Name:

WINTON WOODS CITY SCHOOL DISTRICT

WINTON WOODS HIGH SCHOOL

WARRIOR EXTENDED LEARNING PACKET

ASSIGNMENT-DAY 1

Course	English 10
Teachers	Albers, Dooley, Wilson (circle your teacher's name)
Standard	• W.9-10.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • W.9-10.1a - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. • W.9-10.1b - Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. • W.9-10.1c - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. • W.9-10.1d - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • W.9-10.1e - Provide a concluding statement or section that follows from and supports the argument presented. • NV 6.12.6 - Write persuasive text using rhetoric appropriate to audience and purpose that clearly states and supports a position.
Assignment **PROMPT:** Many people believe that television violence has a negative effect on society because it promotes violence. Do you agree or disagree? Use specific reasons and examples to support your response.	Using the prompt, write an outline. You may use the outline organizer with which you are most comfortable (ie. traditional outline or house organizer). I. Introduction a. lead b. link c. Thesis II. A. a. My position b. Opponents may say c. Why Opponents believe as d. Rebuttal (Why they're wrong.) II. B. a. TS b. SD c. SD d. SD III. a. Refer to Lead b. Restate Thesis c. Concluding Sentence II. C. a. TS b. SD c. SD d. TS II. D. a. TS b. SD c. SD d. SD

Assignment **PROMPT:** Many people believe that television violence has a negative effect on society because it promotes violence. Do you agree or disagree? Use specific reasons and examples to support your response.	Using the prompt, write an outline. You may use the outline organizer with which you are most comfortable (ie. traditional outline or house organizer). I. Introduction a. Lead b. Background/link c. Thesis II. A. Body a. Topic sentence b. Example 1 c. Example 2 d. Example 3 e. Transition to next paragraph II. B. Body a. Topic sentence b. Example 1 c. Example 2 d. Example 3 e. Transition to next paragraph II. C. Body a. Topic sentence b. Example 1 c. Example 2 d. Example 3 e. Transition to next paragraph II. D. Counter Argument (*May go in II.A. or II.D.)* a. Writer's perspective (ie. Your perspective) b. "Opponent's may say…" c. Why Opponents believe as they do d. Refute the opposition (ie. Tell why the opposition is wrong.) III. Conclusion a. Refer to the lead b. Restate your thesis c. Concluding sentence
Due Date	

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WINTON WOODS HIGH SCHOOL

WARRIOR EXTENDED LEARNING PACKER-DAY 2

Course	English 10
Teachers	Albers, Dooley, Wilson (circle your teacher's name)
Standard	• W.9-10.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • W.9-10.1a - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. • W.9-10.1b - Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. • W.9-10.1c - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. • W.9-10.1d - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • W.9-10.1e - Provide a concluding statement or section that follows from and supports the argument presented. • NV 6.12.6 - Write persuasive text using rhetoric appropriate to audience and purpose that clearly states and supports a position.
Assignment	Using your outline, write the essay. Many people believe that television violence has a negative effect on society because it promotes violence. Do you agree or disagree? Use specific reasons and examples to support your response.
Due Date	

00033-00

Ain't I a Woman?

Well, children, where there is so much racket there must be something out of kilter. I think that 'twixt the negroes of the South and the women at the North, all talking about rights, the white men will be in a fix pretty soon. But what's all this here talking about?

That man over there says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere. Nobody ever helps me into carriages, or over mud-puddles, or gives me any best place. And ain't I a woman? Look at me! Look at my arm! I have ploughed and planted, and gathered into barns, and no man could head me! And ain't I a woman? I could work as much and eat as much as a man—when I could get it—and bear the lash as well! And ain't I a woman? I have borne thirteen children, and seen most sold off to slavery, and when I cried out with my mother's grief, none but Jesus heard me! And ain't I a woman?

Then they talk about this thing in the head; what's this they call it? ["Intellect," someone whispers.] That's it, honey. What's that got to do with women's rights or negro's rights? If my cup won't hold but a pint, and yours holds a quart, wouldn't you be mean not to let me have my little half-measure full?

Then that little man in black there, he says women can't have as much rights as men, 'cause Christ wasn't a woman!

Where did your Christ come from? Where did your Christ come from? From God and a woman! Man had nothing to do with Him.

If the first woman God ever made was strong enough to turn the world upside down all alone, these women together ought to be able to turn it back, and get it right side up again! And now they is asking to do it, the men better let them.

Obliged to you for hearing me, and now old Sojourner ain't got nothing more to say.

"Ain't I a Woman?" by Sojourner Truth, in *African American Literature: Voices in a Tradition.*
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WARRIOR EXTENDED LEARNING PACKET-DAY 3

Course	English 10
Teachers	Albers, Dooley, Wilson (circle your teacher's name)
Standard	Reading **A.3.b** Describe how the choice of form (e.g., film, novel, sculpture) affects the presentation of a work's theme or topic (e.g., comparing *Fahrenheit 451* to Francois Truffaut's film version) **A.5.a** Use organization or structure of text (e.g., comparison/contrast, cause/effect, problem/solution) and writer's techniques (e.g., repetition of ideas, syntax, word choice) to aid comprehension of increasingly challenging texts **A.6.b** Summarize and paraphrase information in increasingly challenging texts, identifying key ideas, supporting details, inconsistencies, and ambiguities Writing **B.3.a** Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative.
Assignment	Read "Ain't I Woman," by Sojourner Truth, which is stapled to this paper. Use Close Reading strategies, annotate and mark as you read. Answer the questions below. Write your answer on the line. _____ 1. The speaker refers several times to people who have made statements about rights. Whose claims does the speaker respond to in greatest detail? **A.** The negroes of the South **B.** The women at the North **C.** That man over there **D.** Those that talk about intellect _____ 2. In lines 8–11, 25–27, and 33–35, the speaker refers to people participating in a discussion with her. How does the speaker use the comments of these people? **A.** To help organize her ideas **B.** To provide support for her claims **C.** To provide summaries of her thoughts **D.** To help recognize the flaws in her arguments

	_____ 3. In lines 8–24, the speaker asks "And ain't I a woman?" after each of four statements. What quality do these four statements suggest? **A.** Shame **B.** Strength **C.** Optimism **D.** Uncertainty _____ 4. Which statement most accurately summarizes the thesis of the passage? **A.** Southern African Americans and Northern women have different goals. **B.** Women have the same rights as men and can improve the world. **C.** Women have suffered more than men and deserve special treatment. **D.** People who do not understand an issue should not participate in debates. _____ 5. Why does the first paragraph of the passage serve as an effective introduction? **A.** It outlines the main points of the argument. **B.** It clarifies the speaker's opinion by asking a rhetorical question. **C.** It establishes the speaker's authority by explaining her background. **D.** It invites the audience to feel at ease by addressing them informally. 6. The speaker of "Ain't I a Woman?" presents four arguments to support her view that women should enjoy the same treatment and rights as men. First, summarize three of the four arguments. Then, explain why the speaker likely chose to present her arguments to the audience in the order in which she did.
Due Date	