

Sharyland ISD

English II-Pre-AP

2018-2019

Summer Reading/Writing Assignments

**Nonfiction Selections**

**(Read 2 out of the 3 articles)**

**Fiction Selection**

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* **Article # 1-** The Truth Is, You Find Yourself When You Travel

By [Marisa Donnelly](http://thoughtcatalog.com/marisa-donnelly/)

* **Article # 2-** How Fear Of Failure Can Motivate You

By Celinne Da Costa

* **Article # 3**- How I Stopped Running from my lifelong dream

[By Camille](http://www.huffingtonpost.com/author/camille)

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# Sharyland ISD ENG II Pre-AP High School Summer Reading 2018-2019

Dear Parents and Students:

In order to develop your child’s reading and thinking skills within a limited number of months, we require all English Honors and AP students to read the assigned novel during the summer. Students will be assessed over the summer reading through exams, essays, and class activities during the first weeks of school. Below, you will find the novel that needs to be read as well as the assignments that need to be completed. All incoming English II students must have the assignments ready to turn in by the due date. Your child will need to acquire the necessary novel and read it during the summer. Please feel free to call or email your child’s current English teacher or counselor if you have any questions or concerns. Please note: Failure to read the assigned novel will result in a failing grade.

## \*The summer reading assignment is due Friday, September 7, 2018. Thank you,

SISD English II Teachers

***Pre-Reading***

***The Alchemist* – Anticipation Guide**

### Assignment One:

Directions: *Before* reading *The Alchemist*, review the statements below and type “agree” or “disagree” in the column to the right.

|  |  |
| --- | --- |
| Statement: | Agree or Disagree? |
| 1. Fear can prevent people from pursuing their dreams. |  |
| 2. People control their own fate or destiny. |  |
| 3. People who follow their dreams are more likely to achieve great happiness. |  |
| 4. There is magic in the world. |  |
| 5. Attaining your dreams or goals requires either suffering or sacrifice, sometimes both. |  |
| 6. Success in life is dependent on the decisions a person makes. |  |
| 7. The simple things in life are often the most difficult to understand. |  |
| 8. Love should never hold us back from pursuing personal dreams. |  |
| 9. Status in society should be our first consideration when choosing a life’s work. |  |
| 10. Achieving great happiness requires traveling to far off places. |  |

***Post-Reading***

|  |  |  |  |
| --- | --- | --- | --- |
| Statement: | The Alchemist: Agree or Disagree? | Textual Evidence | Commentary |
| 1. Fear can prevent people from pursuing their dreams. |  |  |  |
| 2. People control their own fate or destiny. |  |  |  |
| 3. People who follow their dreams are more likely to achieve great happiness. |  |  |  |
| 4. There is  magic in the world. |  |  |  |
| 5. Attaining your dreams or goals requires either suffering or sacrifice, sometimes both. |  |  |  |
| 6. Success in life is dependent on the decisions a person makes. |  |  |  |
| 7. The simple things in life are often the most difficult to understand. |  |  |  |
| 8. Love should never hold us back from pursuing personal dreams. |  |  |  |
| 9. Status in society should be our first consideration when choosing a life’s work. |  |  |  |
| 10. Achieving great happiness requires traveling to far off places. |  |  |  |

Directions: *After* reading *The Alchemist*, review the same statements below and determine whether or not the novel would “agree” or “disagree” with your opinion; write your response in the second column. In the third column, provide textual evidence (including page numbers) supporting your assertion. In the fourth column, explain the connection between the textual evidence and the statement.

**Persuasive Piece**: Select one of the statements from the anticipation guide. In the box below, type an essay that argues for or against the statement using specific examples from the text (concrete details) as well as your own personal experiences and thoughts (commentary) to support your argument. Parenthetical citations should be used when quoting the text. Your essay should have paragraphs to separate your introduction, body, and conclusion. The essay will be graded using the AP Argument Essay Rubric on the school’s website. Your essay must be between 250-350 words long or else points will be deducted. Do not change the size of the box.

