Dear English 10 Honors Student: Please read this summer reading assignment with your family. If you understand and agree to the commitment of the course, please sign the form attached to the back of this packet, and return it to the summer reading box in the Guidance Department by June 16.

This is the first assessment of the course; failing to complete the summer work will have a serious impact on the Term 1 grade. The purpose of this assignment is to assess reading and writing skills: selecting relevant evidence, analyzing the text, generating original insights, developing and organizing ideas, and demonstrating knowledge of language and conventions.

Academic Integrity: One of the goals of this course is to help prepare students for the rigor of college courses. Any form of plagiarism diminishes the educational impact of assignments. Students must submit their own work. Examples of plagiarism include (but are not limited to) directly copying another’s work, paraphrasing or quoting without providing the citation, and submitting another’s work as one’s own. Plagiarism will result in a 0% on the assignment.

Questions?? After careful review of the assignment, if you do not understand a part of it or if you have any other questions, please contact Mrs. Provost at sibiliak@dy-regional.k12.ma.us or Mr. Stone at stonej@dy-regional.k12.ma.us
If you need an additional copy of this assignment, you can find it on Ms. Sibilia’s website:
www.sibiliaenglishclass.weebly.com

Due Date: August 17, 2017
To submit your work, you have two options:
1. Drop off your work in the main office, which is usually open until noon in August.
2. Send your assignment in the mail:
   Dennis Yarmouth Regional High School
   English 10 Honors: Ms. Sibilia / Mr. Stone
   210 Station Ave
   South Yarmouth, MA 02664

Requirements:

1. Read Zeitoun by Dave Eggers.
   You may purchase your own, or borrow from a library (DY library or public).
2. As you read, complete the Zeitoun Notes as you read. There is an assignment for each of the five sections in the novel. The assignment and rubric are contained in this packet. These notes are worth 50 points.
3. After you read, complete one Open Response Question. Be sure to read the requirements and the rubric before you begin writing. Your Open Response is worth 30 points.
4. Your notes may be handwritten on the worksheets, but your Open Response Question should be typed and double spaced.
5. During the first week of school, you will use your notes and Open Response to write a Long Composition about the novel. This Long Composition will be worth 100 points.
Zeitoun is structured in five sections, which are designated by roman numerals. As you read, you will take notes on each of the five sections. This means that you will always have a specific task on which you are focused. For the assigned task, you will provide quotes and explain each quote’s relevance. These notes are similar to the two-column or Cornell notes that you took in 9th grade.

1. For section I, you will analyze characterization. Before completing the worksheet that follows, read the information about direct and indirect characterization below.

### Defining Characterization

**Characterization** is the process by which the writer reveals the personality of a character. Characterization is revealed through **direct characterization** and **indirect characterization**.

**Direct Characterization** tells the audience what the personality of the character is.

- **Example:** “The patient boy and quiet girl were both well mannered and did not disobey their mother.”
- **Explanation:** The author is directly telling the audience the personality of these two children. The boy is “patient” and the girl is “quiet.”

**Indirect Characterization** shows things that reveal the personality of a character. There are five different methods of indirect characterization:

<table>
<thead>
<tr>
<th>Speech</th>
<th>What does the character say? How does the character speak?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thoughts</td>
<td>What is revealed through the character’s private thoughts and feelings?</td>
</tr>
<tr>
<td>Effect on others toward the character.</td>
<td>What is revealed through the character’s effect on other people? How do other characters feel or behave in reaction to the character?</td>
</tr>
<tr>
<td>Actions</td>
<td>What does the character do? How does the character behave?</td>
</tr>
<tr>
<td>Looks</td>
<td>What does the character look like? How does the character dress?</td>
</tr>
</tbody>
</table>

**TIP #1:** Use the mnemonic device of STEAL to remember the five types of indirect characterization

**TIP #2:** Use indirect characterization to analyze visual media:

- **Film:** Look at how the character dresses and moves. Note the facial expressions when the director moves in for a close-up shot.
- **Drama:** Pay attention to the way that the characters reveal their thoughts during a soliloquy.

2. For sections II through V, you will choose a theme on which to focus, and take notes about that theme. Before completing theme notes, read about each theme below.

You may choose to track the same theme throughout the novel or switch your theme with each section.

