

Summer Assignment

Advanced English 10

Options for completing the assignment:

- Complete online:** Add the Google Classroom (**Google Classroom Code: 4wybi2d**) and complete the assignment there online by typing into the boxes. Do **not** submit the assignment, but keep the google doc on your account to turn in to your new English 10 teacher. **You may also contact Ms. Kellett (kellettf@mhusd.org or call/text 408-713-0783) to receive a google docs copy to type into.**
- Complete by hand:** Using binder paper, draw out tables like the ones below, take notes for all articles following the directions (you may skip the highlighting but must write all the notes), and complete the assignment by hand.
- Printed copy:** Contact Ms. Kellett to get a printed copy: kellettf@mhusd.org or text/call 408-713-0783

Google Classroom Code: 4wybi2d

You may turn the assignment in by hand, printed, or on Google Classroom at the beginning of the school year.

Due date: Beginning of second week of school

Need motivation? Wondering why you should do the summer assignment? **Watch this video here:** <https://tinyurl.com/eng10summer20>

Your three tasks include:

- Task 1:** Reword academic vocabulary -- Video help here: <https://tinyurl.com/task1help>
- Task 2:** Read and annotate "Eleven," then create a dialectical journal -- Video help here: <https://tinyurl.com/task2help>
- Task 3:** Choose two articles, annotate them, and create analysis charts--Video help here: <https://tinyurl.com/eng10task3help>

Questions? Contact any of these tenth grade teachers!

- Ms. Kellett: kellettf@mhusd.org or text/call 408-713-0783
- Ms. Gonzalez: gonzalezj@mhusd.org
- Ms. Simpson: simpsonj@mhusd.org
- Ms. Singh: singhj@mhusd.org

Task 1: Academic Vocabulary Video help here: <https://tinyurl.com/task1help>

Directions: The definitions have already been given to you. You must write the definition of the academic vocabulary in your own words. Learning these definitions will assist you with completing the dialectical journals in tasks 2 and 3.

Vocabulary	Definition	What it means in your own words
Tone	<i>The speaker's attitude toward the subject in their argument.</i>	
Theme/Greater Meaning	<i>Life lesson, meaning, or message about life or human nature that is communicated by a literary work.</i>	
Connotation	<i>The implied meaning of a word or phrase; how it makes the reader feel or what it makes the reader think of.</i>	
Denotation	<i>The literal (dictionary) definition of a word.</i>	
Characterization	<i>Explanation of who a character is through their words (says), thoughts, effects on others, actions, and appearance (looks).</i>	
Character trait	<i>An aspect or part of a character's personality that helps to make up who he or she is.</i>	
Figurative Language	<i>Language that uses words or expressions with a meaning that is different from the literal interpretation (metaphors, similes, exaggeration).</i>	
Imagery/sensory language	<i>Descriptions that appeal to the senses (sight, smell, hearing, touch, taste) of the reader.</i>	

Task 2: Read the short story “Eleven,” complete annotations, and write five dialectical journal entries. Video help here: <https://tinyurl.com/task2help>

Annotation directions:

1. Read the short story “Eleven” below. It is in the middle of the page (the center column).
2. On the left, answer the question written for you. Write at least 2-3 sentences per answer **in each section**.
3. In the middle, highlight or underline 2-3 descriptions (figurative language, imagery, sensory language) or indirect characterization (speech, thoughts, effect on others, actions, or looks) that stand out to you **in each section**.
4. On the right, explain what impact the descriptions have on the reader. Write at least 2-3 sentences **per section**.

Read the first box, but the annotations in the first section are completed for you as an example.

