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## WKHS Honors English I

# Summer Challenge

Welcome to Honors English 1! We are looking forward to your participation in this challenging, thought-provoking, and intensive study of the art of literature, persuasion, and meaning-making.



One of the major goals of Honors English 1 is to grow your ability to...

- find and create meaning in fiction and nonfiction,
- make connections among various sources (aka *synthesize*) to draw conclusions about universal themes/truths,
- conjure and compose intelligent, cogent, and organized arguments,
- grow as an informed citizen,
- develop the skills necessary to continue scholarly work at WKHS and beyond.

This assignment is a fact-gathering, critical thinking challenge to broaden your knowledge of the world around you. The HE1 Summer Challenge uses the acronym **REHUGO** (explained below). It is designed to help you build your personal foundation by gathering high-quality information which you will then have as you develop and support your own arguments and think critically about the arguments of others. Ultimately, all arguments are based on evidence, which might include facts, statistics, expert testimony, examples, anecdotes, or other appeals to our beliefs and needs. Effective argument relies on a variety of evidence. The better informed you are, the more evidence you have at your disposal when you need it (like, for example, when writing an essay or trying to convince your parents that you should be able to do that thing you really want to do). So what exactly does **REHUGO** stand for?

***R = Reading***

***E = Entertainment***

***H = History***

***U = Universal concepts/truths***

***G = Government & current events***

***O = Observations & personal experiences***

Your first assignment of the year will be a three minute presentation to your classmates which will take place during the first week of school; this will be an argumentative presentation inspired by the following statement. Your **overarching thesis** will be your answer to the question below. Remember a **thesis** a statement that contains a clear and specific stance on the issue. This thesis, then, will drive your supporting reasons in your presentation.

**Identify a modern issue that is important to you.**  
**Then, convince your classmates as to why they should care, too.**

Need help coming up with some issues? [The New York Times' Learning Blog has a great list.](#)

**This summer, you will complete four REHUGO activities** and use evidence from them to support your thesis. You will do these activities over the summer to prepare to answer this prompt. The “R” in REHUGO stands for “Reading”, and ONE of your **required** activities is to read a self-selected book (fiction or nonfiction) related to your topic. **Effective arguments use a variety of sources, so your evidence needs to be sourced from FOUR of the different letters of the REHUGO acronym.**



## How do I prove I have “accomplished” the REHUGO challenge?

- ❑ **Step 1: Complete an **Annotated Bibliography** including all four sources. To make your annotated bibliography....**

*First, create the works cited entries for all of your four sources.*

- (A) Use MLA citation instructions (Google “OWL Purdue MLA” for a wonderful online resource for MLA citations!)
- (B) be sure to organize the sources alphabetically, using the first letter of the works cited entry (which is frequently the author’s last name).
  - (a) [Here is a link to an instructional video on formatting in Google Docs](#)

*An annotated bibliography is in MLA format and includes a 1-2 paragraph summary/explanation of the source and the ways in which it supports your claim.*

*AFTER THE SUMMARY, WRITE AN ANNOTATION FOR EACH SOURCE (See below).*

*Then, Write an annotation for EACH of your four sources. To construct each annotation:*

- ❑ Write a 1-2 paragraph response/reflection/explanation that explores your learning, emotional/intellectual response, or the personal/universal significance of the source. Questions to consider (please do not just go down this list and answer every question — these are just thought-starters):
  - ❑ What do I know/understand now that I didn’t before?
  - ❑ How did this experience change the way I think about something?
  - ❑ What is a thought, idea, or perspective that I might not have considered if I hadn’t encountered this material?
  - ❑ How can I connect this material to something I already know about?
  - ❑ How does this source help me answer the prompt on page 1?