[select all this and type your name]

[select all this and type the date]

English II PreAP

[select all this and type the period/block]

[select all this and type the complete theme statement]

[select all this and start typing your paper]

***THEME***

### Assignment Two:

Theme is defined as a universal message about life or human nature. A theme is not a single word such as “love.” The subject of the novel may be love, but to arrive at the theme, you must think about what the author is saying about love. For example, a complete theme may be expressed as, “love can be a destructive force that impairs one’s judgment.”

Think about the themes of *The Alchemist*. Keep in mind, a novel of literary merit often has several different themes; therefore, you may come up with a few different messages the novel conveys.

After considering the themes of the novel, choose two out of the three articles provided below that you think share a thematic connection with *The Alchemist*. For each of the two articles you choose, you will be required to write a response. Explain how the article is thematically connected to the novel and elaborate on the message the two texts have in common.

Each of the **two (2)** responses must meet the following requirements:

- Responses must be at least one page and be typed in 12 point Times New Roman font, double spaced, with one inch margins, and a header with your name, date, course title, and class period.

- Each response must have at least one quote from the novel and one quote from the news article.

- Textual evidence must be in quotation marks and have parenthetical citations.

- Each response must be titled with the complete theme statement that is the connecting idea between the current event and the novel.

- The pre- and post-reading charts and the article responses will be graded using the rubric on the school’s website.

**Articles**

Article #1

The Truth Is, You Find Yourself When You Travel

By [Marisa Donnelly](http://thoughtcatalog.com/marisa-donnelly/)

*Wandering feet.* That’s how I would describe myself, my life right now. I have wandering feet. Feet that want to explore new places, that want to wiggle foreign sand or squish strange mud between my toes.

It’s the time in my life where I want to be somewhere I haven’t been. Where I want to walk down streets and explore untouched running trails. Where I want to discover who I am, who I can be in a new place.

Traveling, I think, has a bad reputation. There’s such a stereotype, such an expectation that your twenties is the time for traveling. And people either jump on that bandwagon, or hate on it. You have the people who stand behind their wanderlust, and you have the people who will avidly argue that traveling isn’t everything.

I think it’s a mix of both, honestly. **You don’t *have* to travel to live this fulfilled, inspired life. But you have to leave what you’ve always known. Because that’s the only way you grow.**

As a 20-something, this is the time where people are either traveling or settling into their adult lives. And you’re either reckless for throwing your money into a trip, or you’re too rigid for starting your full-time career right away. There’s no correct answer.

**But traveling, to me, isn’t about going on this across-the-world adventure that costs thousands of dollars. Sometimes it’s as simple as going to a new town, a new city, a sliver of the world that you haven’t yet explored.**

Traveling is freeing. It’s allowing yourself to be molded, shaped, transformed by a place that isn’t your home. It’s seeing that the world is so limitless, so inviting, beyond what you’ve always known.

Traveling teaches. It teaches you about the world, but maybe even more importantly, it teaches you about yourself. Your strengths, your limits, your patience, your street-smarts, your ability to think on your feet, your compassion, your love for others, your openness, your confidence, and your connectedness with what’s around you.

Traveling helps you find your passions.

It’s only when you’re miles from home that you discover what you miss, what makes you spark, and what you believe in when no one’s around to hold you accountable.

**It doesn’t really matter where you go, it just matters that you do.**

Somewhere—even as close as the next town over—just to be in a new place and find who you can become when you’re surrounded by different experiences.

*Wandering feet.* That’s what I have right now. Not necessarily for huge, expensive excursions around the world, but for a new town, new city, new state. I want to be in new places, taste new foods, meet new people, share new laughter.

I want to see parts of the world I haven’t yet seen; I want to discover who I can become when everyone and everything I’ve known isn’t right beside me.

I don’t want to travel just because that’s what I’m ‘supposed to do’ as a 20-something. I don’t want to jump on a bandwagon of something I don’t believe in. I don’t want to throw tons of money at some pointless trip just to say I did it.