Answer the question in 2-3 sentences	Highlight 2-3 descriptions (figurative language, imagery, sensory language) or indirect characterization (speech, thoughts, effect on others, actions, or looks) that stand out to you in each section.	Explain the impact the descriptions have on the reader.
<p>How does the narrator feel about turning eleven?</p> <p><i>The narrator expects to feel differently when she turns eleven, but instead she feels the same. She still feels like she is ten years old, just like yesterday.</i></p>	<p>What they don't understand about birthdays and what they never tell you is that when you're eleven, you're also ten, and nine, and eight, and seven, and six, and five, and four, and three, and two, and one. And when you wake up on your eleventh birthday you expect to feel eleven, but you don't. You open your eyes and everything's just like yesterday, only it's today. <u>And you don't feel eleven at all. You feel like you're still ten.</u> And you are—underneath the year that makes you eleven.</p> <p>Like some days you might say something stupid, and that's the part of you that's still ten. Or maybe some days you might need to <u>sit on your mama's lap</u> because you're scared, and that's the part of you that's five. And maybe one day when you're all grown up maybe you will need to cry like if you're three, and that's okay. <u>That's what I tell Mama when she's sad and needs to cry.</u> Maybe she's feeling three.</p>	<p>SECTION ONE</p> <p><u>“And you don't feel eleven at all”</u> -- The character's thoughts reveal that she is feeling younger than she actually is. Perhaps she is insecure.</p> <p><u>“Sit on your mama's lap”</u> -- Sitting on a parent's lap calls to mind childishness and vulnerability, which helps the reader to understand that the narrator feels vulnerable.</p> <p><u>“That's what I tell Mama”</u> -- The character's speech here reveal that she does her best to support her mother, which demonstrates that she is a caring person.</p>
<p>What do you think the story is going to be about, based on this description of age and her explanation of Mrs. Price?</p>	<p>Because the way you grow old is kind of like an onion or like the rings inside a tree trunk or like my little wooden dolls that fit one inside the other, each year inside the next one. That's how being eleven years old is.</p> <p>You don't feel eleven. Not right away. It takes a few days, weeks even, sometimes even months before you say Eleven when they ask you. And you don't feel smart eleven, not until you're almost twelve. That's the way it is.</p> <p>Only today I wish I didn't have only eleven years rattling inside me like pennies in a tin Band-Aid box. Today I wish I was one hundred and two instead of eleven because if I was one hundred and two I'd have known what to say when Mrs. Price</p>	<p>SECTION TWO</p>

	<p>put the red sweater on my desk. I would've known how to tell her it wasn't mine instead of just sitting there with that look on my face and nothing coming out of my mouth.</p>	
<p>What does Mrs. Price do that upsets the narrator? Why do you think it upsets her?</p>	<p>“Whose is this?” Mrs. Price says, and she holds the red sweater up in the air for all the class to see. “Whose? It’s been sitting in the coatroom for a month.”</p> <p>“Not mine,” says everybody. “Not me.”</p> <p>“It has to belong to somebody,” Mrs. Price keeps saying, but nobody can remember. It’s an ugly sweater with red plastic buttons and a collar and sleeves all stretched out like you could use it for a jump rope. It’s maybe a thousand years old and even if it belonged to me I wouldn’t say so.</p> <p>Maybe because I’m skinny, maybe because she doesn’t like me, that stupid Sylvia Saldivar says, “I think it belongs to Rachel.” An ugly sweater like that all raggedy and old, but Mrs. Price believes her. Mrs. Price takes the sweater and puts it right on my desk, but when I open my mouth nothing comes out.</p> <p>“That’s not, I don’t, you’re not...Not mine.” I finally say in a little voice that was maybe me when I was four.</p> <p>“Of course it’s yours,” Mrs. Price says. “I remember you wearing it once.” Because she’s older and the teacher, she’s right and I’m not.</p>	<p>SECTION THREE</p>
<p>How does Rachel, the narrator, react to the sweater on her desk?</p>	<p>Not mine, not mine, not mine, but Mrs. Price is already turning to page thirty-two, and math problem number four. I don’t know why but all of a sudden I’m feeling sick inside, like the part of me that’s three wants to come out of my eyes, only I squeeze them shut tight and bite down on my teeth real hard and try to remember today I am eleven, eleven. Mama is making a cake for me for tonight, and when Papa comes home everybody will sing Happy birthday, happy birthday to you.</p> <p>But when the sick feeling goes away and I open my eyes, the red sweater’s still sitting there like a big red mountain. I move the red sweater to the corner of my desk with my ruler. I move my pencil and books and eraser as far from it as possible. I even move my chair a little to the right. Not mine, not mine, not mine. In my head I’m thinking how long till lunchtime, how long till I can take the red sweater and throw it over the schoolyard fence, or leave it hanging on a parking meter, or bunch it up into a little ball and toss it in the alley. Except when math period ends Mrs. Price says loud and in front of everybody, “Now, Rachel, that’s enough,” because she sees I’ve shoved the red sweater to the tippy-tip corner of my desk</p>	<p>SECTION FOUR</p>

