

OAKLAND CUSD #5

ENGLISH I

APRIL 27-MAY 1, 2020

SABRINA KILE

Week of April 27- May 1, 2020

English I - Sabrina Kile

Hello English I! Please choose two assignments for this week from the 6 choices listed below. Please email me your completed assignments no later than Monday 5/4 at 12 pm. Please feel free to email me at any time with questions you may have. I will have office hours, where I am available to reply to emails immediately, on Monday, Tuesday, and Wednesday weekly from 1-3 pm. I will email your comments on your assignments as I receive them. You should not need any materials, other than paper and a pencil. Any worksheets that you choose to do can be done on notebook paper or emailed to me. Everyone also has the option to pick up and turn in assignments in the foyer at the front of Lake Crest (see Mr. Landeck's message on Facebook or the school website). I miss you all very much! Hang in there and stay home and stay safe! ---Mrs. Kile

Class	Choice 1	Choice 2	Choice 3	Choice 4	Choice 5	Choice 6 (Enrichment)
English I	Complete the worksheet titled, "Lesson 32: Run-on Sentences."	Read the article, "Will States Need To Hold Kids Back, Institute Summer School?" and answer the questions that follow.	Read the poem, "Ain't I a Woman" by Sojourner Truth and answer the questions that follow.	Create a journal entry (14 lines, name, date, and title) writing a letter to your future self about Covid-19. See the full prompt in the handout provided for choice 4.	Write an argumentative essay (at least a page) about Covid-19. Choose a side: should we stay at home, or should the state open back up. Research first and include your sources.	Get creative! I am sure you can come up with an excellent assignment option. You could write a short story, write a poem, read something and write a reflection, or make a video. Email me to get approval!

Lesson 32

Run-on Sentences

A run-on sentence contains two or more complete sentences written as one.

Incorrect: There was a mistake on our bill, the server took care of it. (two main clauses separated by a comma instead of a period)

Correct: There was a mistake on our bill. The server took care of it. (Break up with a period or semicolon.)

Incorrect: I ran into Margaret she is leaving for Florida tomorrow. (two main clauses with no punctuation between them)

Correct: I ran into Margaret; she is leaving for Florida tomorrow. (Break up with a period or semicolon.)

► **Exercise 1** Write *run-on* next to each run-on sentence.

- | | |
|--|---|
| <p>_____ <u>run-on</u></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>Prizes encourage excellence one particular prize is the Pulitzer Prize.</p> <p>1. The Pulitzer Prize is awarded each year, it awards excellence in journalism, letters, and music.</p> <p>2. The awards were established by the powerful publisher Joseph Pulitzer.</p> <p>3. Pulitzer owned the <i>St. Louis Post-Dispatch</i> he purchased the <i>New York World</i> in 1883.</p> <p>4. Pulitzer helped to shape the modern newspaper.</p> <p>5. He added many features to his newspapers, including sports, comics, fashions, and illustrations.</p> <p>6. Pulitzer's papers also gained a reputation for sensational reporting.</p> <p>7. Pulitzer left money to Columbia University the awards were established in 1917.</p> <p>8. In addition to establishing the awards, his money funded a school of journalism for Columbia.</p> <p>9. Pulitzer planned four awards for journalism and four for letters more categories were added later.</p> <p>10. The letters category includes drama, poetry, history, biography or autobiography, fiction, and general nonfiction.</p> <p>11. The Pulitzer Prizes for journalism are given for work that appears in U.S. newspapers.</p> <p>12. Each prize is \$1,000, except the prize for public service, which is a gold medal.</p> |
|--|---|

Name _____

Class _____

Date _____

- _____ 13. Anyone may make a nomination, the nomination must include the work.
- _____ 14. Following a preliminary judging, the candidates are judged by an advisory board.
- _____ 15. The advisory board can nominate other candidates.
- _____ 16. Works with American themes seem to be preferred.
- _____ 17. The winning names are given to Columbia University trustees.
- _____ 18. Pulitzer's career was ended by his failing health he had paved the way for future journalists.
- _____ 19. Joseph Pulitzer Jr., his grandson, serves on the advisory board.
- _____ 20. The Pulitzer Prize is a highly regarded honor, it signifies great achievement.

► **Exercise 2 Write *run-on* next to each run-on sentence.**

run-on

Joan went to the bank Chris waited at home.

