

Greetings, Juniors of Keith Street room1985,
2020

April 14,

It just occurred to me that we will not get to have a Research Paper Submission Sest! Sad. I guess I will have to read each paper twice to feel closer to you all! Maybe that can remind me of what might have been in room 1985. I do miss you all.

I am guessing some of you are wondering what is next in terms of academics.

RESEARCH PAPER DUE TOMORROW, WEDNESDAY, APRIL 15:

At this point, many of you have submitted your final draft of your **research paper** to me. Yay for you! Some REALLY great work has been submitted so far. **You should be proud, Old Abes!**

Most of you did a nice job following the directions outlined in the April 2nd email.

- **Remember, I cannot take your paper until you have assembled title page, outline, 4-6 page essay, and a works cited IN THAT ORDER.**
- **Also, I cannot accept a paper unless you have done the highlights for each IBM and PC and also the thesis (three highlight colors).**
- **I will not accept a paper without complete peer edit forms attached. Refer to previous correspondence from me. Take a picture of each of the sides of the peer edits, and attach the pictures to google doc or send in an additional email, one after the other.**
- **Please send project as a google doc, so I can comment right on the doc itself. If you send me word docs, it is tricky to go back and forth between an email and the word doc.**

I am finding your essays to be very informative. I was very impressed by many of the sources you cited as they were current in date and nature, and they were relevant. Many of you found the perfect quotes and/or created the perfect paraphrases to support your excellent points with credible evidence. Other than punctuating little article titles with “ ” and big book titles with italics (which you can't seem to get straight for some reason...STILL see page 8 in packet) your MLA citing is really coming along. While it took much of the year, many of you finally sorted out that capital letters and punctuation really are not optional, even in 2020. Finally, you are getting better at following a calendar and budgeting your time accordingly, and also listening to and/or reading and following specific directions in order to meet all of the requirements of on-going projects.

I am really, really proud of you and your work! Kuddos all around!

NEXT STEPS for RESEARCH PAPER/WHATDO YOU DO ON WEDNESDAY?:

1. **THIS IS REQUIRED!** By now you should have completed a **PEER EDIT** with a classmate, friend in another of my classes, or family member. What suggestions do they have? Consider their feedback carefully, but remember it is your research paper, and you have the final say.
2. Make all **necessary revisions** to the essays. Check for use of correct title punctuation, use of proper conventions, use of proper MLA citing, inclusion of adequate original support, inclusion of ample evidence from sources, and so on. **Make one final edit.**
3. **Send this in an email/google docs.**
4. **Guess what? Then the research unit will be complete. YAYAYAYAYAYYYYYYYYYYYYYY!!!!!!**
5. **I REALLY AM PROUD OF YOUR HARD WORK AND PROCESS AND PRODUCT! Go ABES!**

LATE WORK:

- **If you have not completed the process and/or paper, please do not quit.**

- **Please do not give up.**
- **This is still required for passing English 11.**
- **Keep sending the research papers my way even if you do not make tomorrow's due date.**

Please adhere to ALL requirements outlined in the April 2 email that I sent via Skyward AND Canvas. I will not accept the essays without highlighting borrowed material (IBMs and PCs) in one color, without highlighting and the thesis in another color, or without a works cited page for the essay. If you have read all correspondence from me and looked in the research book for answers, please contact me with specific questions. Please note: I am not in a position to re-teach the entire research process from the start for those of you who had made no progress since the beginning of the unit in January. Some of you, despite my efforts to get you to do so, had done nothing when we left school for quarantine. I can't neglect the masses to start over teaching you the unit now. If you have not begun this process, and you know what to do, then follow the book and get going. Better late than never. If you have not begun, and you do not know how to begin, you might consider connecting with your counselor to see what your options for credit recovery are. That is a decision I cannot make for you, nor can I sign yup up for such an opportunity.