	<p>and it's hanging all over the edge like a waterfall, but I don't care.</p>	
<p>How does Rachel react when Mrs. Price tells her to put the sweater on? Why do you think she reacts that way?</p>	<p>"Rachel," Mrs. Price says. She says it like she's getting mad. "You put that sweater on right now and no more nonsense."</p> <p>"But it's not —"</p> <p>"Now!" Mrs. Price says.</p> <p>This is when I wish I wasn't eleven because all the years inside of me—ten, nine, eight, seven, six, five, four, three, two, and one—are pushing at the back of my eyes when I put one arm through one sleeve of the sweater that smells like cottage cheese, and then the other arm through the other and stand there with my arms apart like if the sweater hurts me and it does, all itchy and full of germs that aren't even mine.</p> <p>That's when everything I've been holding in since this morning, since when Mrs. Price put the sweater on my desk, finally lets go, and all of a sudden I'm crying in front of everybody. I wish I was invisible but I'm not. I'm eleven and it's my birthday today and I'm crying like I'm three in front of everybody. I put my head down on the desk and bury my face in my stupid clown-sweater arms. My face all hot and spit coming out of my mouth because I can't stop the little animal noises from coming out of me until there aren't any more tears left in my eyes, and it's just my body shaking like when you have the hiccups, and my whole head hurts like when you drink milk too fast.</p>	<p>SECTION FIVE</p>
<p>Why do you think Rachel says "I wish I was anything but eleven"?</p>	<p>But the worst part is right before the bell rings for lunch. That stupid Phyllis Lopez, who is even dumber than Sylvia Saldivar, says she remembers the red sweater is hers. I take it off right away and give it to her, only Mrs. Price pretends like everything's okay.</p> <p>Today I'm eleven. There's a cake Mama's making for tonight and when Papa comes home from work we'll eat it. There'll be candles and presents and everybody will sing Happy birthday, happy birthday to you, Rachel, only it's too late.</p> <p>I'm eleven today. I'm eleven, ten, nine, eight, seven, six, five, four, three, two, and one, but I wish I was one hundred and two. I wish I was anything but eleven. Because I want today to be far away already, far away like a runaway balloon, like a tiny o in the sky, so tiny—tiny you have to close your eyes to see it.</p>	<p>SECTION SIX</p>

Video help here: <https://tinyurl.com/task2help>

Dialectical journal directions: After you read, you will write five dialectical journal entries. A **dialectical journal** is a journal that records a dialogue (or a conversation) between the words in the text and the thoughts that you are having as a reader. Complete each of the following:

1. **Question & Answer Column:** For each entry, choose a “Skills Question” from below. Write the question **and** your answer in the left side of the table. **Note:** You do not need to use all four questions and you will need to repeat at least one question, since you need five entries. You might answer the question similarly, but provide different evidence for each entry.
2. **Embedded Quotation Column:** Select a quote from “Eleven” that supports your answer. In the middle column of the table, embed the quote. At the end of the sentence, include some analysis that is answering the question.
3. **Additional Analysis Column:** On right side of the table, continue explaining how the quotation supports the answer to the question with 3-5 sentences of analysis.