**Themes:**

**The role of the media during a tragedy:** In our world, news is a 24-hour business. Journalists are supposed to report the news in an unbiased way, but media outlets can’t operate without good ratings. This causes news channels to employ different methods to attract more viewers. Throughout this novel, our characters are suspicious of the media and the coverage of Hurricane Katrina. As you think about this theme, research Hurricane Katrina online so that you can see the media coverage and compare it to the Zeitoun’s perspective.
Themes continued…

The importance of home: The concept of home is something that is truly different for each person. In this novel, Eggers shows that “home” is the place with which you have a personal connection. It might not be where you were born or where you live now. As you consider this theme, think about the relationship between home and family.

The complexity of gender roles in relationships: Gender roles and expectations are different across cultures. In some cultures, the husband is expected to be dominant, while the wife is submissive. In others, the opposite is true, with the wife taking a more dominant role. Even more common in our country are relationships where the roles are more fluid. One partner may take the lead on some issues, like handling the finances, while the other is in charge of family meals. Religious beliefs also impact gender roles, as seen in the Zeitoun family. If you choose this theme, consider what you believe or know about gender roles and relationships.

**Assessment**

Each section is worth 10 points and will be graded individually.

Since there are five sections, your notes are worth a total of **50 points**.

The following rubric will be used:

**Zeitoun Notes Rubric**

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary</td>
<td>10</td>
<td>Entries are extensive, indicating careful and detailed interaction with the text. Response has breakthroughs and extended entries which indicate the responder’s efforts to push his/her understanding to the utmost. Quotes are cited in MLA format.</td>
</tr>
<tr>
<td>Advanced</td>
<td>9</td>
<td>Entries are thorough, commenting on all parts of the text: beginning, middle and end. Quotes are cited in MLA format.</td>
</tr>
<tr>
<td>Proficient</td>
<td>8-7</td>
<td>Entries demonstrate that the entire reading has been completed, but is only fair and requires additional involvement with the text. Quotes are cited, but may have minor errors.</td>
</tr>
<tr>
<td>Developing</td>
<td>6-5</td>
<td>Entries are minimal and important information has been missed. For example, you may comment on the first half of the section, but not comment on its conclusion. Citations may be missing.</td>
</tr>
<tr>
<td>Beginning</td>
<td>4-0</td>
<td>Some work but little analysis</td>
</tr>
</tbody>
</table>
**SECTION I (pages 3-81): TRIPLE ENTRY CHARACTER NOTES**

**Directions:** Follow the directions in the boxes below to complete the Section I notes. Read the model response, and do not choose the same quotes for your responses. Be sure to find quotes from the appropriate pages and cite your quotes in MLA format.

<table>
<thead>
<tr>
<th>Character</th>
<th>Direct characterization: choose a quote that <em>directly tells</em> the reader information about the character. Provide an MLA format in-text citation after the quote.</th>
<th>Indirect characterization: choose a quote that <em>shows</em> something about the character. Consider how the character talks, what he/she says and does, and his/her effect on other people. Provide an MLA format in-text citation after the quote.</th>
<th>Explain how the person is characterized in these quotes. These boxes should contain your original thoughts about these quotes. Write at least three sentences.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Model:</strong> Abdulrahman Zeitoun (pages 3-49)</td>
<td>“[Zeitoun] was firm, sure, but also just distracted enough to give them the room they needed, and just pliant enough to let himself be taken advantage of when the need arose” (Eggers 10).</td>
<td>“As [Zeitoun] entered the kitchen, seeing his daughters bow and curtsy and wave imaginary fans, he thought, at least they’re not singing. Pouring himself a glass of orange juice, he watched these girls of his, perplexed. Growing up in Syria, he’d had seven sisters, but none had been this prone to drama...it was Kathy’s influence, no doubt” (Eggers 7).</td>
<td>In these first few pages, Abdulrahman Zeitoun is characterized as a loving, but somewhat distant, father. He isn’t sure of how to interact with his lighthearted daughters, since he was brought up in a quieter, more serious, house. However, when Eggers states that Zeitoun is “just pliant enough,” it shows that he can be persuaded to join in the silliness, even though he may not understand their obsession with <em>Pride and Prejudice</em>.</td>
</tr>
<tr>
<td>Zeitoun (pages 3-49)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kathy (pages 3-49)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Character</td>
<td>Direct characterization: choose at least one quote that <em>directly tells</em> the reader information about the character. Provide an MLA format in-text citation after the quote.</td>
<td>Indirect characterization: choose at least one quote that <em>shows</em> something about the character. Consider how the character talks, what he/she says and does, and his/her effect on other people. Provide an MLA format in-text citation after the quote.</td>
<td>Explain how the person is characterized in these quotes. These boxes should contain your original thoughts about these quotes. Write at least three sentences.</td>
</tr>
<tr>
<td>-----------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Zeitoun</strong> (pages 50-81)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Kathy</strong> (pages 50-81)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**SECTION II (pages 85-170): DOUBLE ENTRY NOTES- THEME**

**Directions:** Choose which theme on which you will focus for this section: role of the media during a crisis, the importance of home and family, or the complexity of gender roles. Then, in the left column, write quotes that connect with the theme. In the right column, provide your analysis by explaining how the quote relates to your selected theme. Read the model quote and explanation as a guide, but do not choose the same quote for your response.