GRADES/SKYWARD/WORK RECEIVED/LETTER GRADES:

I beg for your patience. You may have noticed that Skyward has not changed since we left school. To reiterate, that is because **all teachers have been asked by the board office NOT to populate Skyward with new grades.** You should have read the justification from our superintendent, Dr. Hardebeck, as well as our principal, Mr. Oldenberg, in their correspondence with all of us.

I understand that we have a gray area here. Is our research work **NEW** work or not? Certainly, the research paper process is not new; it has been in progress since January and continues to be in-progress now. I know it makes it tricky as it may not be clear to some of you whether or not I have received, read, responded to, and scored your work since it is not "handed back to you" with my scribbly, handwritten feedback nor a score, AND to make that more difficult, you can't double check for submissions in Skyward. That said, you CAN go back to each essay to see whether I wrote any feedback or not. If you go back and there is not feedback, then I did not get it. Check to see that you completed all things necessary for submission, and please re-send it. Some of you DID send it, and I DID look at it, but you had not met submission requirements, so I sent it back to you with a request to complete the requirements.

You know me by now. I would never return an essay to you without any suggestions for improvements or complements. I actually had a meeting with Mr. Oldenberg a half an hour ago to ask if I could use Skyward as a checklist to keep us all on the same page. That is why you did not get this at noon. I have options, and I will let you know how I decide to proceed.

****And NO, I DO NOT KNOW IF YOU WILL EARN LETTER GRADES OR NOT. Sorry, but I will find out when you find out. Such decisions are well above my pay grade. No need to ask me again. I REALLY will NOT know before you do. ☹️🙄🙄**

NEW UNIT SHARED BY ALL JUNIORS AT MEMORIAL= READING AND RESPONDING TO READING

Starting on Thursday, you should all **BEGIN READING THE BOOKS YOU CHECKED OUT** on the last day we were in school. If you did not attend school that day or if you did not check out a book, you will need to find one at home, borrow from a friend or neighbor, check one out on OverDrive or Sora or Libby, find one in public domain online (many classic novels will be in that category), or find another electronic source I may not be aware of. Choose a book you will actually enjoy reading and find interesting! **THIS IS YOUR CHANCE!!**

You need to **READ 15 MINUTES PER WEEKDAY**. That is **75 minutes per week**. Obviously, if you love to read or find your book engaging, feel free to read more. I highly encourage you to read many, many hours per day! I would love that. You just need the right book!

FYI-I hoped to read *Hotel and the Corner of Bitter and Sweet*, by Jamie Ford, last weekend, but I played too many hours of euchre, cooked favorite dishes to celebrate Jackson's 18th birthday, and started a different audio book while I walked the dog. The audio book is called *Carnegie's Maid*. Both books are historical fiction. You might recall that I most love historical fiction. (You might also remember that I used to teach world history and U.S. Government at Boulder High School in Colorado, so this all makes sense.)

Based on your reading, you will **COMPLETE ONE** of the **various writing options PER WEEK for THREE WEEKS**. I will include choices below. **SHARE WITH ME IN AN EMAIL.**

Week One, Wednesday April 15 through Tuesday, April 21.

Write a two-sentence summary of your book. (Think back to our *ELIC* packet. You all got very good at this!)

AND

YOU WILL ALSO CHOOSE ANY ONE OF THESE POETRY OPTIONS.

- Write a **FREE POEM** (20 lines or more) about what you have read so far. **Include any seven DIFFERENT poetic devices** that you have learned about...like simile, metaphor, personification, hyperbole, alliteration, assonance, consonance, onomatopoeia, couplet, symbolism, dialect, and so on. This list is not all-inclusive. You may find many more examples in online resources at many colleges' writing labs. **You will underline the device and label it before submitting.**
- Go online and determine what "**FOUND POEMS**" are. Write one about what you have read. **Make it clear to me what is FOUND vs. what is CREATED by you.**
- Write an **ACROSTIC POEM**. The longer (20 letters or more) vertical word(s) need to be relevant to the content of your chosen book. The lines you create from the original letters also need to illustrate the content of your book.
- Research how to write **SONNETS** if you did not learn this in Freshman English when reading *Romeo and Juliet* or *Macbeth* by Shakespeare. It is more than just any old 14-line poem. Write a **REAL SONNET** and relate it to the content of your book's story or characters or theme.
- Contact me if you have **another poetry idea**.