Skills Questions

- What theme is developing in the novel/short story? How does this passage reveal that theme?
- What character traits are revealed through this passage? What type of indirect characterization does the author use?
- How does the author use figurative language, imagery, or description of events/settings to portray a theme or main idea?
- What is the tone in this passage? What are two single words that help create this tone? Explain them.

<p>Question & Answer Which skills question are you answering? What is the answer?</p>	<p>Embedded Quotation -- explain the significance of the passage you chose, following this format: - Subject +verb, “ quotation,” which proves...</p>	<p>Additional Analysis -- 3-5 sentences explaining how the quotation supports your answer (to the essential question)</p>
<p>Example: Question: What theme is developing? Answer: Cisneros is developing the theme that growing up is often more difficult than it may seem.</p>	<p>Ex: The narrator of Sandra Cisneros’ short story “Eleven” states that what people don’t understand about birthdays is that, “when you’re eleven, you’re also ten, and nine, and eight, and seven, and six, and five, and four, and three, and two, and one,” which implies that Rachel’s insecurities will be revealed later in the short story.</p>	<p>Ex: When Rachel says that turning eleven also means she is all of her previous ages, the reader understands that she is not happy about her eleventh birthday. This implies that she is overwhelmed by her birthday because she still feels like she is younger than she actually is. When Rachel explains that she is all of the other ages too, the author begins to develop the theme that growing up is often difficult. Even though Rachel is getting older, she is still struggling to stand up for herself in the story.</p>
	<p>1.</p>	<p>1. (continued from left column)</p>

	2.	2. (continued from left column)
	3.	3. (continued from left column)
	4.	4. (continued from left column)
	5.	5. (continued from left column)

Task 3: annotate two articles and complete analysis charts

- Video help here: <https://tinyurl.com/eng10task3help>

Directions: Choose **two** articles from the options below. You can scroll or turn the pages until you see the two articles you want to read. Read and annotate the articles. Then, fill out the analysis charts for the **two** articles below.

Annotation directions: - Video help here: <https://tinyurl.com/eng10task3help>

1. Read and annotate **two** articles. The articles are in the middle of each page (the center column). **Most articles are two pages long, so be sure to complete both pages.**
2. On the left, write 2-3 sentences explaining the main idea in that section of the article **in each section.**
3. In the middle, highlight or underline one quotation that helps to prove the main idea in that section of the article **in each section.**
4. On the right, explain how the quote you chose helps to prove the main idea **in each section** (2-3 sentences).

Sample annotations can be found [below](#).

Analysis chart directions: - Video help here: <https://tinyurl.com/eng10task3help>

1. Write the name of the article at the top.
2. Using what you wrote in the boxes on the left side of the article, write the purpose of the article. What was the author's main idea? What was their goal in writing the article?
3. Choose one quotation from the beginning, one quotation from the middle, and one quotation from the end of the article that best help to achieve the author's purpose. Write them in the column on the left.
4. In the column on the right, write 3-5 sentences explaining how the quote helps the audience to better understand the main purpose. You might explain why you think the author placed this information or evidence at the beginning, middle, or end. For example, the author might start the article with an example of an idea in order to draw the audience in and help them understand the main topic before diving into the topic deeper.

Sample analysis chart can be found [below](#).

Articles to choose from: To show us what you know and what you are interested in, please choose an article that interests you and an article that challenges your reading skills!

