



Welcome to Honors English 10! This course will build upon what you learned as freshmen to sharpen your reading, writing, speaking, listening, and thinking skills. The summer reading assignment will apply your skills as a reader to one of five possible memoirs (which Merriam Webster defines as *a narrative composed from personal experience*).

What are the tasks in the assignment, and why are we doing them?

Task	Learning Objectives	Connections to Curriculum
1. Actively read a memoir from the list included in this packet.	I can read non-fiction text with a specific purpose.	This class will show students how to look at texts as mentors, which will require students to notice the moves writers make to achieve their purposes. Students will analyze the moves their author makes in preparation for their own personal narrative writing.
2. Annotate your observations about the techniques the author uses in their memoir.	I can identify techniques authors use in their writing.	

What is in this packet?

- [Page 1: Objectives and Assignment Overview](#)
- [Page 2: Reading](#)
- [Pages 3-4: Assignment Directions](#)
- [Page 5: Annotation Example](#)
- [Page 6: Writing Rubric](#)
- [Page 7: Academic Integrity](#)

If you would like a printed copy of any of the resources listed / linked in this assignment, please contact one of the teachers listed below.

NEED HELP?

<p>Email an Honors English 10 teacher!</p> <p>Mrs. Krumbiegel (amkrumbiegel@olatheschools.org) Mrs. Skoglund (jskoglundonw@olatheschools.org) Mrs. Van Kuiken (snvankuiken@olatheschools.org)</p>	<p>Attend the Summer Help Night!</p> <p>Wednesday, August 5th, 2026 4 - 7 PM ONW Raven's Nest</p>
---	--



MEMOIR SELECTIONS

Select **ONE** of the following memoirs to read. Before making your selection, the Honors English 10 teachers encourage you to explore the memoir options through this [Book Tasting activity](#), where you can read a summary of each book and preview the first few pages.

Memoir options:

- *Born a Crime* by Trevor Noah **OR** *It's Trevor Noah: Born a Crime* (Young Readers' Edition) by Trevor Noah
 - The Young Readers' Edition is the same book but has been adapted to exclude language and sexual content. Either version of this book is acceptable for this assignment.
- *Brain on Fire* by Susannah Cahalan
- *The Glass Castle* by Jeannette Walls
- *Into Thin Air* by Jon Krakauer
- *The Other Wes Moore* by Wes Moore

You will need to obtain a personal copy of your chosen book. When purchasing the book, consider supporting a local independent bookstore such as [Rainy Day Books](#) in Fairway or [The Raven](#) in Lawrence. If you need assistance obtaining a copy, contact one of the teachers listed on page 1 as soon as possible.

The use of audio books as support for your reading is fine but should not replace your actual reading of the text.

Be sure to acquire a physical copy of your text to complete this assignment and to bring with you to school in August.

READING TIPS

Reading for an academic purpose means that you are...

- **Considering your environment.** To set yourself up for success to read without distractions, think about where you are and what's around you. For example, if you find yourself checking your phone every other paragraph, put your phone away for a certain amount of time. If you get distracted with noise, move to a quiet location. If you fall asleep while reading, sit in a place where you won't get tired as easily.
- **Slowing down.** Reading for fun, where you skim the text for overall ideas, is different from reading for an academic purpose, where you read closely to process all information.
- **Monitoring your own comprehension.** If you don't understand something, stop. Re-read that section, use resources like online dictionaries, collaborate with other students reading the same book, and/or reach out to a teacher for assistance.
- **Strategizing your progress through tasks.** Sit down with a calendar, look at conflicts you have over the summer, and look at the date the assignment is due. Chunk the reading and writing tasks into smaller pieces and put them on your calendar so that you're not cramming everything at the last minute. *And stop telling yourself you'll just do it later.*



ASSIGNMENT DIRECTIONS

There are **THREE (3) STEPS TOTAL** for your summer assignment. Be sure to read the directions for each carefully! You should bring your book and completed work to class on **Monday, August 17th**.