I want to travel because at the core of me, *I need to explore.*

And I need to find a new home, a new sense of self wherever I end up.

Article #2

How Fear Of Failure Can Motivate You

By Celinne Da Costa

Six months ago, I took the biggest risk of my life: I quit my corporate job in New York City, packed up all of my things, and set off into the world with [nothing but a carry-on](http://www.forbes.com/sites/celinnedacosta/2016/09/28/how-living-out-of-a-carry-on-gave-me-freedom-to-focus-on-whats-important/). This was the beginning of my quest to [circumnavigate the globe by couch-surfing through my social network](http://www.forbes.com/sites/celinnedacosta/2016/05/12/why-i-quit-my-job-to-couch-surf-the-world/), a project that has since taken me to 60+ hosts across 4 continents and 17 countries.

So far, my risk has more than paid off: my social presence has grown twentyfold, I’ve published dozens of articles about my experiences, and collaborated with companies in almost every country I’ve visited. Even so, my journey hasn’t been completely rosy. Despite the successes of my decision to become a digital nomad, I still occasionally fear that something will go wrong. What if I run out of money, can’t find work, and have to return to New York City to live the same life that I was unhappy with?

When we are pursuing what we really want in life, fear of failure is almost unavoidable. We have a choice: we can let fear prevent us from moving toward our goals, or we can use it as a tool for motivation. Some tips on how to work through fear of failure:

**Identify what motivates you.** In other words, what do you aim to accomplish? What keeps you up at night?

Identifying what motivates you is important because it will keep you focused when doubt creeps in. We all have fears stopping us from achieving our goals – just thinking about the “what if’s” of what could happen if we fail can be downright immobilizing. We cannot, however, allow this fear to paralyze us.

Leaving corporate America to travel around the world, for example, was the first real risk I’ve taken in my career. What made the risk worth the possibility of failure was realizing how much travel motivates me to be more creative, open-minded, courageous, and experimental in my life and work. Once I identified this, I understood that being a digital nomad was what I had to do.

**Accommodate your fears.**Push yourself, but do it kindly. An effective way to conquer fears is to move past them gradually.

Once upon a time, I was too scared to travel on my own. The thought of going to a foreign country by myself was too intimidating as I was terrified that I’d fail at independence. To accommodate this fear, I decided to start by only traveling to countries where I had a friend that I could stay with. By exploring on my own during the day and having someone I knew to come home to at night, I satisfied my need for independence while also accommodating my fear. Gradually, I “weaned” myself off my fear of solo traveling. Fast forward a few years, and I have no qualms booking a ticket to an unknown place and traveling there on my own.

[You don’t have to immediately fight a fear to conquer it – get comfortable with it, work around it, and chip away at it while consistently challenging yourself to take a step forward.](https://twitter.com/intent/tweet?url=http%3A%2F%2Fwww.forbes.com%2Fsites%2Fcelinnedacosta%2F2016%2F12%2F29%2Fhow-to-use-fear-of-failure-as-a-motivator%2F&text=You%20don%E2%80%99t%20have%20to%20fight%20a%20fear%20to%20conquer%20it%20%E2%80%93%20chip%20away%20at%20it%20while%20challenging%20yourself%20to%20take%20a%20step%20forward.)

**Acknowledge your progress.** When you are in the thick of pursuing a goal, it’s hard to see how far you’ve come. Taking a step back from your fears to observe your progress is essential to stay motivated.

When I look at my day-to-day situation, it’s not always great. Sometimes I’m low on funds, sleep deprived, or having a huge writer’s block. Fear gives us tunnel vision and only lets us see what’s not working out. When I take a step back and look at everything that I’ve accomplished over the course of six months, my perspective completely changes: though I have bad days, I’m significantly better off today than I was when I left New York. Realizing how much progress I’ve made despite my fears motivates me to keep going.