- ❑ **Step 2: Prepare an articulate 3 minute speech and slideshow defending what you think the issue that defines your generation might be and the solutions that people around the world are proposing. You will present your argument during the first week of class.**

*[An appropriate slideshow conveys messages through....](#) (click for some linked slideshow tips!)*

- *bullet points and images*
- *avoiding paragraphs and full sentences of information*
- *Dividing subtopics that support your claim across multiple slides*
- *Strategically utilizing slide layout options (In Slides, select “Slide” → “Apply Layout”*
- *Brief and focused information that supports what you will verbally deliver*

While we are asking for you to do **at minimum four different REHUGO activities**, remember that this project is about building **your own personal foundation**, and not really about the grade. The more foundation building you do, the more you will set yourself up for success in this class and in life beyond high school. **Specifically, the more evidence you gather, the more prepared you will be for future essays in the class and on your first presentation.**

**Do Your Own Interpretive Work!** The use of film versions or study guides (SparkNotes, Shmoop, etc.) are not acceptable sources of academic literary analysis. Additionally, using information from sites without crediting them is PLAGIARISM. Copying or submitting the same work as another student is also plagiarism.

Choose at least **FOUR** of the **Six** experiences below - to show evidence of your **FOUR** experiences, follow the directions on page 2 to complete an annotated bibliography for each source.

	Material
<b>R(eading)</b>  <b>**Required**</b>	<p><b>REQUIRED:</b> A self-selected fiction or non-fiction book related to your topic. Because the topic is recent, your book choice should likewise be recent, published within the past 15 years.</p> <p><b>How to choose?</b> The Teen Librarian at the Northwest Library has great ideas. Goodreads.com is a wonderful place for browsing for books and recommendations. Best-seller lists for both fiction and nonfiction will tell you which books have been getting much attention lately.</p>
<b>E(ntertainment)</b>	<p><b>Choose ONE from the following options:</b></p> <ul style="list-style-type: none"> <li>- Documentary Film</li> <li>- Academy Award or other award winning movie-any year.</li> <li>- Public Performance (poetry reading, play, lecture)</li> <li>- A musical artist’s album (as a whole piece/work of art; not just one song, but all of them together, including album art, tone, lyrics, etc.)</li> <li>- Podcasts (choose two episodes from any of the following Podcast series: <i>Invisibilia</i>, <i>Revisionist History</i>, <i>The Hidden Brain</i>, <i>Planet Money</i>, <i>TED Radio Hour</i>, <i>BBC Podcasts</i>, <i>Radiolab</i>, <i>99% Invisible</i>)</li> <li>- Visit a museum (either in person or virtually - many incredible museums have wonderful online collections to browse, too!)</li> </ul>
<b>H(istory)</b>	<p><b>Choose ONE from the following:</b></p> <ul style="list-style-type: none"> <li>- research a philosophical movement related to your topic</li> <li>- research a timeline of your topic throughout history</li> <li>- read an article of historical significance to your topic (written at a relevant time in history)</li> <li>- watch or listen to a speech (video, audio) with historical significance to your topic</li> <li>- Documentary Film (if you did not already choose that option for “Entertainment” above)</li> <li>- Visit a Museum (if you did not already choose that option for “Entertainment” above)</li> </ul>
<b>U(niversal Truths)</b>	<p><b>Find ONE:</b></p> <ul style="list-style-type: none"> <li>- <i>Find two (2) quotations that relate to your topic in some way, and that you would deem universal truths. These will be pretty easy to find online or in a book of quotations.</i></li> <li>- <b>Format:</b> Write a minimum one-half page explanation on each that should begin with the quote, attributed to the person who said (or wrote) it originally. Tell why you believe the quote is a universal truth, how it affects everyone else, and how it applies to your own life and your chosen topic. Document the source of the quote using the MLA bibliographic citation.</li> </ul>
<b>G(overnment)</b>	<p><b>ONE Current Events:</b></p> <p>- Read two articles on a contemporary issue. These <b>MUST</b> be from a major news publication. Examples include a cover story from a weekly/monthly news magazine (either print or online version), an op-ed in a major newspaper, or an article summarizing a research report.</p> <p>Print or save both articles. Avoid personal blogs, personal websites, extremely biased, or misleading sources. Not sure? Adfontesmedia.com has a reputable “Media Bias Chart” you can check.</p>
<b>O(bservations)</b>	<p><b>Choose ONE of the following:</b></p> <ul style="list-style-type: none"> <li>- Visual Analysis: view a piece of art (including professionally published photography) that has some kind of significance to your issue</li> <li>- Watch a TED talk related to your topic</li> <li>- Attend a talk given by an expert relevant to your topic, either live or digitally</li> <li>- Conduct an interview with someone in the field of study or related to it, or someone who has first-hand experience with the issue you are studying (this should be someone professional, experienced, and reputable, not a fellow student)</li> </ul>

