evaluate how the particular historical context of the new outcome impacts the message of the literary text.

MEAT Paragraph Template

Main Idea: The original ending for the Book Thief is _____

Evidence: For example, in the book it says, _____.

Analysis: The ending's purpose was _____.

Transition: *Choose one*

- 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 History Teachers along Criterion B

Example Prompt: Prompt 2, Alternate Setting- The *Book Thief* is set in the United States in 2020, instead of Germany, 1940s

My Prompt:

Example Research Question: If Liesel lives in the United States instead of Germany, and if the year is 2020, how would her resistance be different? What kind of games would she play with her friends? How would the internet factor into her ability to read books?

My Research Question

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

SOURCE #1

Source Name

MLA Citation

(use 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**)

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

Purpose

Why did the author create this document?

Content

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

Explain How the Quote/Idea Helps Answer Your Research Question

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

SOURCE #3

Source Name

MLA Citation

(use 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**)

<p>Explain How the Quote/Idea Helps Answer Your Research Question</p>	<p><u>This source will help me answer my research question because...</u></p>
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SOURCE #4	
<p>Source Name</p>	
<p>MLA Citation (use easybib.com)</p>	
<p>Source Type (Options: Book, Website, Newspaper Article, Primary Source)</p>	
<p><u>Origin</u> Who created the source & when?</p>	

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

SOURCE #5	
<p>Source Name</p>	
<p>MLA Citation (use easybib.com)</p>	

<p>Source Type (Options: Book, Website, Newspaper Article, Primary Source)</p>	
<p>Origin</p> <p>Who created the source & when?</p>	
<p>Purpose</p> <p>Why did the author create this document?</p>	
<p>Content</p> <p>What is the main idea of the document? (2-3 sentences)</p>	
<p>Explain How the Quote/Idea Helps Answer Your Research Question</p>	<p><u>This source will help me answer my research question because...</u></p>

SOURCE #6

Source Name

MLA Citation
(use 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**)

Explain How the Quote/Idea Helps Answer Your Research Question

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

MYP Year 4 Recurring Performance Assessment Rubrics

Interdisciplinary Rubric

	Criterion B: Investigating	Task-Specific Descriptors
0	Does not reach a standard described by any of the descriptors below	Does not reach a standard described by any of the descriptors below
1-2	Formulates a limited action plan to investigate a research question or does not follow a plan Collects and records limited information, not always consistent with the research question Makes a limited evaluation of the process and results of the investigation Does not incorporate evidence into analysis.	The topic might reflect a summarization product rather than a possibility for analysis or further argumentative research. Scholar attempts to create a process for researching elements in a specific timeframe. Scholar does not utilize academic sources, uses irrelevant sources, or does not include a sufficient number of sources Scholar does not rely on their sources to explain their creative choices for their literary text.

<p>3-4</p>	<p>Formulates and somewhat follows a partial action plan to investigate a research question</p> <p>Uses Origin, Purpose and Content to collect and record mostly relevant information</p> <p>Evaluates some aspects of the process and results of the investigation</p> <p>Somewhat incorporate evidence into analysis</p>	<p>Scholar has a focused research question that is easy to identify</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. Scholar attempts to explain the Purpose and Content of their sources.</p>
<p>5-6</p>	<p>Formulates and follows a substantial action plan to investigate a research question</p> <p>Uses Origin, Purpose and Content to collect and record appropriate, relevant information</p> <p>Evaluates the process and results of the investigation</p> <p>Incorporates evidence from investigation into analysis</p>	<p>Student develops a strong research question that explains its relevance to world history.</p> <p>Scholar meets every checkpoint within the set timeline by teacher most of the time.</p> <p>Scholar uses 4-5 sources from legitimate databases or websites and properly records their resources and cites their sources. Scholar attempts to explain the Purpose and Content of their sources.</p> <p>Scholar references their sources in their creative choices for their literary text.</p>

7-8	<p>Formulates and effectively follows a comprehensive action plan to investigate a research question</p> <p>Uses Origin Purpose and Content to collect and record appropriate, varied and relevant information</p> <p>Thoroughly evaluates the investigation process and results</p> <p>Effectively incorporates evidence from investigation into analysis</p>	<p>Scholar has a question that can be argued and analyzed. It is not setting them up for a summary.</p> <p>Scholar creates and follows a process for organizing research elements in a specific timeframe.</p> <p>Scholar uses 4-5 sources correctly that supports their research argument and sources in a way that shows more than comprehension. Scholar attempts to explain the Purpose and Content of their sources.</p> <p>Scholar uses their 4-5 sources to justify their creative choices for their literary text.</p>
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English 1 Rubric “One-Pager”

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

Year 3			
	<p>Criterion C: Producing Text <i>(i) The produces texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas</i></p>	<p>Criterion B: Organizing <i>(i) The scholar employs organizational structures that serve the context and intention.</i></p>	<p>Criterion D: Language Usage <i>(ii) The scholar writes in a register and style that serve the context and intention.</i></p>

	<i>arising from personal engagement with the creative process.</i>		
The scholar...			
0	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.
1 – 2	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.
3 – 4	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.
5 – 6	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	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.

	exploration of and critical reflection on new perspectives and ideas.		
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