While it’s hard not to fear failure, this fear should be approached as a motivator rather than a deterrent to your goals. All of the risks I’ve taken since leaving New York to become a digital nomad have not only been worth it, they’ve given me a profound sense of purpose and fulfillment in my work. If anything, the fear of failure makes every victory that much sweeter.

Article #3

How I Stopped Running From My Lifelong Dream

[**By Camille**](http://www.huffingtonpost.com/author/camille)

I was born in a land where my parents were taught that you have to be careful when pursuing your dreams, must always have a plan and stick to it. But what if one day you wake up and you feel so lost even though you thought you knew who you want to be?

I might have been called an example to others from time to time — until one day I felt like I’m not really sure of who I am and what I want to do. But I had this huge passion for traveling and rush.

So instead of just telling stories to friends, I decided to show my story to everyone.

I was born and raised in Vilnius, Lithuania. People here tend to be tensed about the future, and my parents, even though they support me a lot, always wanted me to be someone I now know I could never be. While growing up, my love of music was encouraged at all times, I attended music school from an early age, and who wouldn’t love their little daughter to be seen on different stages singing and performing? But when it came to deciding whether it’s going to be my future, my family was worried I won’t be able to make a living from it, and that might, at some levels, have transferred to me as a sign of not being sure, even though [I knew exactly who I wanted to be](https://www.youtube.com/channel/UC4Q4aNeQWeCg-Kif5MfmN6w).

I remember each year starting with new resolutions that this year is going to be the last year I am trying to make money from anything but music. It never worked. I always managed to find different reasons not to give it all to music, but rather call myself a musician while working all kinds of side jobs and telling everyone, *I just don’t have time.*

I always saw myself traveling and experiencing different things in different countries, but some decisions made by no one else but me made me stay in Lithuania for six years after graduating from high school. I was waking up every morning imagining palm trees and sun outside my little flat, while it was raining or snowing. Until I realized that this idea is not giving up on me, so how come I run from it every time?

It was until I met a guy, a really nice guy, who I will probably be thankful all my life for decisions I made while traveling together. We were quick to make plans for the summer, purchased a bunch of plane tickets to different cities in Europe, and in no time I am sure to say he is one of my best friends now. He once took me to a place where people jump off the bridge using a rope, and who knew — this jump was the thing I needed to realize I have so much to say, and music isn’t the only way to do it.

Quickly after that I started a video blog called [wild wild Blue](http://youtube.com/channel/UCf-zvgqlJCUXhI65sHDtHZw/featured) — I filmed all of my first-time experiences of summer 2016 — from [skydiving in Klaipeda](http://skydiving.lt/) to [bungee jumping in Sigulda, Latvia](http://bungee.lv/). I participated as a volunteer in events such as a Lithuanian wakeboarding championship and Preila Surf Camp. I quit my office job, and even though I can’t afford to do only music, I found a job that allows me to travel and make new connections.

In only three months I feel like I did more than in all my life, plus I finally got the courage to make a jump that I am sure will change a lot.

I know that I’m not the only one feeling like this. Always trying to be independent and perfect in all activities. And when something doesn’t work out, people like me tend to give up after a long fight. But the message I want to spread is that no matter what, you have to chase your dream. Even if you’re not sure what it is. We have only one beautiful life, and we live in times full of opportunities.

Go out there, do something you never did before, meet new people out of your regular circle, explore — even traveling doesn’t cost that much if you take time to plan it. If something you do over and over again doesn’t work — try to do it in a different way. Just don’t be afraid and don’t listen to the ones who are quick to give advice, but don’t use it themselves.

I’m making a jump. A pretty big one. I’m scared. But at the same time — nothing can stop me now.

**Article Response #1:** Write your first article response in the box below. Remember that your response must explain how *The Alchemist* and the article you chose share a similar theme. The response will be graded using the rubric on the school’s website. Your essay must be between 250-350 words long or else points will be deducted. Do not change the size of the box.