**Some notes on the grading of this project:**

- We would love for you to focus on investing yourself into your four choices of experiences. We want you to use the freedom of summer and this project to learn more about topics that interest and matter to YOU.
- When it comes to writing your annotated bibliographies and developing your slideshow, please try your best with the resources available to you, as well as drawing from what you have learned in middle school about citing sources and presenting. We expect what you produce to be a reflection of these considerations.
- Your teachers desire to celebrate in the sharing of your interest and knowledge. Our intent is not to search out errors in your work. Since you do not have access to your teachers this summer, please do the best with the resources and knowledge you have - as that is something we prioritize when seeing you and your project for the first time this fall.
- **This project will make up no more than 10% of your first quarter grade**, and we plan to use some of what you create this summer as a springboard to our first reading and writing assignments of the quarter.

Annotated Bibliography: \_\_\_\_/50

- Correctly formatted MLA citations (25 pts)
- Annotations that reflect on each source (25 points)

Presentation: \_\_\_\_/50

**Your presentation will be evaluated on the following standards:**

- Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, purposeful movement, etc.).
- Speaker uses a clear, audible voice.
- Delivery is poised, controlled, and smooth.
- Visual aids are well prepared, informative, effective, and not distracting. (See document on proper visual aid design and use.)
- Length of presentation is within the assigned time limits. (3 minutes)
- Information was relevant and addressed the prompt.
- Evidence of time management is clear and present (as in, a hastily completed project on the final day of summer is obvious to both your teacher and audience).
- Evident creativity in prompt response, presentation, and visual aid.

Contact information: For questions over the summer, we recommend putting both of our names on an email, as none of us knows yet which teacher you will have! If your question is of the nature of "Is it okay if I...." and you have an idea for an experience for your project - generally our answer is yes. If it fits with the guidelines, you have our permission to trust your ideas!

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### Sample Works Cited Entry with Annotation:

Chokshi, Niraj. "Two Texas Students Sue Schools to Freely Protest the Pledge." *The New York Times*, 30 Oct. 2017, [www.nytimes.com/2017/10/30/us/student-pledge-protest.html](http://www.nytimes.com/2017/10/30/us/student-pledge-protest.html).

The author reports that two students who sat during the reciting of the Pledge of Allegiance are suing their high schools, claiming they were shamed or punished for their protests. They argue the treatment they received violates their constitutional rights. The article is printed in *The New York Times*, lending credibility. In addition, Chokshi has previously reported on politics and policy for *The Washington Post* and has written for *The Atlantic*. He presents supporting details and quotes from the students and lawyer. The article would be more effective if it had included comments from the school districts; however, one school denied the claims and the other refused to comment. I will use this article because it is recent and cites two concrete examples of how the separation of church and state continues to be a controversial issue.

Prior to reading this article, I wasn't aware of the small ways in which people protest injustice or, at least, assert their Constitutional rights. A lot of people might not agree that someone should sit while the flag is being saluted or we are honoring the nation, but Chokshi's ideas make it clear that no matter what you agree or disagree with, having the freedom to protest is essential. After all, if we as a country say *this* person or *that* person can't protest peacefully, then suddenly we become the police of ideas, and that is a slippery slope that cannot be reconciled. It reminds me of the NFL protests — while a lot of people didn't agree with taking a knee during the "National Anthem," to say "No, you can't do that" to players is a much more extreme measure than allowing them their protest. As I think about the issues that could define my generation, the freedom of expression in regards to patriotism is what we will be remembered for, as shown by the power that two Texas students hold over their school district. That school district is merely a microcosm of the country at large and the power that young people hold.