

# Summer Learning ♦ English 9

Richard Montgomery High School 2019–2020

We want to keep all students' brains active over the summer! We also want to give you choices in how to do so.

Prompt: Write three journal entries using any combination of the below options.

Criteria for success: Each entry should:

- be 100 or more words.
- examine impact. Do you respond to the text/activity with the head, heart, or gut?
- show insight. (Think “analysis” and “reflection,” not “summary.”)
- be clearly labeled and identify the texts/activities being discussed.

Submission: Compile all three into one single document (paper or online), and give it to your teacher by the end of the second week of the school year.

## Option A ♦ Book

Reading books has [so many benefits!](#)

- Read any novel-length book of an appropriate difficulty that you have not read before.
- Write up to three journal entries showing your evolving thoughts as you read.

## Option B ♦ Shorter Work(s)

Not all writing is novel-length.

- Using the internet or public library, find up to three shorter written works, such as short stories, essays, editorials, or speeches. Search for topics of interest to you that you want to learn more about, and make sure they are texts worthy of academic study (for instance, ones published in a credible source, not a random person's blog).
- Write one journal for each you read, focusing on how it is put together and why. What is its purpose? What language choices were made? What structural choices? What is their effect?

## Option C ♦ Field Trip(s)

Learning doesn't only happen at a desk. Get out in the real world!

- Visit up to three museums or attractions of cultural or historical significance.
- Write one journal for each place you visit, focusing on what you learned or how you changed.

Category	<b>7.5 Analyze</b>	<b>Describe</b>	<b>Outline</b>	<b>State</b>
<b>Reflection on impact</b>	The reflection on impact connects to an impact response (head, heart, or gut) with a clear and appropriate explanation.	The reflection on impact connects to an impact response (head, heart, or gut) with a mostly clear and appropriate explanation.	The reflection on impact connects to an impact response (head, heart, or gut) with a somewhat appropriate and clear explanation.	There is no clear reflection that connects to an impact response (head, heart, or gut).
<b>Insight drawn from text or experience</b>	The reflection demonstrates an extremely insightful analysis of the student's reading and activity.	The reflection demonstrates a mostly insightful analysis of the student's reading and activity.	The reflection demonstrates a somewhat insightful analysis of the student's reading and activity.	The reflection demonstrates a superficial analysis of the student's reading and activity.

Key Terms

Analyze	Break down in order to bring out the essential elements or structure. To identify parts and relationships, and to interpret information to reach conclusions
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Outline	Give a brief account.
State	Give a brief answer without explanation.