

Cottrell  
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**Tiverton High School**  
**Summer Reading Assignment -- 2017**  
**English Department**

Summer reading assignments will be given in AP and Level I courses for the purpose of readiness, relevance, and rigor. Assignments will be given to students entering grades 9-12 prior to leaving for the summer recess. Assignments will also be posted on the school's website.

Students who choose **not** to do the summer work and drop the AP or Level I course must do so by July 12, 2017 to ensure scheduling into an alternate level class. **Notification must be in writing directed to Guidance Chairperson or by email.**

All summer work is due in the high school main office no later than **Friday, August 18, 2017.**

Parents must contact the school administration **prior** to the due date if extenuating circumstances prevent a student from meeting this deadline. Late assignments will be penalized 20 points each day they are late beginning with Monday following the due date. Summer reading assignments will count for 10% of the first term's overall grade.

If you have any questions regarding the English reading assignment, contact Sarah Cabral, Chairperson, English Department at (401) 624-8494 x231 or [scabral@tivertonschools.org](mailto:scabral@tivertonschools.org).

# Tiverton High School English Department

## Summer Reading/Writing Program: 2017

### Grade 10 Honors

The assigned reading novel for grade 10 will be *One Thousand White Women: The Journals of May Dodd* by Jim Fergus. You will be tested on this novel during the first day of class. The test on the assigned novel will be an objective, reading comprehension test. You are expected to have read close enough to know the basic plot, characters, setting(s), and sequence of facts and events in the story.

As well as reading the novel during the summer break you must also answer the questions below. You will either hand in the journal by 2:00 P.M. on August 18, 2017, at the THS main office or email [lcottrell@tivertonschools.org](mailto:lcottrell@tivertonschools.org) to the attention of Ms. Cottrell. You are responsible for sending your work to the correct email address. Points will be deducted for every day late. Grade is 10% of term 1.

Responses should be **thoughtful and complete**. There is no required length for responses but they should be **well-organized and well-developed with ideas supported clearly by quotes from the text**. Please be sure to **type and number** your responses accordingly. (Times New Roman 12pt double spaced) **Remember effort counts!**

1. Explain the meaning of the title *One Thousand White Women*. Why was it used in the title?
2. Jim Fergus, the author, was able to create a strong female main character, which is difficult to do. Write a letter complimenting Mr. Fergus in his ability to write from a woman's perspective and succeed. Refer to specific lines in the novel that prove his success. Use a business letter format. – <http://www.letterwritingguide.com/businessletterformat.htm>
3. Is the novel based upon the workings of the heart or the mind? Explain why using at least three quotes from the novel.
4. With which character are you impressed with the most? Why? Explain by using quotes proving why they impress you.

5. The main character had to adapt to a whole new culture. Explain why you believe May Dodd chose to live with Little Wolf and his people and not with her own. Don't forget to use quotes to prove your point.

6. Cite a passage that elicited some sort of emotional reaction in you whether it is anger, grief, amusement, or any other emotion. Explain the content of the situation and **cite** the passage along with the **page number** and **chapter** (should we have different editions). Explain why this passage created the response it did.

7. List and define ten words in the novel that you did not know.

8. What main ideas—**themes**—does the author explore? Discuss and prove (use quotes) at least two themes found in the novel.

Tiverton High School  
School-wide Research and Report Writing Rubric

Course \_\_\_\_\_ Teacher \_\_\_\_\_ School Year \_\_\_\_\_

Assignment \_\_\_\_\_

Student Name \_\_\_\_\_ Date \_\_\_\_\_

	Proficiency Criteria	Score			
		4	3	2	1
Research	• Uses a variety of appropriate sources	4	3	2	1
	• Sources are cited in body of paper and listed on works cited page with few errors	4	3	2	1
Ideas	• The title captures the central idea of the report	4	3	2	1
	• Report includes a thesis/purpose statement	4	3	2	1
	• Relevant details support thesis/purpose	4	3	2	1
	• Comprehension and analysis of information is evident	4	3	2	1
Organization	• Text structure is appropriate to topic	4	3	2	1
	• An introduction previews structure of the paper	4	3	2	1
	• Transitional words/phrases show how ideas connect	4	3	2	1
	• Conclusion restates thesis/purpose and leaves the reader with a sense of closure	4	3	2	1
Voice	• Establishes and maintains a formal style and objective tone	4	3	2	1
	• Writes with a sense of audience	4	3	2	1
Word Choice	• Vocabulary is appropriate to purpose and audience	4	3	2	1
Language and Conventions	• Uses varied sentence structure	4	3	2	1
	• Uses organizational structures within paragraphs	4	3	2	1
	• Grammar/usage is generally correct	4	3	2	1
	• Spelling is generally correct	4	3	2	1
	• Capitalization is generally correct	4	3	2	1
	• Punctuation is generally correct	4	3	2	1

Rubric Score= \_\_\_\_\_ Grade= \_\_\_\_\_

**Scoring Guide:**

Proficient with Distinction 76-68; Proficient 67-57; Partially Proficient 56-49; Below 48-38; Substantially Below 37-0

After receiving their initial grade, students will be provided one opportunity to revise their work to demonstrate progress towards proficiency. Revised work must be completed within one week. The initial grade will be averaged with the new grade. The final revised score may not exceed 80%. For grading purposes, the grade for this work will be calculated by multiplying the rubric score by 1.32.