



Summer Assignment Template

Course Title: English 11 Honors

Teacher: Jade Schlich (jade.schlich@acsk-12.org)

PLC Content Area:

Summer Assignment Description

Call Us What We Carry Poems by Amanda Gorman

Students will read Amanda Gorman's poetry collections "Call Us What We Carry" and will write written responses to at least 2 poems and annotate 5 poems thoroughly with a short analysis.

Date Due

Students will turn in work the first day of school.

Estimated Time for Completion

1-2 weeks

Tennessee Academic Standards/Approved Standards Supporting Reference (List standard(s) correlation to summer work)

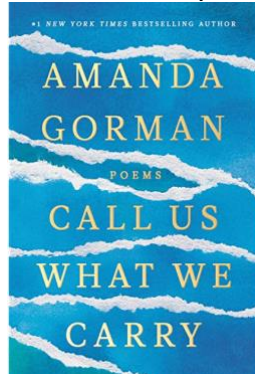
11-12.RL.KID.1; 11-12.RL.KID.3; 11-12.W.TTP.2; 11-12.W.PDW.4; 11-12.RL.RRTC.10

Rationale for Summer Assignment

Written responses will assess the students organizational writing and analytical skills; the annotation portion will assess their understanding of poetic elements in Contemporary American Literature.

Resources needed to complete Summer assignment

Call Us What We Carry Poems by Amanda Gorman



<p><u>How</u> and <u>when</u> will <u>this</u> summer assignment be assessed and scored? Also, what grading category and what percentage will this summer assignment count in the student's grade?</p>	<p>Students will submit their responses and annotations the first day of school.</p> <p>This will count as a project grade, 100 points. 10% of total Q1 grade (4 tests/projects in Q1; Tests/Projects are 40% of Grade)</p> <p>2 well-written 6 C Paragraphs responding to 2 poems = 50 points = 25 points each</p> <p>5 completely annotated poems with short analysis = 50 points = 10 points each</p>
<p>Additional Summer Assessments (If applicable - <u>what</u> grading category and <u>what</u> percentage will each additional summer assignment count in the student's grade?)</p>	<p>How to annotate a poem with a short analysis (you may not use this example as your own):</p>

**THERE'S NO
POWER LIKE HOME**

*Referencing
The Wizard of Oz*

We were sick of home, *Alliteration of W* *Repetition of "Home"*
Home sick.

That mask around our ear *Assonance of O* *Rhyme: ear/year*
Hung itself into the year *Visual imagery*

Once we stepped into our home, *kinetic imagery*
We found ourselves gasping, tear- *Consonance of S* *kinetic imagery*
ing it off like a bandage, *Assonance of A*

Like something that gauzed *Tactile imagery*
The great gape of our mouth. *Alliteration of G; Assonance of O*
Even faceless, a smile can still *Assonance of E; Consonance of L*
Scale up our checks, *Consonance of f, k*
Bone by bone, *Alliteration of B*

Our eyes crinkling *Visual + Auditory imagery*
Delicately as rice paper *Assonance of E*

At some equally fragile beauty— *Consonance of L* *Auditory imagery*
The warbling blues of a dog. *Consonance of B*

A squirrel venturing close, *Consonance of r* *Visual imagery* *off-rhyme close/joke*
The lilt of a beloved's joke.

Our mask is no veil, but a view. *Alliteration rV*
What are we, if not what we see in another. *interior rhyme.*

Using a variety of sound and imagistic techniques Gorman explains the power and relief of removing a face mask during the pandemic. She uses a mixture of visual and tactile imagery to create the illusion of death: "That mask...Hung itself..." in lines 3-4 reminds us of the stakes of making it home unscathed by Covid another day. Her uses of the vowel O also remind us of a mouth, agape and shocked.

Concepts and vocabulary to know and annotate:

Rhyme

Off-Rhyme

Repetition

7 types of imagery: Visual (sight), Auditory (sound), Gustatory (taste), Tactile (touch), Olfactory (smell), Kinetic (movement), thermal (temperature).

Alliteration

Assonance

Consonance

6C Paragraph Structure Rubric

ELEMENT	5 (Mastery) 100%	4 (Proficient) 80%	3 (Approaching) 70%	2 (Below) 50%
CLAIM: ARGUMENT/ PURPOSE	Clearly identifiable and focused throughout paragraph	Argument and/or purpose may wander a little but are focused throughout the majority of the paragraph	Argument and/or purpose are identifiable but may not be focused throughout entire paragraph	Not identifiable and/or focused
CITE: EVIDENCE/ SUPPORT	Provides specific evidence; all evidence is completely relevant to argument and/or purpose	Evidence is relevant and mostly specific; evidence is mostly explained and connected to argument and/or purpose	Includes evidence, but evidence may not be completely relevant or explained fully	Lack of evidence and/or support for argument and/or purpose
CLAIRIFY: EXPLANATION/ CONTEXT OF EVIDENCE AND SUPPORT	Uses precise language to explain the quotation in a way that reveals a deep understanding and leads reader to understanding	Uses language to explain the quotation in a way that leads reader to understanding	Attempts to explain the quotation but is clumsy or imprecise	Does not explain quotation in a way that is understandable
CITE: EVIDENCE/ SUPPORT	Provides specific evidence; all evidence is completely relevant to argument and/or purpose	Evidence is relevant and mostly specific; evidence is mostly explained and connected to argument and/or purpose	Includes evidence, but evidence may not be completely relevant or explained fully	Lack of evidence and/or support for argument and/or purpose
CLAIRIFY: EXPLANATION/ CONTEXT OF EVIDENCE AND SUPPORT	Uses precise language to explain the quotation in a way that reveals a deep understanding and leads reader to understanding	Uses language to explain the quotation in a way that leads reader to understanding	Attempts to explain the quotation but is clumsy or imprecise	Does not explain quotation in a way that is understandable
CONNECT: ANALYSIS THAT CONNECTS/SUPPO RT THE CLAIM	Clearly connects to argument and purpose by providing clear connections to world/cultural relevancy; logical progression of ideas; language enhances argument and/or purpose	Connections to argument and world/cultural relevancy are present; logical progression of ideas; transitions are used appropriately	Connections to argument are simplistic and/or obvious; paragraph is somewhat disorganized and difficult to follow; transitions are used ineffectively or incorrectly	Connections to argument and world/cultural relevancy are lacking or non-existent; no recognized organizational pattern used; transitions are non-existent

Teacher Summer Contact Information

Jade.schlich@ack-12.org