1. [College Degree or College Education?](#)
2. [Robot "double" allows students who are sick to attend school, see friends](#)
3. [Cooler School](#)
4. [Narrowing the Gap: Why are fewer young men enrolling in AP classes?](#)

Sample Annotation		
Write 2-3 sentences explaining the main idea in that section	Highlight one quotation that helps to prove the main idea in that section of the article	Explain how the quote you chose helps to prove the main idea
<i>The author is explaining that good teachers help students to participate in their learning. He remembers what he was taught because he got to experience it.</i>	<p>Great Teachers Don't Teach By Ben Johnson</p> <p>In a conversation on LinkedIn, one person asked, "What are the characteristics of an effective teacher?" I read quite a few excellent remarks that describe what such a teacher does to be effective. I couldn't help thinking about some of my best teachers.</p> <p>I had an amazing psychology professor in college. He was on fire every class period and his enthusiasm was contagious. <u>But the things I remember most are the psychological experiments in which we participated.</u> I remember every detail and the supporting theories because I experienced it.</p>	<i>When the author says "but the things I remember most are the psychological experiments," it helps the reader to understand that being part of the learning helped him to remember the material. Because he got to participate, he was able to understand and retain the information better.</i>

Article Choice #1: College Education or College Degree? By Troy Henderson

Write 2-3 sentences explaining the main idea in that section	Highlight one quotation that helps to prove the main idea in that section of the article	Explain how the quote you chose helps to prove the main idea
	<p>What do students want in exchange for all of the money that they pay for college? Is it a degree or an education? Gather any group of college professors in any discipline in any part of the country, and most (if not all) have noticed a mindset affecting many college students in which they seem to value their degree more than their education.</p> <p>As an example of how this mindset manifests itself, college professors can almost certainly count on the following question being asked most every semester (usually by multiple students):</p> <p>“What grade do I need to earn on my next assessment in order to have a grade of X in the course?”</p>	SECTION 1
	<p>As a mathematics professor, this is disturbing for several reasons, not the least of which is that college-level students should possess the mathematical skills needed to determine the answer to the question for themselves. Students enrolled in College Algebra, Statistics, Calculus and above should already know how to use the weights provided in a syllabus together with their known grades in the course to answer their own question.</p> <p>An even more disturbing consequence of such a question is the eagerness to know the minimum performance necessary to achieve the desired grade. This mentality focuses on how little the student must learn rather than how much the student can learn.</p> <p>This certainly seems to be an indication that the end result (degree) is more valuable than the journey (education).</p>	SECTION 2
	<p>Does it matter if a student knows the grade he needs to earn on the next test in order to make an A in a course, for example? Does knowing the answer to this question really affect a student’s performance?</p> <p>First, if the answer to the question is beyond what the student feels he can achieve, then he will likely not even prepare for the assessment.</p> <p>Similarly, if the required performance is less than what the student feels that he can achieve with little</p>	SECTION 3

	<p>to no effort, then he will also likely not prepare for the assessment.</p> <p>Finally, if the student feels that he can attain the desired grade with a reasonable amount of preparation, then the student may prepare, but knowing the needed grade should not influence the amount of preparation.</p>	
	<p>Since full-time students must manage their time and resources between multiple courses, it is logical to conclude that each course may not receive the same level of attention as other courses. Knowing the required performance on a particular assessment may influence the amount of time spent preparing for each course, but determining the minimum preparation time for each course is an extremely complicated problem.</p> <p>It is difficult to determine the minimum effort needed to please parents with decent grades or to pass courses so as to simply not have to retake them. Therefore, the pertinent question that students should be asking themselves should be:</p> <p>“Is a grade in a course, which leads to a degree, less or more important than the knowledge acquired from the course, which leads to an education?”</p> <p>How students answer this question demonstrates whether they place more emphasis on the short-term goal of a college degree or the long-term value of an education.</p>	<p>SECTION 4</p>

Article Choice #2: Robot "double" allows students who are sick to attend school, see friends By NewsELA Staff