- _____ 1. Pearl Buck won a Pulitzer Prize in 1932 she was a novelist.
- _____ 2. Pearl spent much of her childhood in China because her parents were missionaries.
- _____ 3. After attending Randolph-Macon Woman's College, she returned to China and became a teacher.
- _____ 4. Pearl Buck wrote many stories about Chinese life, she did not achieve success until 1931 when *The Good Earth* was published.
- _____ 5. This work was recognized with a Pulitzer Prize, she continued to write novels.
- _____ 6. *The House of Earth* is a trilogy composed of *The Good Earth*, *Sons*, and *A House Divided*.
- _____ 7. In 1935, Pearl Buck moved back to the United States she started writing biographies at this time, as well.
- _____ 8. The following year, she published biographies of her mother and father.
- _____ 9. She worked on many projects, she wrote short stories, an autobiography, and more novels.
- _____ 10. Pearl Buck also wrote novels under the pen name of John Sedges.

Thursday, April 16, 2020

Will states need to hold kids back, institute summer school?

Readability Score: 9.1

By USA TODAY Wednesday, March 18, 2020

After coronavirus school closings, will states need to hold kids back, institute summer school?

Lily Altavena, Max Londberg, Justin Murphy

PHOENIX – Keiko Dilbeck, principal of Kino Junior High in Mesa, Arizona, feels sick to her stomach every time her students leave for a break.

She worries about their lives at home and how much they could lose academically. And she knows they worry, too — about whether they'll have enough food, about whether a parent will be around to take care of them. Some even worry if they'll have a place to sleep.

Dilbeck's school, which serves a majority of low-income students, is closed until March 27 – at least – under Arizona Gov. Doug Ducey's orders. She's anxious about how all of her students will fare through such a long period away.

"I have 1,100 kids, and I want to be in contact with every single one of them, and I can't," she said. "It's a very hopeless feeling."

Most of the country's children are out of school as districts, charters and private schools shutter in response to coronavirus concerns. And they could be home for a long time: Kansas on Tuesday became the first state to close schools for the rest of the academic year.

The pandemic may close schools down until summer break in other states, too. That means some children could go without formal schooling for as long as six months.

Some educators and parents already are worrying about how to make up for lost time. Among the options: holding summer school or using part of the 2020-21 academic year to make up for this year. Schools could even allow parents to keep their child in the same grade next year, as Florida Gov. Ron DeSantis announced on Tuesday.

Randi Weingarten, president of the American Federation of Teachers union, downplayed the concern about lost time.

"Let's remember that we've actually gone from August to September through the middle of March and have had most of this school year before people start panicking that we've lost an entire year," she said.

Many schools have begun experimenting with various modes of online learning so kids can continue their work while at home. But teachers, principals and researchers fear closures

could widen the achievement gap between students who have access to resources like laptops and high-speed internet and those who don't.

And it's unclear whether a digital classroom can take the place of a real one.

"This is an unprecedented situation," said Douglas Harris, a senior fellow at the Brookings Institution, a public policy think tank. "Even if every teacher could teach every student online, it still wouldn't be as good as doing it in person."

What students stand to lose

Low-income students will likely suffer the most during extended school closures.

Wealthier students and low-income students generally improve academically during the school year, said Bruce Fuller, a sociologist at the University of California, Berkeley.

But during the summer, low-income students typically slow their educational momentum while wealthier ones, with access to educational summer camps and other activities, tend to learn on the same curve as during the school year.

"That widening of the summer gap will just keep growing if kids are out for another two months prior to the summer," Fuller said.

Educators at Dilbeck's school in Arizona have spent the entire year trying to grow students' reading skills. The work has paid off: Eighth-graders are improving in leaps and bounds, she said.

Now she wonders if they'll lose some of those skills.

"I'm thinking about all of that work, and a lot of my kids don't have books at home," she said. "Some of my kids, they don't have computers. Maybe they have a phone, but you can't do everything through a phone."

The more immediate priority for schools is devising ways to engage students from afar during school closures, Weingarten said.

"If teachers are allowed to be creative," she said, "they'll come up with a lot of really great ideas."

But for a lot of districts, remote learning is a new idea and isn't being practiced evenly across the country.

Arizona school districts are just beginning to plan a switch to online classes. In closing schools for the year, Kansas' Education Department promised "Continuous Learning plans for all students."

Cincinnati Public Schools is conducting remote learning via paper packets rather than online programs, as about 10% of students in the district lack home internet access, according to U.S. Census estimates.

For Valerie Steinhaus, a math teacher at Woodward Career Technical High School in Cincinnati, that means teaching new math concepts is largely on hold.

"Our students already don't have a lot of math confidence," she said.

Without direct teaching, they can become discouraged by new material.