[select all this and type your name]

[select all this and type the date]

English II PreAP

[select all this and type the period/block]

[select all this and type the complete theme statement]

[select all this and start typing your paper]

**Article Response #2:** Write your second article response in the box below. Remember that your response must explain how *The Alchemist* and the article you chose share a similar theme. The response will be graded using the rubric on the school’s website. Your essay must be between 250-350 words long or else points will be deducted. Do not change the size of the box.

[select all this and type your name]

[select all this and type the date]

English II PreAP

[select all this and type the period/block]

[select all this and type the complete theme statement]

[select all this and start typing your paper]

#### ASSIGNMENT CHECK LIST

- Anticipation guide for *The Alchemist* (pre and post reading assignments)

- Persuasive piece

- Two written responses explaining similar themes in the articles and The Alchemist

- Responses should have insightful analysis that includes textual evidence from the articles and The Alchemist

- All textual evidence should be parenthetically cited

- Do not merely summarize each text

**PLAGIARISM**

Plagiarism is a serious issue, and it will absolutely not be tolerated. Assignments must be completed individually, without collaboration with other people and/or outside reading sources (including the internet). Plagiarized work will earn a zero as well as disciplinary consequences.

WHAT IS PLAGIARISM?

Many people think of plagiarism as copying another's work or borrowing someone else's original ideas. But terms like "copying" and "borrowing" can disguise the seriousness of the offense. According to the Merriam- Webster Online Dictionary, to “plagiarize” means:

\*to steal and pass off (the ideas or words of another) as one's own

\*to use (another's production) without crediting the source

\*to commit literary theft

\*to present as new and original an idea or product derived from an existing source

#### ALL OF THE FOLLOWING ARE CONSIDERED PLAGIARISM:

-turning in someone else's work as your own

-copying words or ideas from someone else without giving credit

-failing to put a quotation in quotation marks

-giving incorrect information about the source of a quotation

-changing words but copying the sentence structure of a source without giving credit

-copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not.

#### Most cases of plagiarism can be avoided, however, by citing sources. Simply acknowledging that certain material has been borrowed and providing your audience with the information necessary to find that source is usually enough to prevent plagiarism.

**SUBMISSION:** The assignment will be submitted electronically through Turnitin.com.

**SHARYLAND HS CLASS ID:** 17389836

**ENROLLMENT PASSWORD:** rattlers

**PIONEER HS CLASS ID:** 18783799

**ENROLLMENT PASSWORD:** pioneer

All work must be done on this document and turned in online through [www.turnitin.com](http://www.turnitin.com/) **by 11:59 p.m. on Friday, September 7, 2018**. Please use the class ID and enrollment password above for your corresponding school. If you have any questions as you work on your assignments, please e-mail Mrs. Ballesteros (Pioneer) at [sballesteros@sharylandisd.org](mailto:sballesteros@sharylandisd.org) or Mr. Garza (SHS) at [rubengarza@sharylandisd.org](mailto:rubengarza@sharylandisd.org)

**English II — Writing**

Persuasive Writing Rubric

Texas Education Agency Student Assessment Division Fall 2011 **STAAR English II Persuasive Writing**

**Score Point 1**

**The essay represents a very limited writing performance.**

Organization/Progression

* The organizing structure of the essay is inappropriate to the purpose or the specific demands of the prompt. The writer uses organizational strategies that are only marginally suited to the persuasive task, or they are inappropriate or not evident at all. The absence of a functional organizational structure causes the essay to lack clarity and direction. Most ideas are generally related to the issue specified in the prompt, but the writer’s position is missing, unclear, or illogical. The writer may fail to maintain focus on the issue, may include extraneous information, or may shift abruptly from idea to idea, weakening the coherence of the essay.
* The writer’s progression of ideas is weak. Repetition or wordiness sometimes causes serious disruptions in the flow of the essay. At other times the lack of transitions and sentence-to-sentence connections causes the writer to present ideas in a random or illogical way, making one or more parts of the essay unclear or difficult to follow.