Write 2-3 sentences explaining the main idea in that section	Highlight one quotation that helps to prove the main idea in that section of the article	Explain how the quote you chose helps to prove the main idea
	<p>During her sixth-grade social studies class at Octorara Intermediate School in Atglen, Pennsylvania, Jilly DeStephano acted like any 12-year-old. She was lost in chatter with her good friends Melanie and Katie.</p> <p>"Jilly, I like your hair," said Melanie, admiring her neat brunette pigtails, which Jilly flicked in response. Suddenly, their teacher Melissa Fanelli showed up.</p> <p>"Jilly, did you get the classwork I emailed you?"</p> <p>"Got it," answered Jilly. She was actually a couple of miles away, sitting at her dining room table at home in Christiana, just past the edge of Philadelphia in Lancaster County.</p> <p>Inside the Octorara classroom, her friends and teacher had been talking to her image on an iPad atop a skinny robot, called a "Perfect Attendant." It is essentially a pole on Segway wheels that Jilly controls from a computer. The device allows her to attend school virtually, even as she copes with her exhausting chronic medical condition, mitochondrial disease, at home.</p>	SECTION 1
	<p>Telepresence For Attendance</p> <p>Jilly calls her high-tech helper "the Double," its brand name. It is one of more than 1,000 "remote presence" or "telepresence" robots that have been placed in America's classrooms this decade. The robots allow kids who have difficulty attending school because of a medical condition to get much of the experience remotely. They can take quizzes, goof around with friends, and even go to lunch or on field trips.</p> <p>"Sometimes I'm too tired to actually go to school," said Jilly. She has been coping since she was very young with the illness, in which cells fail to properly produce energy. By third and fourth grade she was spending more time at home being taught by a teacher than in class. So when the school came to her last year to ask if she would test out the robot, Jilly and her family were enthusiastic.</p> <p>"They told me it was a pole on wheels," she said. "I was like: 'Hey, it's cool. Oh my gosh, it looks like me.'" Jilly is one of three students currently using a Double on loan from the Chester County Intermediate Unit, which started the program two years ago. The two other students are in Owen J. Roberts School District. One is an elementary school student recovering from</p>	SECTION 2

	<p>open heart surgery. The other is a middle schooler who recently used the device from her room at Children's Hospital of Philadelphia while undergoing treatment for leukemia.</p>	
	<p>The IU owns three of the \$4,000 machines, but plans to buy another because of demand, said Sam Ewing. He is assistant director of student services for the IU. So far there's been no charge for using the Double, but starting with the next user the IU will charge districts \$37.29 per day. The cost includes tech support and training in how to use the bot. For schools, that's far less than the cost of a homebound tutor, typically \$40 to \$60 per hour.</p> <p>Officials in Chester County say the success of the space-age accessories in providing an almost normal school day for kids with difficult medical issues has been remarkable.</p>	<p>SECTION 3</p>
	<p>"It's amazing, how that generation ... it's natural for them," said Paul Sanfrancesco, the director of technology at Owen J. Roberts. Sanfrancesco noted that talking to a screen atop a robot was more of a challenge for the teachers at first. The kids, on the other hand, escort the robot from class to class as if their actual friend were present. "They wave to her when she comes down the hall," he marveled.</p> <p>Students receive computers to go along with the bots. They are trained to maneuver the bot through school with the arrows on their computer and the help of a friend or teacher on site as a guide.</p> <p>Some students in other parts of the country are testing the outer limits of the robots. They are using them to practice along with the school choir or go along on field trips. The trips can be tricky when it comes to holding a Wi-Fi connection, the biggest problem most kids have encountered so far. Several years ago, one student in South Carolina even outfitted her VGo model robot with pink ribbons and a tutu. She renamed it Princess VGo.</p> <p>For Jilly, the Double has allowed her to stay home on the days when she needs to conserve her strength. She can save her energy for other school activities like "bubble ball," a recent Wiffle ball tournament, floor hockey or playing the flute.</p> <p>"That's really what the Double gives her," her mother, Ashley DeStephano, said. "Otherwise, Jilly's body doesn't have enough energy for other things. Her conserving energy in this way allows her to be a kid." Jilly, she said, loves school. She was depressed when she had to be taught alone at home. "She was just bummed. She missed that social interaction. She always felt left out," she said.</p>	<p>SECTION 4</p>

