



Welcome to Honors English 10! This course will build upon what you learned as freshmen to sharpen your reading, writing, speaking, listening, and thinking skills. The summer reading assignment will apply your skills as a reader to one of five possible memoirs (which Merriam Webster defines as *a narrative composed from personal experience*).

What are the tasks in the assignment, and why are we doing them?

Task	Learning Objectives	Connections to Curriculum
1. Actively read a memoir from the list included in this packet.	I can read non-fiction text with a specific purpose.	This class will show students how to look at texts as mentors, which will require students to notice the moves writers make to achieve their purposes. Students will analyze the moves their author makes in preparation for their own personal narrative writing.
2. Record your observations about the techniques the author uses in their memoir.	I can identify techniques authors use in their writing.	

What is in this packet?

- [Page 1: Objectives and Assignment Overview](#)
- [Page 2: Reading](#)
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- [Page 4: Assignment Directions](#)
- [Pages 5-6: Memoir Tracker Example](#)
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If you would like a printed copy of any of the resources listed / linked in this assignment, please contact one of the teachers listed below.

NEED HELP?

<p>Email an Honors English 10 teacher!</p> <p>Mrs. Krumbiegel (amkrumbiegel@olatheschools.org) Mrs. Skoglund (jskoglundonw@olatheschools.org)</p>	<p>Attend the Summer Help Night!</p> <p>Wednesday, August 6th, 2025 4 - 7 PM ONW Library</p>
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Select **ONE** of the following memoirs to read. Before making your selection, the Honors English 10 teachers encourage you to explore the memoir options through this [Book Tasting activity](#), where you can read a summary of each book and preview the first few pages.

Memoir options:

- *Brain on Fire* by Susannah Cahalan
- *Into Thin Air* by Jon Krakauer
- *The Other Wes Moore* by Wes Moore
- *Born a Crime* by Trevor Noah **OR** *It's Trevor Noah: Born a Crime* (Young Readers' Edition) by Trevor Noah
 - The Young Readers' Edition is the same book but has been adapted to exclude language and sexual content. Either version of this book is acceptable for this assignment.
- *The Glass Castle* by Jeannette Walls

You will need to obtain a personal copy of your chosen book. When purchasing the book, consider supporting a local independent bookstore such as [Rainy Day Books](#) in Fairway or [The Raven](#) in Lawrence. If you need assistance obtaining a copy, contact one of the teachers listed on page 1 as soon as possible.

The use of audio books as support for your reading is fine but should not replace your actual reading of the text.

Be sure to acquire a physical copy of your text to complete this assignment and to bring with you to school in August.



The purpose of this page is to help to guide your reading and clarify purpose. Nothing on this page is required or will be collected by your teacher. However, we recommend at least reading through these suggestions to help you be successful!

Reading Tips:

Reading for an academic purpose means that you are...

- **Considering your environment.** To set yourself up for success to read without distractions, think about where you are and what's around you. For example, if you find yourself checking your phone every other paragraph, put your phone away for a certain amount of time. If you get distracted with noise, move to a quiet location. If you fall asleep while reading, sit in a place where you won't get tired as easily.
- **Slowing down.** Reading for fun, where you skim the text for overall ideas, is different from reading for an academic purpose, where you read closely to process all information.
- **Monitoring your own comprehension.** If you don't understand something, stop. Re-read that section, use resources like online dictionaries, collaborate with other students reading the same book, and/or reach out to a teacher for assistance.
- **Strategizing your progress through tasks.** Sit down with a calendar, look at conflicts you have over the summer, and look at the date the assignment is due. Chunk the reading and writing tasks into smaller pieces and put them on your calendar so that you're not cramming everything at the last minute. *And stop telling yourself you'll just do it later.*

Processing Tips:

One effective strategy to process your reading is to annotate the text. Consider annotations such as...

- Color-coding by writing moves (see next page) and highlighting examples in your chosen memoir according to those colors
- Starring, underlining, circling, etc. examples in your chosen memoir that would help you complete the assignment.