STEP ONE: Read the “What Is a Memoir?” excerpt below to learn about common “moves” authors use in memoirs.

What Is a Memoir?

A memoir is a non-fictional, [first personal written account](#) of events and memories from the author’s real life. Memoirs (French for “memory” or “reminisce”) focus on personal experience, intimacy, and emotional truth—memoir writers often play with their memories and with real life in order to tell a good story. For this reason, memoirs are not bound to formal expectations around chronology or factual accuracy. Here are some moves memoirs make in their writing:

- **Move 1: Don’t start at the beginning.** The best memoirs don’t tell their stories chronologically. A lot of time, memoirists will begin with an immediately compelling story or moment from their life. Then, they’ll work their way back and fill in the blanks. This technique will help pique the reader’s interest from the very beginning.
- **Move 2: Create a sensory experience.** One of the hardest parts of memoir writing is translating personal experiences into something that the reader can engage with and inhabit themselves. The best way to ensure that a memoir isn’t dull is to pack it with vivid details, using all five senses (sight, sound, taste, touch, smell) to tell the story and transport the reader back to that specific moment of time.
- **Move 3: Show, don’t tell.** A good memoir should be just as compelling as a fiction bestseller. Even though memoirs draw from authors’ life experiences, they still use techniques found in novels and short stories. Re-create scenes with dialogue. “Show, don’t tell” by describing action rather than overloading with exposition. These techniques will give color and life to a piece of writing.

[Teacher Note: View the examples and link below if you need more explanation of this move!]

- Tell: Jason was scared when he saw the monster.
- Show: Jason’s heart raced as a shadowy figure caught the corner of his eye.
- <https://www.masterclass.com/articles/how-to-write-effective-exposition>
- **Move 4: Conclude with significance.** The best memoirs don’t end with the author’s writing of the book. Memoirists usually conclude their story with a compelling moment or reflection that directly or indirectly states the meaning or significance of their experiences.

Adapted from <https://www.masterclass.com/articles/6-tips-for-writing-a-memoir>

STEP TWO: Review the Annotation Examples on page 5 of this document.

STEP THREE: Read your chosen memoir, annotating and tracking the “moves” your author makes in their memoir. You will complete an assessed timed writing in class within the first week of school based on these topics, so it is highly recommended that you complete annotations thoroughly to prepare. Suggested annotation tasks include the following:

Writing Move	Suggested Annotation Tasks <i>Writing tasks should be YOUR OWN IDEAS AND WORDING. See the “Academic Integrity” section on page 7 for more details.</i>
Move 1: Don’t start at the beginning.	<ul style="list-style-type: none"> ● Start reading at . . . <ul style="list-style-type: none"> ○ <i>Born a Crime</i>: Chapter 1 “Run” ○ <i>Brain on Fire</i>: Preface ○ <i>The Glass Castle</i>: Chapter 1 “A Woman on the Street” ○ <i>Into Thin Air</i>: Chapter 1 “Everest Summit” ○ <i>The Other Wes Moore</i>: Part 1: Fathers and Angels ● Highlight, underline, circle, star, or otherwise mark TWO quotes that “hooked” or engaged you as a reader within the first 2-3 pages of the book. ● Write a 1-2 sentence summary of what happened in the FIRST 2-3 pages of the book.
Move 2: Create a sensory experience.	<ul style="list-style-type: none"> ● Highlight, underline, circle, star, or otherwise mark at least SIX quotes that showed vivid sensory detail throughout the book.
Move 3: Show, don’t tell.	<ul style="list-style-type: none"> ● Highlight, underline, circle, star, or otherwise mark at least SIX quotes where action is described rather than just explained in the book. These examples may have dialogue, but they don’t have to.
Move 4: Conclude with significance.	<ul style="list-style-type: none"> ● The book ends at . . . <ul style="list-style-type: none"> ○ <i>Born a Crime</i>: Chapter 18 “My Mother’s Life” ○ <i>Brain on Fire</i>: Chapter 53 “The Purple Lady” ○ <i>The Glass Castle</i>: Part V Thanksgiving ○ <i>Into Thin Air</i>: Chapter 21 “Epilogue” ○ <i>The Other Wes Moore</i>: Part 8: Surrounded ● Highlight, underline, circle, star, or otherwise mark TWO QUOTES that showed you the theme or significance of the book in its last 2-3 pages. ● Write a 1-2 sentence summary of what happened in the LAST 2-3 pages of the book.