Sarah Woodward, who teaches biotechnology at Woodward, is also concerned, particularly for her students with learning disabilities. Woodward expects to lose up to eight weeks of instruction time, which she may have to pack into next school year to ensure her students are still on track.

“Do we demand the kids still master the same amount of content?” Woodward said. “Do we add additional time to the (next) school year? Start two or three weeks early to try to recoup some of that time?”

Will students have to go to summer school?

Summer school or viewing 2020-21 as a bridge year could make up for lost instruction time.

Widening summer school likely would require additional pay for teachers. “If there is a need for summer school, then summer school is going to have to be paid for,” said Weingarten, the union president.

Harris, of the Brookings Institution, recommends summer school to make up for the lost time. He estimates six weeks of make-up summer school across the country would cost \$8.1 billion.

He suggested the money would need to come as stimulus from the federal government, given the coronavirus' expected impact on the economy. And the sooner officials plan for summer school, he said, the better.

“Teachers can plan for it. Families can plan for it,” he said. “I think it would give us a bit more comfort.”

In Ohio, the state or local school boards may push to extend the school year into the summer, said Van Keating, a staff attorney with the Ohio School Boards Association.

Repeating some portion of missed in-person class time next school year would be an extraordinary step with major hurdles, Keating added.

It would cause space issues as a new cohort of kindergartners enter school systems, Keating said, and headaches for seniors who may have college or work plans.

Educators in their regions say summer school isn't a solution.

In upstate New York, Chris Dandino is the director of the Greater Rochester After-School Alliance, which coordinates summer and out-of-school programming throughout the community. She said it is unrealistic to expect summer programs to make up for the lessons that students miss this spring.

“Some programs have certified teachers, but many are basically youth workers and they don't have the training around what kids will be losing in terms of core state curriculum,” she said. “We can, though, provide enriching literacy and STEM experiences and project-based learning.”

Additionally, the time students are missing in classrooms is only part of the deficit they are incurring, she said. For children who go from school to an after-school program, the current emergency is a “double-whammy.”

“They could be doing something in history class, then in out-of-school time putting on a play that takes that history deeper, or visiting somewhere that makes that learning authentic,” Dandino said.

Uncertainty about how much school children will miss makes it difficult for Dandino's organization to plan ahead.

"One of our key focuses this summer will be how to supplement what isn't happening and what won't happen," she said. "But what that is, we don't know."

Discussion Questions

Will states need to hold kids back, institute summer school?

1. Define cohort, recoup, supplement
2. How much has the pandemic affected your personal education?
3. Have you studied or learned anything that you wouldn't have had time for in normal times?
4. Why do low-income students suffer most during extended time away from school?
5. What are the advantages of remote learning? What are the disadvantages?
6. If you're attending school from home, what has been the hardest part?
7. Do you think your education has suffered in this last month? Why or why not?
8. Do you think adults are right to be worried about the way this school year has ended? In other words, is it a significant problem that so many are ending the year remotely? Why or why not?
9. Many schools have announced that they will not re-open this academic year. If nothing is done to 'make up for' that time, what are some possible long-term consequences for students? For the nation?
10. What are the strongest arguments for adding additional school time, either this summer or next year?
11. What are the biggest challenges or obstacles to expanding summer school?
12. Who would lose if most youth were in school for several weeks this summer? Would anyone gain? If so, who?
13. What are the biggest challenges or obstacles to extending the next school year?
14. After weighing pros and cons, do you think states should try to recover educational time? What is the biggest factor in your decision?
15. If officials decided to add one of these options, who should have to go? Everyone? If not, how would you choose who had to go?

Name: _____ Class: _____

Ain't I a Woman?

By Sojourner Truth
1851

Sojourner Truth (1797-1883) was an African American women's rights activist and abolitionist who fought to end slavery. Truth was born into slavery but escaped to freedom in 1826. "Ain't I a Woman?" is her most famous speech, which she delivered without preparation at the Ohio Women's Rights Convention in 1851. Two versions of Truth's speech exist today. The original version of the speech, which appears below, was transcribed by an attendant of Truth's speech, Marius Robinson. Truth collaborated with Robinson on the transcription before it was published. The second version, which is viewed as an inaccurate representation of Truth's speech, was transcribed by Frances Dana Gage who did not collaborate with Truth before its publication in 1863 and 1881. As you read, take notes on what evidence Truth presents to support her claim that women should have equal rights.

[1] May I say a few words? I want to say a few words about this matter.

I am a woman's rights.

I have as much muscle as any man, and can do as much work as any man.

I have plowed and reaped¹ and husked and chopped and mowed, and can any man do more than that?