Week Two, Wednesday, April 22 through Tuesday, April 28.

Write a two-sentence summary of your book. (Think back to our *ELIC* packet. You all got very good at this!)

AND

YOU WILL ALSO CHOOSE ANY ONE OF THESE CREATIVE OPTIONS.

- Write a two-page **JOURNAL OR DIARY ENTRY** for one character. Again, it cannot be nonsense. It must relate to the story. It must be clear from your two-sentence summary that it relates.
- Write a two-page **LETTER FROM ONE CHARACTER TO ANOTHER.**
- You can also choose to write a **ONE-PAGE LETTER FROM ONE CHARACTER TO ANOTHER AND A ONE-PAGE RESPONSE TO THE FIRST WRITER.**
- Write a two-page **ADVICE COLUMN** from you to one character.

- Write a one-page **ADVICE COLUMN** from you to one character and write another one-page advice column to another character.
- Contact me if you have **another creative writing idea**.

Week Three, Wednesday, April 29 through Tuesday, May 5.

Write a two-sentence summary of your book. (Think back to our ELIC packet. You all got very good at this!)

AND

YOU WILL ALSO CHOOSE ANY ONE OF THESE ELEMENTS OF FICTION OPTIONS.

- Write a two-page **CHAPTER** as it applies to your book. Create an **additional mini- chapter**. It cannot be nonsense. It must relate to the story. It might take a new turn in plot, especially as you might not be finished reading the book. That is ok. It must be clear from your two-sentence summary that it relates.
- Write a two-page **SETTING DESCRIPTION** as it applies to your book. It cannot be nonsense. It must relate to the story. It must be clear from your two-sentence summary that it relates. This cannot just be a list of traits. Write it as if it is part of the story.
- Write a two-page **DIALOGUE** as it applies to your book. Add in an **additional dialogue** between characters. It cannot be nonsense. It must relate to the story. It must be clear from your two-sentence summary that it relates.
- Write a two-page **CHARACTER TRAIT (physical and emotional) DESCRIPTION** as it applies to your book. It cannot be nonsense. It must relate to the story. It must be clear from your two-sentence summary that it relates. This cannot just be a list of traits. Write it as if it is part of the story.
- Write a two-page essay on the **THEME** present in this story you are reading.
- Rewrite/retell a section of the story from a **DIFFERENT POINT OF VIEW**. If the story is written in first person point of view, rewrite it from a different character's point of view. Be sure to select a portion where there is a lot for the new narrator to consider.
- Contact me if you have **another "elements of fiction" idea**. Remember, the elements of fiction are plot, setting, theme, character, mood, point of view.
- Contact me if you have **another creative writing idea**.

Later in this **READING AND RESPONDING UNIT**, after May 5, I will supply specific things to read, like *Atlantic Monthly* articles and *New York Times* articles, and things to watch, like *Ted Talks* and various documentaries, and you will respond to specific prompts that deal with those.

All of this unit will get you ready for the multi-genre projects and capstone projects you will complete in Senior English next year. I will say this, however, for those of you who have worked hard and completed each unit in good standing thus far, I am confident you are ready for what comes next. I know some of you are worried about that. Please do not fret. You will do great next year if you have done what I have asked you to do this year.

Email me if you have read everything above and still have questions.

I miss you all. You are being troopers, rock stars, magicians, leaders, contributors, and much, much more. I am so impressed by those of you working at grocery stores, doing deliveries for restaurants, performing nursing duties, caretaking, serving as firefighters, doing manual labor, etc. I am proud of any of you doing things for neighbors and elders and family and other folks with disabilities. Keep up the great work. Hang in there.

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