Article Choice #3: "Cooler School" By StudySync Staff

Write 2-3 sentences explaining the main idea in that section	Highlight one quotation that helps to prove the main idea in that section of the article	Explain how the quote you chose helps to prove the main idea
	<p>Today, when the next class bell rings, thousands of students across America will hustle into their classrooms. They will squeeze past rows of desks and settle in their assigned metal seats. Through fluorescent lights, they'll look ahead to their teachers, who will lecture at the whiteboard. Does this describe your school?</p> <p>In Mr. Corrigan's social studies class at San Diego's Health Sciences High and Middle College, things will go a little differently. Middle school students entering the classroom will make their way across the turf. They will find a spot on the bleachers. In a team huddle of sorts, Mr. Corrigan will explain the day's game plan. He will draw students' attention to an electronic marquee on the wall, which displays the class's purpose statement. After this meeting, students will break out into groups or rotations. They will learn history in a classroom designed like a football stadium. "We talk sports," Corrigan said. "We connect sports to history. That's how I get them all engaged and into the daily lesson."</p>	SECTION 1
	<p>Increasingly, research suggests that classroom design can actually impact student learning. A 2012 study from the University of Salford studied 34 different classrooms in seven different schools. Researchers found that different classroom features predicted greater academic progress in students. Natural light, interesting furniture shapes, multiple learning zones and bright colors were related to student improvement. The study found that classroom design was responsible for as much as 25 percent of the variation in student progress.</p> <p>Schools worldwide are designing more innovative learning spaces. Some have gone as far as changing the architecture of school buildings. For example, at Green School in Bali, Indonesia, buildings are made of bamboo. The school teaches sustainability. At Fuji Kindergarten in Tokyo, Japan, classrooms are open. They face inward toward a giant field where students can play. At Ørestad Gymnasium in Denmark, there are no classrooms at all. Instead, the school is one big open space. It has enormous circular "learning zones," where teachers walk around to help students.</p>	SECTION 2
	<p>Architect Catherine Lange points out that most ideas about changing education have to do with teaching style. Instead, she says, we should focus on the way schools look and feel. "The majority of our schools are decades old, and have not</p>	SECTION 3

	<p>undergone a major redesign since they were originally built,” she said. Lange also argues that classes should be personalized to the demands of the class and its students. She said, “We know that people learn differently from one another — so why do classrooms all look the same?”</p>	
	<p>Others are skeptical. Carol Burris, executive director of the Network for Public Education, did an interview with The Atlantic. She does not think classrooms need to change. She says all classrooms really need are basic things like plenty of light and air flow. “I have seen movable walls come and go, and I have witnessed the debates over blackboards and whiteboards, and desks in a circle versus desks in a row,” Burris said. “Yet in the end, we seem to come back to designs that are pretty traditional. I think that happens because those designs serve our students and teachers pretty well.”</p> <p>What do you think? How much should teachers invest in creative classroom setups? How much say should students have in the process? If you had the chance to build your own school, what would it look and feel like? What ideas can you suggest to improve school design?</p>	<p>SECTION 4</p>