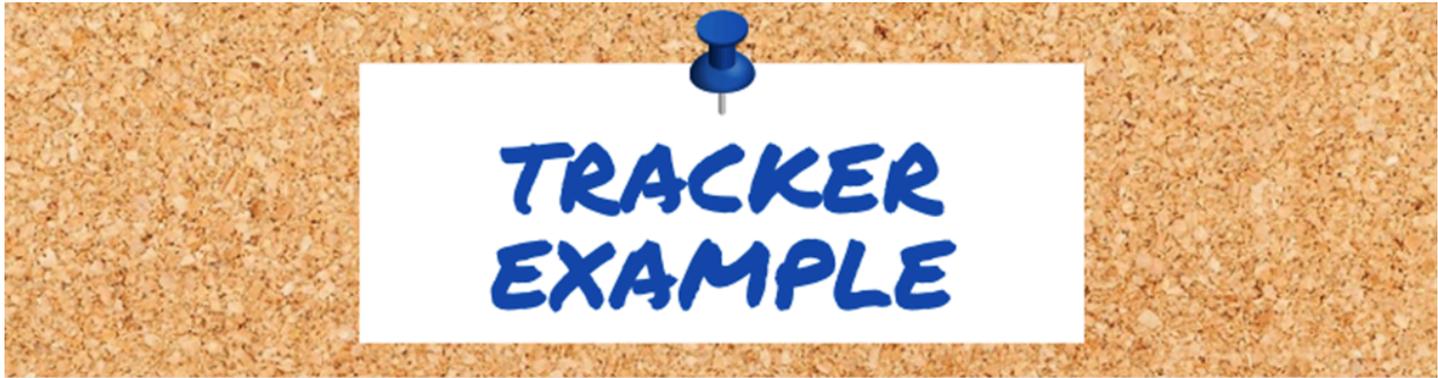
ASSIGNMENT DIRECTIONS

1. Read the excerpt below called “What Is a Memoir?” to learn about common “moves” authors use in their memoirs.
2. Review the example Memoir Tracker on pages 5-6 of this assignment.
3. Read your chosen memoir, tracking the “moves” your author makes in their memoir.
4. Complete your Memoir Tracker on [this template](#). It will automatically create your copy when you click the link.
 - a. You can also access the template by going to <https://bit.ly/memoirtracker>
5. Make sure you know where your tracker is saved in Google Drive so you can submit to [turnitin.com](https://www.turnitin.com) when school begins.

What Is a Memoir?

A memoir is a non-fictional, [first personal written account](#) of events and memories from the author’s real life. Memoirs (French for “memory” or “reminisce”) focus on personal experience, intimacy, and emotional truth—memoir writers often play with their memories and with real life in order to tell a good story. For this reason, memoirs are not bound to formal expectations around chronology or factual accuracy. Here are some moves memoirs make in their writing:

- **Move 1: Don’t start at the beginning.** The best memoirs don’t tell their stories chronologically. A lot of time, memoirists will begin with an immediately compelling story or moment from their life. Then, they’ll work their way back and fill in the blanks. This technique will help pique the reader’s interest from the very beginning.
- **Move 2: Create a sensory experience.** One of the hardest parts of memoir writing is translating personal experiences into something that the reader can engage with and inhabit themselves. The best way to ensure that a memoir isn’t dull is to pack it with vivid details, using all five senses (sight, sound, taste, touch, smell) to tell the story and transport the reader back to that specific moment of time.
- **Move 3: Show, don’t tell.** A good memoir should be just as compelling as a fiction bestseller. Even though memoirs draw from authors’ life experiences, they still use techniques found in novels and short stories. Re-create scenes with dialogue. “[Show, don’t tell](#)” by describing action rather than overloading with exposition. These techniques will give color and life to a piece of writing.
- **Move 4: Conclude with significance.** The best memoirs don’t end with the author’s writing of the book. Memoirists usually conclude their story with a compelling moment or reflection that directly or indirectly states the meaning or significance of their experiences.



This example is based on the short story [“Eleven” by Sandra Cisneros](#).

<u>DIRECTIONS</u> As you read your selected memoir, note how the author uses the four techniques below. Follow the instructions in each box below to show what you noticed in your memoir.		
	Summary of Text	Explanation
<u>Move 1:</u> Don’t start at the beginning.	Summarize (<i>in your own words</i>) how the author began the story within the first few paragraphs / page in 2-3 sentences: The author begins the memoir on her eleventh birthday. She repeats many numbers and the ages she’s been in the past, noting that she doesn’t really feel different than before.	Explain how well you think this introduction engaged the reader in the story: I think this beginning engages the reader well because it’s relatable. Birthdays are something everybody experiences, and many people may have the same feeling as the author. She also jumps right into the action on her eleventh birthday.
	Quotation of Text <i>Quote three passages from throughout the book that include vivid sensory details. Don’t forget to cite the author & page number at the end of each quotation.</i>	Reflection
<u>Move 2:</u> Create a sensory experience.	Quote 1: “It’s an ugly sweater with red plastic buttons and a collar and sleeves all stretched out like you could use it for a jump rope” (Cisneros 8).	Highlight the sense that this quotation appealed to: <div style="text-align: center;"> Sight Sound Smell Touch Taste </div>
	Quote 2: “...when I put one arm through one sleeve of the sweater that smells like cottage cheese...” (Cisneros 18).	Highlight the sense that this quotation appealed to: <div style="text-align: center;"> Sight Sound Smell Touch Taste </div>
	Quote 3: “My face all hot and spit coming out of my mouth because I can’t stop the little animal noises from coming out of me, until there aren’t any more tears left in my eyes, and it’s just my body shaking like when you have the	Highlight the sense that this quotation appealed to: <div style="text-align: center;"> Sight Sound Smell Touch Taste </div>

