Name:_____

Warriors Don't Cry
Multicultural Literature

Due Date: <u>August 24th</u>

Multicultural Literature Summer Homework Menu

Main Dishes (complete all) *(15 points)*

1 At the end of Chapter 3, write an **argument** that answers this question:
What traits are admirable about Melba? Why? Incorporate *textual evidence* to defend your argument.

2 At the end of chapter 11, write a **journal entry** that answers this question:
Are you surprised by the way that people treat the Little Rock Nine (the African-American students)? Why or why not?

3 At the end of chapter 18, write an **argument** that answers this question:
Would young people today have the courage to do what Melba and the Little Rock Nine did? Explain. Incorporate *textual evidence* to defend your argument.

Side Dishes (complete 2) *(10 points)*

4 At the end of chapter 7, write a **journal entry** that answers this question:
Knowing people were so upset that Melba and the other African-American students were going to start attending Central High, if you were in Melba's shoes what would you do? Would you persist or would you back out? Explain.

5 Create a double-entry journal listing **five** of your favorite lines from the book. Explain your reaction to those quotes.

6 Complete a poetry analysis. Read "Those Who Don't" by Sandra Cisneros OR "Go Slow" by Langston Hughes. (NOTE: You don't have to read both.) Write an **argument** that answers this question:
How does this poem connect to *Warriors Don't Cry?* Incorporate *textual evidence* to defend your argument.

Dessert (optional) *(possible 10 bonus points)*

7 Listen to "Three Miles," a podcast episode found on *This American Life.* (link: http://www.thisamericanlife.org/radio-archives/episode/550/three-miles?act=0#play)
Write a **journal entry** that answers this question:
Consider the students who face the disadvantages of the opportunity gap. What character traits are required from them to succeed despite the lack of opportunities? Are these character traits mostly similar or mostly different from the traits that the Little Rock Nine needed to persevere?

8 Watch the movie "42." (You can rent it on Redbox or there may also be a version on Youtube.)
Write a **journal entry** that answers this question:
Consider the ways Jackie Robinson overcame obstacles in "42." How are were the Little Rock Nine similar to him in the ways that they overcame obstacles?

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Assignment #1

At the end of Chapter 3, write an **argument** that answers this question:

What traits are admirable about Melba? Why? Incorporate *textual evidence* to defend your argument.

Extra Tips:

- Make sure you have a clear **argument** statement.
- Incorporate **evidence** from the text.
    a. Provide background information that introduces evidence.
    b. Cite your evidence by including the page number.
- **Explain** how your evidence defends your argument.
- Write a concluding sentence that **restates** your argument.
- **SEE BACKSIDE OF THIS PAPER FOR AND EXAMPLE.**

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Example of how to write an argument

Directions: Below is an example of an exemplar written response. Read the example carefully. As you read, think about what makes this a *strong* written response.

Question: Did Melba have a choice in integrating the school?

Argument

Melba did not have a choice in integrating Central High School because she understood that her choice led to consequences for her entire community.

Background on quote

One day, when Melba's mother tells her that she doesn't have to integrate Central High School, Melba replies, "But I have no choice if we're going to stay in Little Rock," (Beals 32). Melba felt like she had a moral obligation to help end segregation in Little Rock. It was not only an obligation to herself but to her entire town to show that race should not separate students in school. She also feels like she deserves the best education, and the best education is at Central High with White students. Overall, Melba felt compelled to integrate Central High School.

Citation

Explanation

Restatement of argument

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Assignment #2

At the end of chapter 11, write a **journal entry** that answers this question:

Are you surprised by the way that people treat the Little Rock Nine (the African-American students)? Why or why not?

Expectation:

- **Journal entry must be a minimum of 1 page long.**

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Assignment #3

At the end of chapter 18, write an **argument** that answers this question:

Would young people today have the courage to do what Melba and the Little Rock Nine did? Explain. Incorporate *textual evidence* to defend your argument.