**Article Choice #4: “Narrowing the Gap: Why are fewer young men enrolling in AP courses?”
by StudySync Staff**

Write 2-3 sentences explaining the main idea in that section	Highlight one quotation that helps to prove the main idea in that section of the article	Explain how the quote you chose helps to prove the main idea
	<p>AP courses are college-level classes that allow high school students to earn college credit if they score well enough on an exam. Recently, there has been a push for more students, specifically female students, to take these advanced courses. This is especially true in STEM categories. STEM stands for science, technology, engineering and mathematics. As information trickles in, it appears that more female students are indeed taking courses related to these fields. This is especially true for Advanced Placement (AP) courses in these subject areas.</p>	SECTION 1
	<p>In fact, data indicate that American female high school students are taking more AP courses in nearly all areas of study. Yet the same surveys now an opposing trend. Young men are often far outnumbered in AP courses. Why aren't male high school students taking AP courses as well?</p>	SECTION 2
	<p>AP courses in areas that have traditionally seen higher participation from males—math, computer science, and physics—still show strong enrollment for young men. However, other AP courses have either seen no increase in male participation, or even a decline. Yes, male participation in AP courses does vary by school, city and state. Still, the overall trend is that more young women than men are signing up for these courses. This means more young women will be earning college credits.</p>	SECTION 3
	<p>Did encouraging female students to take STEM courses inadvertently ignore the men? That's what some are saying. Others suggest that there just aren't as many opportunities after high school and college in non-STEM fields. Encouraging male students to take AP courses outside of the areas of mathematics and science isn't common. Others believe that it's just an issue of time commitment. Male students are more likely to participate in extracurricular activities like sports.</p> <p>What do you think? Why are more girls taking these classes? Do you think there is any reason behind the gender gap? Why are fewer young men enrolling in AP courses?</p>	SECTION 4

Fill out an analysis chart for **both** of the articles you read.

Analysis chart directions: - Video help here: <https://tinyurl.com/eng10task3help>

1. Write the name of the article and the author's name at the top.
2. Using what you wrote in the boxes on the left side of the article, write the purpose of the article. What was the author's main idea? What was their goal in writing the article?
3. Choose one quotation from the beginning, one quotation from the middle, and one quotation from the end of the article that best help to achieve the author's purpose. Write them in the column on the left.
4. In the column on the right, write 3-5 sentences explaining how the quote helps the audience to better understand the main purpose. You might explain why you think the author placed this information or evidence at the beginning, middle, or end. For example, the author might start the article with an example of an idea in order to draw the audience in and help them understand the main topic before diving into the topic deeper.

Analysis Chart Sample	
Title and author of article	"Great Teachers Don't Teach" by Ben Johnson
What is the purpose (main point) of the article?	Teachers who are "great" help students learn by giving them experiences in which they use their skills.
Evidence (quote) that supports the main purpose	Explanation of how evidence supports main purpose (2-4 sentences)
1. "Great teachers engineer learning experiences that maneuver the students into the driver's seat and then the teachers get out of the way."	1. Toward the beginning of the article, Johnson explains that great teachers create opportunities for students to learn on their own. He uses a metaphor, with the student as a driver, in order to help the reader understand that students can only really learn when they are in control. This introductory example helps the audience to understand Johnson's image of a great teacher.
2. "Socrates had it right when he only answered a question with more questions and look what he produced -- some of the greatest minds that ever lived."	2. In the middle of the article, the author uses the example of Socrates, who must have been a great teacher. By referring to a great teacher, Johnson helps the reader to see a reliable example of what a great teacher is. The example of Socrates helps the audience to see that teachers can help students practice skills on their own by asking them more questions instead of lecturing or giving answers.
3. "They stack the deck so that students have a reason to learn and in the process can't help but learn mainly by teaching themselves."	3. Johnson's final description of "great" teachers helps the audience to understand actions that teachers take in order to help students learn. The description summarizes the rest of the article, tying together the ideas of giving students a reason to learn and getting students to teach themselves. This leaves the audience with a concise understanding of what "great" teachers do for students.

Article #1 - Video help here: <https://tinyurl.com/eng10task3help>

Title and author of article	
What is the purpose (main point) of the article?	
Evidence (quote) that supports the main purpose	Explanation of how evidence supports main purpose (2-4 sentences)
1.	1.
2.	2.
3.	3.

Article #2 - Video help here: <https://tinyurl.com/eng10task3help>

Title and author of article	
What is the purpose (main point) of the article?	
Evidence (quote) that supports the main purpose	Explanation of how evidence supports main purpose (2-4 sentences)
1.	1.
2.	2.
3.	3.