	hiccups, and my whole head hurts like when you drink milk too fast” (Cisneros 19).	
	Quotation of Text <i>Quote 3 passages of “show, don’t tell” where action is described rather than just explained in the book. These examples may have dialogue, but they don’t have to. Don’t forget to cite the author & page number at the end of each quotation.</i>	Explanation <i>Note that this explanation is a 2-part question. Answer BOTH parts!</i>
Move 3: Show, don’t tell.	Quote 1: “Because the way you grow old is kind of like an onion or like the rings inside a tree trunk or like my little wooden dolls that fit one inside the other, each year inside the next one. That’s how being eleven years old is” (Cisneros 3).	What was the author trying to SHOW in this passage? HOW did they show (not directly tell) readers that? The author is trying to show how people gradually develop their identity over time. Their past experiences stay a part of them even as they get older. She showed this concept by using similes which also have layers rather than directly stating the idea.
	Quote 2: “‘Whose is this?’ Mrs. Price says, and she holds the red sweater up in the air for all the class to see. ‘Whose? It’s been sitting in the coatroom for a month... It has to belong to somebody,’ Mrs. Price keeps saying, but nobody can remember” (Cisneros 6-8).	What was the author trying to SHOW in this passage? HOW did they show (not directly tell) readers that? The author is trying to show how frustrated Mrs. Price, the teacher, is about the unclaimed sweater. She shows readers her emotion by using dialogue instead of just stating that the teacher is mad.
	Quote 3: “‘That’s not, I don’t, you’re not...Not mine,’ I finally say in a little voice that was maybe me when I was four” (Cisneros 10).	What was the author trying to SHOW in this passage? HOW did they show (not directly tell) readers that? The author is trying to show how meek and timid the speaker is. She shows readers this characterization through dialogue again and also by comparing the eleven-year-old speaker’s voice to that of a small child.
	Summary of Text	Explanation <i>Note that this explanation is a 2-part question. Answer BOTH parts!</i>
Move 4: Show the significance in the conclusion.	Summarize (<i>in your own words</i>) how the author ended the story within the last few paragraphs / page in 2-3 sentences: The author ends later in the day after she was embarrassed at school. She’s not looking forward to the birthday celebration that’s about to take place because she wants to disappear. She also ties back to the beginning of the piece by repeating all of her ages that came previously.	Explain what the significance (theme) of the author’s story was. How did the conclusion show you that significance? One of the themes of this piece seems to be that as people get older, they take all of their prior ages and life experiences with them. By repeating all of her previous ages, the author is calling back to this idea. The red sweater situation may also be an unfortunate memory the author carries with her as she gets older.



Areas for Improvement	Criteria	Areas of Strength
	Student accurately summarized the beginning of the memoir AND explained how well it engaged readers.	
	Student accurately identified three examples of sensory details and cited author/page number.	
	Student accurately identified three examples of show, don't tell, explained what the author was trying to show, and cited author/page number.	
	Student accurately identified the significance of the memoir AND explained how well the conclusion showed that significance.	



Academic integrity refers to honesty and responsibility when completing and turning in work. Honest work builds self-esteem, knowledge, and skills. **Use academic integrity when completing your summer assignment!**

We **WILL** submit assignments to turnitin.com at the start of the school year.

For this assignment, **academic integrity means:**

- Reading the entire book
 - While using sites with book summaries are helpful in clarifying the reading when you don't understand, reading a summary of the book is not an acceptable substitute for actually reading the book.
- Asking an Honors English 10 teacher if you are struggling
- Ensuring that your written work reflects *your* ideas and skills
 - While collaboration between students is encouraged, what you write and the quotations you select should not be the same as another student.
- Not allowing your work to be copied or used by another student
 - You should never email or electronically transfer the file for your responses to another student.
- Using digital resources to help in your thinking, not replace your thinking
 - There are so many helpful resources on the Internet to assist you as a student, but those should not replace your reading or your writing, including the use of ChatGPT or any other artificial intelligence.

Consequences for Academic Dishonesty on the Honors English 10 summer assignment are as follows:

- A parent/guardian phone call
- A written office referral to be included in your disciplinary file
- Redoing the assignment and/or reduced credit on the assignment

If you have questions or concerns about academic integrity, please contact one of the teachers listed on page 1.