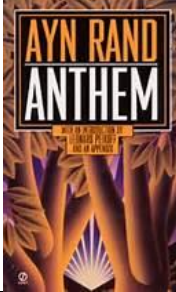






## 10<sup>th</sup> Grade Summer Reading

Required Text		
<i>Anthem</i> by Ayn Rand	9781451578157	
Optional Texts (Must Choose One)		
<i>The Book Thief</i> by Markus Zusak	9780375842207	
<i>Alas, Babylon</i> by Pat Frank	9780062421036	

Assignments
<p><b>Assignment 1</b></p> <p>After you have read the required text, <i>Anthem</i> by Ayn Rand, construct a formal response to the following essay prompt. Your essay may be hand written or typed. Please use quotes from the text to support your argument and cite your source using page numbers. Use the essay writing guidelines provided below to help structure your essay.</p> <p><b>Essay Prompt:</b> What is the role of “free will” in the novel <i>Anthem</i> by Ayn Rand? In your response, consider how he is identified as a number, the use of singular pronouns, and how they are assigned jobs.</p>



### Assignment 2 (IB/Pre-IB Students Only)

For this assignment, you are expected to:

Look at the chart below of learner profile attributes. Pick the three attributes that you think best describe the main characters of either *Alas, Babylon* or *The Book Thief*.

Inquirer	Communicator	Risk-Taker	Thinker	Caring
Principled	Knowledgeable	Open-Minded	Reflective	Balanced

#### You Should Consider:

- What actions make this attribute stand out in this person?
- Is this attribute something that came naturally to this person, or do you think there was a personal struggle in achieving it?
- In what ways can you relate to this person based on this learner profile attribute?

Write out your response regarding which three attributes best describe either the main characters of *Alas, Babylon* or *The Book Thief*.



## Assignment 1: Essay Guidelines

A well-written essay will include:	A well-written essay will be:
<ul style="list-style-type: none"> <li>• A claim that addresses the prompt and your stance on the prompt</li> <li>• A clear focus and purpose for each paragraph</li> <li>• Evidence from the text (quotes and examples) that is integrated into your writing</li> <li>• Thorough explanations for the evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Focused on the prompt throughout the essay</li> <li>• Organized in a way that shows a logical progression of ideas</li> <li>• Free of grammatical and spelling errors</li> </ul>

**Use the following outline to guide your pre-writing and structure your response to *Anthem*.**

### *Introductory Paragraph:*

- Engaging beginning (Hook)
- Transition from the engaging beginning to the thesis
- Thesis statement (claim)

### *Body Paragraph 1:*

- Topic Sentence Statement (Main Idea Statement)
- Support sentence
- Facts/Details/Quotes from the novel to support the topic
- Elaboration/Explanation of the support
- Details/Closure/Transition

### *Body Paragraph 2:*

- Topic Sentence Statement (Main Idea Statement)
- Support sentence
- Facts/Details/Quotes from the novel to support the topic
- Elaboration/Explanation of the support
- Details/Closure/Transition

### *Body Paragraph 3:*

- Topic Sentence Statement (Main Idea Statement)
- Support sentence
- Facts/Details/Quotes from the novel to support the topic
- Elaboration/Explanation of the support
- Details/Closure/Transition

### *Body Paragraph 4:*

- Topic Sentence Statement (Main Idea Statement)
- Support sentence
- Facts/Details/Quotes from the novel to support the topic
- Elaboration/Explanation of the support
- Details/Closure/Transition

### *Closing Paragraph*

- Restate Thesis or Topic Sentences
- Summarize your main points

## Assignment 2: Learner Profile Attributes (IB/Pre-IB Students Only)

Please use the following definitions as a guide in understanding the learner attributes as you draw connections to *Alas*, *Babylon* or *The Book Thief* for your assignment.

# IB LEARNER PROFILE

The aim of all IB programmes is to develop internationally-minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be:

### Reflective

Give thoughtful consideration to your own learning and experience. You are able to assess and understand your strengths and limitations in order to support your learning and personal development.

### Open-minded

Understand and appreciate your own culture and personal histories, and are open to the perspectives, values and traditions of other individuals and communities.

You seek and evaluate a range of points of view, and you are willing to grow from the experience.

### Risk-takers

Approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies.

You are brave and articulate in defending your beliefs.

### Caring

Show empathy, compassion and respect towards the needs and feelings of others. You have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

### Balanced

Understand the importance of intellectual, physical and emotional balance to achieve personal well-being for yourself and others.



### Principled

Act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities.

You take responsibility for your own actions and the consequences that accompany them.

### Knowledgeable

Explore concepts, ideas and issues that have local and global significance. In so doing, you acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

### Inquirers

Have a natural curiosity and learn to acquire the skills necessary to conduct inquiry and research and show independence in learning. You actively enjoy learning and this love of learning will be sustained throughout their lives.

### Communicators

Understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. You are willing to work in collaboration with others.

### Thinkers

Exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.