 

Development of Ideas

* The development of ideas is weak. The argument is ineffective and unconvincing because the reasons and evidence the writer uses to support the position are inappropriate, vague, or insufficient. The essay is insubstantial because the writer’s response to the prompt is vague or confused. In some cases, the essay as a whole is only weakly linked to the prompt. In other cases, the writer develops the essay in a manner that demonstrates a lack of understanding of the persuasive writing task.



Use of Language/Conventions

* The writer’s word choice may be vague or limited. It reflects little or no awareness of the persuasive purpose and does not establish a tone appropriate to the task. Word choice may impede the quality and clarity of the essay. Sentences are simplistic, awkward, or uncontrolled, significantly limiting the effectiveness of the essay.
* The writer has little or no command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions. Serious and persistent errors create disruptions in the fluency of the writing and sometimes interfere with meaning.

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Texas Education Agency Student Assessment Division Fall 2011 **STAAR English II Persuasive Writing**

**Score Point 2**

**The essay represents a basic writing performance.**

Organization/Progression

* The organizing structure of the essay is evident but may not always be appropriate to the purpose or the specific demands of the prompt. The essay is not always clear because the writer uses organizational strategies that are only somewhat suited to the persuasive task. Most ideas are generally related to the issue specified in the prompt, but the writer’s position is weak or somewhat unclear. The lack of a clear, effective position or the writer’s inclusion of irrelevant information interferes with the focus and coherence of the essay.
* The writer’s progression of ideas is not always logical and controlled. Sometimes repetition or wordiness causes minor disruptions in the flow of the essay. At other times transitions and sentence-to-sentence connections are too perfunctory or weak to support the flow of the essay or show the relationships among ideas.

 

Development of Ideas

* The development of ideas is minimal. The argument is superficial and largely unconvincing because the reasons and evidence the writer uses to support the position are not always appropriate or are too briefly or partially presented. The essay reflects little or no thoughtfulness. The writer’s response to the prompt is sometimes formulaic. The writer develops the essay in a manner that demonstrates only a limited understanding of the persuasive writing task.



Use of Language/Conventions

* The writer’s word choice may be general or imprecise. It reflects a basic awareness of the persuasive purpose but does little to establish a tone appropriate to the task. Word choice may not contribute to the quality and clarity of the essay. Sentences are awkward or only somewhat controlled, weakening the effectiveness of the essay.
* The writer demonstrates a partial command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions. Some distracting errors may be evident, at times creating minor disruptions in the fluency or meaning of the writing.

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Texas Education Agency Student Assessment Division Fall 2011 **STAAR English II Persuasive Writing**

**Score Point 3**

**The essay represents a satisfactory writing performance.**

Organization/Progression

* The organizing structure of the essay is, for the most part, appropriate to the purpose and responsive to the specific demands of the prompt. The essay is clear because the writer uses organizational strategies that are adequately suited to the persuasive task. The writer establishes a clear position. Most ideas are related to the position and are focused on the issue specified in the prompt. The essay is coherent, though it may not always be unified due to minor lapses in focus.
* The writer’s progression of ideas is generally logical and controlled. For the most part, transitions are meaningful, and sentence-to-sentence connections are sufficient to support the flow of the essay and show the relationships among ideas.

 

Development of Ideas

* The development of ideas is sufficient. The argument is largely convincing because the reasons and evidence the writer uses to support the position are specific and appropriate. The essay reflects some thoughtfulness. The writer’s response to the prompt is original rather than formulaic. The writer develops the essay in a manner that demonstrates a good understanding of the persuasive writing task.



Use of Language/Conventions

* The writer’s word choice is, for the most part, clear and specific. It reflects an awareness of the persuasive purpose and establishes a tone appropriate to the task. Word choice usually contributes to the quality and clarity of the essay. Sentences are reasonably varied and adequately controlled, contributing for the most part to the effectiveness of the essay.
* The writer demonstrates an adequate command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions. Although some errors may be evident, they create few (if any) disruptions in the fluency of the writing, and they do not affect the clarity of the essay.