In this section, make at least **five entries** (five quotes with five explanations).

<table>
<thead>
<tr>
<th>Quote</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide a quote that connects to your selected theme.</td>
<td>Justify how this quote relates to your selected theme. Be specific and include your own original insights.</td>
</tr>
<tr>
<td>Be sure to include an MLA format citation after your quote.</td>
<td>Write at least three sentences.</td>
</tr>
</tbody>
</table>

**Model:**

<table>
<thead>
<tr>
<th>The role of the media during a crisis</th>
<th>The importance of home</th>
<th>The complexity of gender roles in relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Kathy was exasperated, defeated. In the house, they were made to feel burdensome; now she was scolded for leaving. She vowed to herself to get through the night and think of a new plan the next day. Maybe she could drive to Phoenix to stay with Yuko” (Eggers 87).</td>
<td>With Zeitoun still in New Orleans, Kathy is trying to stay strong for her children. She spends her days driving around with the kids because her sister’s house is so overcrowded. Zeitoun is typically the pillar of strength in the family, but now she must take on that role. Without her partner, she is forced to make a difficult decision to temporarily move the family even further away from their father. Now that Zeitoun’s cell phone is dead, Kathy will have to learn to be even more independent, as she can no longer rely on Zeitoun.</td>
<td></td>
</tr>
</tbody>
</table>

**Circle** the theme on which you will focus your responses. Then, in the space below, provide at least **five** quotes and explanations from this section.

**Themes**

<table>
<thead>
<tr>
<th>The role of the media during a crisis</th>
<th>The importance of home</th>
<th>The complexity of gender roles in relationships</th>
</tr>
</thead>
</table>

**Quote**: Provide a quote that connects to your selected theme.

**Explanation**: Justify how this quote relates to your selected theme. Be specific and include your own original insights.

Write at least three sentences.
Remember, you need **five entries** for this section.

That means you should have a total of **five** quotes and **five** explanations.

<table>
<thead>
<tr>
<th><strong>Quote</strong>: Provide quotes that connect to your selected theme.</th>
<th><strong>Explanation</strong>: Justify how the quotes relate to your selected theme. Be specific and include your own original insights.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be sure to include MLA format citations after your quotes.</td>
<td>Write at least three sentences about each quote.</td>
</tr>
</tbody>
</table>
**Section III (173-202): Double Entry Notes - Theme**

**Directions:** Choose which theme on which you will focus for this section: role of the media during a crisis, the importance of home and family, or the complexity of gender roles. Then, in the left column, write quotes that connect with the theme. In the right column, provide your analysis by explaining how the quote relates to your selected theme. Read the model quote and explanation as a guide, but do not choose the same quote for your response.

In this section, make at least **three entries** (three quotes with three explanations).

<table>
<thead>
<tr>
<th><strong>Quote:</strong> Provide a quote that connects to your selected theme.</th>
<th><strong>Explanation:</strong> Justify how this quote relates to your selected theme. Be specific and include your own original insights.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be sure to include an MLA format citation after your quote.</td>
<td>Write at least three sentences.</td>
</tr>
</tbody>
</table>

**Model:**

<table>
<thead>
<tr>
<th><strong>Theme:</strong> The role of the media during a crisis</th>
<th>The importance of home</th>
<th>The complexity of gender roles in relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Kathy woke up with a better outlook. Maybe her husband didn’t even realize he’d forgotten to call. He was likely saving any number of new people and animals and homes, and in the midst of it all he’d gotten overwhelmed. In any case, Kathy was determined to put on a brave face for the kids&quot; (Eggers 176).</td>
<td>Kathy is desperately trying to rationalize Zeitoun’s disappearance. She tells herself that maybe he just forgot to call her, like he forgot Nademah in her car-seat when they brought her home from the hospital. She would rather believe that Zeitoun is the stereotypical “forgetful man” than think about what may have happened to him.</td>
<td></td>
</tr>
</tbody>
</table>

**Circle** the theme on which you will focus your responses. Then, in the space below, provide **at least three** quotes and explanations from this section.