Extra Tips:

- Make sure you have a clear **argument** statement.
- Incorporate **evidence** from the text.
    a. Provide background information that introduces evidence.
    b. Cite your evidence by including the page number.
- **Explain** how your evidence defends your argument.
- Write a concluding sentence that **restates** your argument.
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Citation

Explanation

Restatement of argument

Name:_____

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Assignment #4

At the end of chapter 7, write a **journal entry** that answers this question:

Knowing people were so upset that Melba and the other African-American students were going to start attending Central High, if you were in Melba's shoes what would you do? Would you persist or would you back out? Explain.

Expectation:

- **Journal entry must be a minimum of 1 page long.**

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Assignment #5

Directions: Create a double-entry journal listing **five** of your favorite lines from the book. Explain your reaction to those quotes.

Description: A DEJ is a way to closely read passages from a text, to discover what individual words and sentences reveal about the text.

Extra Tips:

- On the **right side** copy the line/lines down completely.
- Cite the your line(s) by including the page number
- Write a 2-3 sentence explanation on the **left side**. Explanation could be:
    a. a reaction to the lines
    b. a theory or hypothesis
    c. a connect to other parts of the story
    d. a discussion of significance
- **SEE EXAMPLE BELOW.**

Significant Line(s) (Exact Text Evidence)	Thoughts From Your Mind
Example Quote: "Such a sentence for 14-year-olds, whose judgment and understanding have not been fully formed, takes away hope of reform and punishes them as adults, which they are not," (Crowe 12).	Example Explanation: This is important because it reveals the author's opinion. He or she says that a life sentence takes away the hope for teenagers to grow and become better people. This is an opinion statement because it cannot be proven as a fact; other people might think that the life without parole is a fair punishment. The author shows preference in favor of teenagers, so that they can change and live a better life.
1.	
2.	

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3.	
4.	
5.	

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Assignment #6

Complete a poetry analysis. Read "Those Who Don't" by Sandra Cisneros OR "Go Slow" by Langston Hughes. Both poems will be listed below. (NOTE: You don't have to read both.)
Write an **argument** that answers this question:

How does this poem connect to *Warriors Don't Cry?* Incorporate *textual evidence* to defend your argument.

Go Slow

by Langston Hughes

Go slow, they say—
While the bite
Of the dog is fast.
Go slow, I hear—
While they tell me
You can't eat here!
You can't live here!
You can't work here!
Don't demonstrate! Wait!
While they lock the gate.

Assignment #6 continued…

"Those Who Don't"
by Sandra Cisneros

Those who don't know any better come into our neighborhood scared. They think we're dangerous. They think we will attack them with shiny knives. They are stupid people who are lost and got her by mistake.

But we aren't afraid. We know the guy with the crooked eye is Dave the Baby's brother, and the tall one next to him in the straw brim, that's Rosa's Eddie V., and the big one that looks like a dumb grown man, he's Fat Boy, though he's not fat anymore nor a boy.

All brown all around, we are safe. But watch us drive into a neighborhood of another color and our knees go shakity-shake and our car windows get rolled up tight and our eyes look straight. Yeah. That is how it goes and goes.

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Assignment #6 continued…

How does this poem connect to *Warriors Don't Cry?* Incorporate *textual evidence* to defend your argument.

Extra Tips:

- Make sure you have a clear **argument** statement.
- Incorporate **evidence** from the text.
    a. Provide background information that introduces evidence.
    b. Cite your evidence by including the page number.
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Citation

Explanation

Restatement of argument

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Assignment #7

Listen to "Three Miles," a podcast episode found on *This American Life.* (click this link: http://www.thisamericanlife.org/radio-archives/episode/550/three-miles?act=0#play)

Write a **journal entry** that answers this question:

Consider the students who face the disadvantages of the opportunity gap. What character traits are required from them to succeed despite the lack of opportunities? Are these character traits mostly similar or mostly different from the traits that the Little Rock Nine needed to persevere?

Expectation:

- **Journal entry must be a minimum of 1 page long.**

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Assignment #8

Watch the move "42." (You can rent it on Redbox or there may also be a version on Youtube.)

Write a **journal entry** that answers this question:

Consider the ways Jackie Robinson overcame obstacles in "42." How are were the Little Rock Nine similar to him in the ways that they overcame obstacles?

Expectation:

- **Journal entry must be a minimum of 1 page long.**

Name:_____

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