[5] I have heard much about the sexes being equal; I can carry as much as any man, and can eat as much too, if I can get it.

I am as strong as any man that is now.

As for intellect, all I can say is, if women have a pint and man a quart² — why can't she have her little pint full?

You need not be afraid to give us our rights for fear we will take too much, for we can't take more than our pint'll hold.

The poor men seem to be all in confusion, and don't know what to do.



"Sojourner truth c1870" by Randall Studio is in the public domain.

[10] Why children, if you have woman's rights, give it to her and you will feel better.

1. to cut or gather a crop or harvest
2. One quart is equivalent to two pints.

You will have your own rights, and they won't be so much trouble.

I can't read, but I can hear.

I have heard the bible and have learned that Eve³ caused man to sin.

Well if woman upset the world, do give her a chance to set it right side up again.

[15] The Lady has spoken about Jesus, how he never spurned⁴ woman from him, and she was right.

When Lazarus⁵ died, Mary and Martha came to him with faith and love and besought him to raise their brother.

And Jesus wept — and Lazarus came forth.

And how came Jesus into the world?

Through God who created him and woman who bore him.⁶

[20] Man, where is your part?

But the women are coming up blessed be God and a few of the men are coming up with them.

But man is in a tight place, the poor slave is on him, woman is coming on him, and he is surely between a hawk and a buzzard.

"Ain't I a Woman?" by Sojourner Truth (1851) is in the public domain.

3. According to the Bible, Eve gives Adam fruit from a tree that God has forbidden them from eating from.
4. **Spurn (verb):** to reject someone because you think they are beneath you
5. a follower of Jesus and the brother of Mary and Martha
6. In the Bible, the mother of Jesus is portrayed as a virgin.

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement describes the main argument of Truth's speech?
 - A. Women would be able to accomplish more than men, if given the proper rights.
 - B. Men will eventually be forced to give women the rights they have been fighting for.
 - C. Men shouldn't continue denying or fearing women's access to equal rights.
 - D. Women have been unfairly blamed for men's troubles in the world.

2. PART B: Which detail from the speech best supports the answer to Part A?
 - A. "I have heard much about the sexes being equal; I can carry as much as any man, and can eat as much too, if I can get it." (Paragraph 5)
 - B. "You need not be afraid to give us our rights for fear we will take too much, for we can't take more than our pint'll hold." (Paragraph 8)
 - C. "I can't read, but I can hear. / I have heard the bible and have learned that Eve caused man to sin." (Paragraphs 12-13)
 - D. "Through God who created him and woman who bore him. / Man, where is your part?" (Paragraphs 19-20)

3. How does the following quote contribute to the development of ideas in the speech? "As for intellect, all I can say is, if women have a pint and man a quart — why can't she have her little pint full?" (Paragraph 7)
 - A. It highlights the intellectual differences that Truth believes exist between men and women.
 - B. It reveals that Truth wishes for women to have the same access to education as men because she believes they are less intelligent.
 - C. It shows how men fear giving women equal rights because they know women are more intelligent than them.
 - D. It emphasizes how men shouldn't worry about giving women equal rights if they truly believe that women are less intelligent.

4. How does Truth's discussion of the Bible and religion contribute to her defense of women's rights?

Discussion Questions

Directions: *Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.*

1. According to Truth’s speech, how do you think she was treated unfairly because of her gender? How do you think her experiences with inequality as a black woman compare to the experiences of white women? Have you ever been treated unfairly due to your identity?
2. In her speech, Truth describes men and women as being capable of completing the same work. How are men and women treated differently, despite completing the same work? What are modern-day examples of this problem?

WRITING PROMPTS (/QUARANTEENSPROMPTS?
CATEGORY=WRITING+PROMPTS)

Time Capsule: Write a Letter to your Future Self

Words Alive (/quaranteensp prompts?author=5755c7a360b5e95b95425272)

March 27, 2020 (/quaranteensp prompts/time-capsule-write-a-letter-to-
your-future-self)

This is an unprecedented time — and one you'll want to remember when you get older. Write a letter to your future self 10 years from now. Here are some ideas of what to include:

- How is your life different from this time last month?
- What is the hardest thing about staying home?
- Has anything been a pleasant surprise in having to be at home more?
- What technology has helped you the most?
- What is the best book you have read?
- What is the best movie / TV show you have watched? "4-1-20/1"
- Have you done any hobbies, crafts or learned a new skill?
- Any unique family activities?
- Finally, have you learned anything new about yourself? Your family? Your community?

Be sure to save the letter somewhere safe to read later!