**Themes**

| The role of the media during a crisis | The importance of home | The complexity of gender roles in relationships |

**Quote:** Provide a quote that connects to your selected theme.

Be sure to include an MLA format citation after your quote.

**Explanation:** Justify how this quote relates to your selected theme. Be specific and include your own original insights.

Write at least three sentences.
Remember, you need at least **three entries** for this section.

That means you should have a total of **three quotes** and **three explanations**.

<table>
<thead>
<tr>
<th><strong>Quote</strong>: Provide quotes that connect to your selected theme.</th>
<th><strong>Explanation</strong>: Justify how the quotes relate to your selected theme. Be specific and include your own original insights.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be sure to include MLA format citations after your quotes.</td>
<td>Write at least three sentences about each quote.</td>
</tr>
</tbody>
</table>
**Directions:** Choose which theme on which you will focus for this section: role of the media during a crisis, the importance of home and family, or the complexity of gender roles. Then, in the left column, write quotes that connect with the theme. In the right column, provide your analysis by explaining how the quote relates to your selected theme.

In this section, make at least five entries (five quotes with five explanations).

<table>
<thead>
<tr>
<th>Quote: Provide a quote that connects to your selected theme. Be sure to include an MLA format citation after your quote.</th>
<th>Explanation: Justify how this quote relates to your selected theme. Be specific and include your own original insights. Write at least three sentences.</th>
</tr>
</thead>
</table>

Circle the theme on which you will focus your responses. Then, in the space below, provide at least five quotes and explanations from this section.

**Themes**

- The role of the media during a crisis
- The importance of home
- The complexity of gender roles in relationships
Remember, you need **five entries** for this section.  
That means you should have a total of **five quotes** and **five explanations**.

<table>
<thead>
<tr>
<th>Quote: Provide a quote that connects to your selected theme. Be sure to include an MLA format citation after your quote.</th>
<th>Explanation: Justify how this quote relates to your selected theme. Be specific and include your own original insights. Write at least three sentences.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**SECTION V (pages 293-325): DOUBLE ENTRY NOTES- THEME**

**Directions:** Choose which theme on which you will focus for this section: role of the media during a crisis, the importance of home and family, or the complexity of gender roles. Then, in the left column, write quotes that connect with the theme. In the right column, provide your analysis by explaining how the quote relates to your selected theme.

In this section, make at least **three entries** (three quotes with three explanations).

<table>
<thead>
<tr>
<th>Quote: Provide a quote that connects to your selected theme.</th>
<th>Explanation: Justify how this quote relates to your selected theme. Be specific and include your own original insights.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be sure to include an MLA format citation after your quote.</td>
<td>Write at least three sentences.</td>
</tr>
</tbody>
</table>

Circle the theme on which you will focus your responses. Then, in the space below, provide **at least three** quotes and explanations from this section.

**Themes**

- The role of the media during a crisis
- The importance of home
- The complexity of gender roles in relationships
After completing your double entry notes, select one open response question to answer. State your thesis (your answer to the question) in the first sentence of your response. Then, provide quotes and insight to support your thesis.

Your response should-

- clearly and completely answer the question
- contain at least four relevant quotes
- analyze each quote (by explaining how each quote proves your thesis/answers the question)
- be free of spelling and grammatical errors
- be about 1 - 1 ½ pages long, typed double spaced

Choose one question to answer for your open response.

1. In the notes about this book, Eggers explains that the book is based on the accounts of Abdulrahman and Kathy Zeitoun. What does the story gain by reflecting only the Zeitoun family’s view of the events? What might be lost in such an approach?

2. While the story of Zeitoun, immediately after the hurricane was one of peaceful meandering around the city, the media was focused on the hysteria. How do the media play a role in shaping the perception of a crisis?

3. Describe the relationship between Zeitoun and Kathy, in marriage and in business. How do they “work” together before and after the storm?

4. Why has Eggers woven into the story accounts of Zeitoun’s past in Syria, his upbringing, and his family relationships, especially with his brothers Mohammad and Ahmad? What effect does the framework of family have on your perception of Zeitoun’s character, his ethics, and his behavior?