ANNOTATION EXAMPLES

This example is based on the short story [“Eleven” by Sandra Cisneros](#). It includes the following annotations:

1. Quote that hooked / engaged reader and why
2. Quote that hooked / engaged reader and why
3. Quote for show, don't tell
4. Summary of introduction
5. Quote for sensory detail (sight)

“Eleven” by Sandra Cisneros

1 **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 you don't feel eleven at all. You feel like you are—underneath the year that makes you ele

2 Like some days you might say something the part of you that's still ten. Or maybe some need to sit on your mama's lap 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 you're three, and that's okay. That's what I tell Mama when she's sad and needs to cry. Maybe she's feeling three.

3 **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.

4 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.

5 Only today I wish I didn't have only eleven inside me like pennies in a tin Band-Aid box was one hundred and two instead of eleven hundred and two I'd have known what to say put the red sweater on my desk. I would've known her it wasn't mine instead of just sitting there with my face and nothing coming out of my mouth

6 “Whose is this?” Mrs. Price says, and she

1. Engages reader well because it's relatable.

Birthdays are something everybody experiences.

2. Engages reader well because it jumps right into the action on her eleventh birthday.

3. Show, don't tell

4. Intro summary: The author begins the memoir on her eleventh birthday. She repeats many numbers and the ages she's been in the past, noting that she doesn't really feel different than before.

the air for all the class to see. “Whose? It's been in the oatroom for a month.”

” says everybody. “Not me.”

long 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 dollars if it belonged to me I wouldn't say so.

5. Sensory detail (sight)

9 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.

10 “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.

11 “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.

12 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 that today I am eleven, eleven. Mama is making a cake for me tonight, and when Papa comes home everybody will sing Happy birthday, happy birthday to you.

13 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



This rubric will be used to assess your first writing assignment, which you will complete in class when you return in August. The purpose of including this rubric on the summer assignment is for your information only.

Areas for Improvement	Criteria	Areas of Strength
	Student accurately summarized the beginning of the memoir AND explained how well it engaged readers.	
	Student accurately identified three examples of sensory details and cited author/page number.	
	Student accurately identified three examples of show, don't tell, explained what the author was trying to show, and cited author/page number.	
	Student accurately identified the significance of the memoir AND explained how well the conclusion showed that significance.	



Academic integrity refers to honesty and responsibility when completing and turning in work. Honest work builds self-esteem, knowledge, and skills. **Use academic integrity when completing your summer assignment!**

We **WILL** submit writing assignments to turnitin.com at the start of the school year.

For this assignment, **academic integrity means:**

- Reading the entire book
 - While using sites with book summaries are helpful in clarifying the reading when you don't understand, reading a summary of the book is not an acceptable substitute for actually reading the book.
- Using only the digital resources provided in this assignment
 - While there are many resources on the Internet to assist you as a student, those should not replace your reading or your writing. **The use of ChatGPT or any other generative artificial intelligence is expressly prohibited.**
- Asking an Honors English 10 teacher if you are struggling
- Ensuring that your written work reflects *your* ideas and skills
 - While collaboration between students is encouraged, what you write and the quotations you select should not be the same as another student.
- Not allowing your work to be copied or used by another student
 - You should never email or electronically transfer the file for your responses to another student.

Consequences for Academic Dishonesty on the Honors English 10 summer assignment are as follows:

- A parent/guardian phone call
- A written office referral to be included in your disciplinary file
- Redoing the assignment and/or reduced credit on the assignment

If you have questions or concerns about academic integrity, please contact one of the teachers listed on page 1.