 

Texas Education Agency Student Assessment Division Fall 2011 **STAAR English II Persuasive Writing**

**Score Point 4**

**The essay represents an accomplished writing performance.**

Organization/Progression

* The organizing structure of the essay is clearly appropriate to the purpose and responsive to the specific demands of the prompt. The essay is skillfully crafted because the writer uses organizational strategies that are particularly well suited to the persuasive task. The writer establishes a clear position. All ideas are strongly related to the position and are focused on the issue specified in the prompt. By sustaining this focus, the writer is able to create an essay that is unified and coherent.
* The writer’s progression of ideas is logical and well controlled. Meaningful transitions and strong sentence-to-sentence connections enhance the flow of the essay by clearly showing the relationships among ideas, making the writer’s train of thought easy to follow.

 

Development of Ideas

* The development of ideas is highly effective. The argument is forceful and convincing because the reasons and evidence the writer uses to support the position are specific and well chosen. The essay is thoughtful and engaging. The writer may choose to recognize the complexities of the issue, consider opposing or alternate points of view, use his/her unique experiences or view of the world as a basis for writing, or connect ideas in interesting ways. The writer develops the essay in a manner that demonstrates a thorough understanding of the persuasive writing task.



Use of Language/Conventions

* The writer’s word choice is purposeful and precise. It reflects a keen awareness of the persuasive purpose and maintains a tone appropriate to the task. Word choice strongly contributes to the quality and clarity of the essay. Sentences are purposeful, varied, and well controlled, enhancing the effectiveness of the essay.
* The writer demonstrates a consistent command of sentence boundaries and spelling, capitalization, punctuation, grammar, and usage conventions. Although minor errors may be evident, they do not detract from the fluency of the writing or the clarity of the essay. The overall strength of the conventions contributes to the effectiveness of the essay.

 

Texas Education Agency Student Assessment Division Fall 2011

#### SAMPLE RESPONSE

**You are required to write 2 of these – one for each article you select. *Theme: Complete assimilation into a new culture is nearly impossible.* A theme shared by The Namesake and the article titled “Younger Immigrants Adjust to a New Culture Faster” is the idea that complete assimilation into a new culture is nearly impossible. In the novel Ashima emigrates from India to the United States, and she has a difficult time adjusting to the customs and expectations of American**

**life. In some ways Ashima eventually begins to conform, such as when she agrees to make her children, “an American dinner each week, sometimes Shake ‘n Bake chicken, other times Hamburger Helper;” however, she still wears a traditional Indian sari every day and holds on to many of the family values of her Bengali culture. Because of these Bengali ideals, Ashima cannot understand “her children’s independence, their need to keep their distance from her.” As Ashima outwardly tries to assimilate to American life for the sake of her children, the reader is able to see her internal conflicts caused by her deep-rooted Bengali culture. Similarly, the study published by “Psychological Science,” discusses the challenges immigrants face**

**when adapting to a new culture and claims “this process is easier for children, but quickly becomes more difficult after about the age of 15.” After surveying 232 immigrants, researchers concluded that “acculturation really is a difficult experience. It’s not something that people can easily accomplish.” It is understandably more difficult for adult immigrants to adjust because their original culture and heritage has already shaped their entire way of life. The**

**findings of the study and Ashima’s character in The Namesake both reveal the struggles of assimilating into a new society and suggest that while immigrants might learn to conform in some ways, they will always hold on to some aspects of their original culture.**

Accreditation to Edinburg Robert Vela High School

*Begin with a TOPIC SENTENCE. Include the title of the novel, the title of the article, and the THEME they have in common.*

*Include 1-2 quotes (CONCERETE DETAILS) from*

*the novel that support the theme. Embed quotations to improve the flow of your writing.*

*Provide 1-2 sentences of explanation (COMMENTARY) after presenting the quotes.*

*Use a transition word/phrase when moving on to discuss the current events article.*

*Then follow the structure used above to discuss the article (CONCRETE DETAIL and COMMENTARY).*

*End your response with a CLOSING SENTENCE that*

*reinforces the link between the novel and the article.*