5. Zeitoun takes the plight of the neighborhood’s abandoned dogs very seriously. Why do you think he feels such an obligation and connection to these animals? While Zeitoun helps the animals and people trapped in the flood, how does he feel about what he is doing? How does he think about these days after he has been imprisoned?
**Open Response Rubric**

<table>
<thead>
<tr>
<th></th>
<th>Exemplary 10 points</th>
<th>Advanced 9 points</th>
<th>Proficient 8-7 points</th>
<th>Developing 6-5 points</th>
<th>Beginning 4-0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Development of Ideas</strong></td>
<td>The open response addresses the prompt and provides effective and comprehensive development of the topic by using clear and convincing reasoning, details, and text-based evidence; the development is consistently appropriate to the task, purpose, and audience.</td>
<td>The open response addresses the prompt and provides effective development of the topic by using clear reasoning, details, and text-based evidence; the development is largely appropriate to the task, purpose, and audience.</td>
<td>The open response addresses the prompt and provides some development of the topic by using some reasoning, details, and text-based evidence; the development is somewhat appropriate to the task, purpose, and audience.</td>
<td>The open response addresses the prompt and provides minimal development by using limited reasoning, details and text-based evidence; the development is limited in its appropriateness to the task, purpose, and/or audience.</td>
<td>The open response somewhat addresses the prompt but fails to provide sufficient evidence and development; the response is limited in its appropriateness to the task, purpose, and/or audience.</td>
</tr>
<tr>
<td><strong>Organization and Clarity</strong></td>
<td>The open response demonstrates purposeful coherence, clarity, and cohesion, and includes a strong thesis and a logical, well-executed progression of ideas, making it easy to follow the writer’s claims.</td>
<td>The open response demonstrates a great deal of coherence, clarity and cohesion, and includes a thesis and a logical progression of ideas, making it fairly easy to follow the writer’s claims.</td>
<td>The open response demonstrates some coherence, clarity and/or cohesion. It includes a thesis and logically grouped ideas, making the writer’s progression of ideas usually discernible but not obvious.</td>
<td>The open response demonstrates limited coherence, clarity and or cohesion, making the progression of ideas somewhat unclear.</td>
<td>The open response demonstrates a lack of coherence, clarity, and cohesion.</td>
</tr>
<tr>
<td><strong>Knowledge of Language and Conventions</strong></td>
<td>The open response demonstrates command of the conventions of standard English, consistent with effectively edited writing.</td>
<td>The open response demonstrates command of the conventions of standard English, consisted with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response.</td>
<td>The open response demonstrates command of the conventions of standard English, consistent with edited writing. There may be a few distracting errors in grammar and usage, but the meaning is clear.</td>
<td>The open response demonstrates inconsistent command of the conventions of standard English. There are a few patterns of errors in grammar and usage that may impede understanding.</td>
<td>The open response demonstrates little command of the conventions of standard English. There are multiple distracting errors which impede understanding.</td>
</tr>
</tbody>
</table>

*This rubric was adapted from the PARCC Scoring Rubric for Analytic and Narrative Writing.*
English 10 Honors

Summer Reading Confirmation: Parent Copy

This copy is for your records.

English 10 Honors is a rigorous course, filled with challenging texts and demanding writing assignments. It is a year-long course. The requirements for admission into this class are a grade of B- or better in English 9 Honors or A- or better in English 9 Level 2, as well as the completion of the mandatory summer reading and writing assignments.

In order to ensure that your instructor knows that each student has received and understood the Honors English 10 summer assignment, you must sign this form. By co-signing this form, you and your parent/guardian confirm that you:

a. Have received the summer reading and writing assignments
b. Understand and are committed to the work ethic of an honors course, and
c. Realize that if you fail to submit this assignment by the required deadline of August 17, 2016, a zero will be figured into your grade point average, which will significantly lower your first term English grade.

Name _____________________________________ _____________________________________

Student Email Address __________________________________________________________

Parent Email Address __________________________________________________________

Summer Address _________________________________________ ________________
_____________________________________________________________________________
_____________________________________________________________________________

Student Signature___________________________________________ _____________________

Parent/Guardian Signature______________________________________________________

Date_______________________________
English 10 Honors is a rigorous course, filled with challenging texts and demanding writing assignments. It is a year-long course. The requirements for admission into this class are a grade of B- or better in English 9 Honors or A- or better in English 9 Level 2, as well as the completion of the mandatory summer reading and writing assignments.

In order to ensure that your instructor knows that each student has received and understood the Honors English 10 summer assignment, you must sign this form. By co-signing this form, you and your parent/guardian confirm that you:

a. Have received the summer reading and writing assignments
b. Understand and are committed to the work ethic of an honors course, and
c. Realize that if you fail to submit this assignment by the required deadline of August 17, 2016, a zero will be figured into your grade point average, which will significantly lower your first term English grade.

Name ________________________________________________________________

Student Email Address __________________________________________________

Parent Email Address ___________________________________________________

Summer Address _________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

Student Signature________________________________________________________

Parent/Guardian Signature_________________________________________________

Date_________________________