

Bristol-Plymouth
Regional Technical School

Senior Summer Assignment Guide



Incoming Grade 12 Materials

***Standard:** Summer Writing Assignment – Annotated Bibliography

***Advanced:** Summer Writing Assignment – Annotated Bibliography & read Sold and complete the attached assignment

***AP Language and Composition:** Summer Writing Assignment – Annotated Bibliography & the attached assignments from Mrs. Tuccinardi

Summer Writing Assignment

Annotated Bibliography: 10 Annotations

Due Date: FIRST ACADEMIC DAY
Worth 15% of Term I
ELA Grade

What is an Annotated Bibliography?

An annotated bibliography is a list of citations to books, articles, and documents. Each citation is followed by a brief descriptive and evaluative paragraph (*usually about 150 words*). The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited.

Assignment:

Your Senior Summer Writing Assignment is to create an Annotated Bibliography. Reference the “Resources” text box and the samples provided to assist you in writing your Annotated Bibliography.

Your Annotated Bibliography MUST adhere to the guidelines below:

Annotated Bibliography Guidelines:

- **Minimum 10 Annotated Sources**
 - **Alphabetical Order**
 - **Each Source is followed by a paragraph that includes a summary, an evaluation of the source’s reliability and an explanation about whether or not you plan to use this source of your paper / project and why**

- **Correct MLA Format**
 - **Heading**
 - **Page Numbers**
 - **Times New Roman, Font 12**
 - **Double Spaced (including citations and annotations)**

****Reminder: If you find additional sources from those you printed in school, please print them and keep them in your senior project folder**

Resources:

- Use the examples provided with this assignment as a model
- Use www.citationmachine.net or www.easybib.com for citations
- Use Perdue’s Online Writing Lab <https://owl.english.perdue.edu/owl> for more clarification if necessary

Research Topics must be approved by May 24, 2016

Research Topic: _____

Technical Teacher Approval: _____

Summer Reading Assignment: *Sold* by Patricia McCormick

Along with completing your Summer Writing Annotated Bibliography, you will also read the novel *Sold* by Patricia McCormick. Review these questions and the attached article by McCormick before reading the novel, and take notes while you're reading to use for support in your answers. Your *thoughtful* answers to the following 5 questions should each be about a page long, double spaced, and include evidence from the text. Expect an assessment on this novel when you return to school.

1. Explain Lakshmi's character, including information about her home life, her family and her vulnerabilities. How does McCormick design Lakshmi so that the reader has compassion for her?
2. Look at a map of Nepal and surrounding countries. Using details from Lakshmi's account, explain where you think Uncle Husband brings her. What city in which country do you think the Happiness House is located in? Use evidence from the novel to explain your answer. Why do you think people in this area of the world are so susceptible to human trafficking?
3. While much of this novel is sad, "Happy to be with Habib" is particularly horrifying. Although not graphic, the implied action is heart breaking, while remaining vague. Explain how McCormick crafts this passage to be so powerful without explicit language or details. Provide evidence for your answer.
4. Explore the role of Mumtaz as a villainess. Is she truly evil all the time? How does she show kindness, and what do you think are her true motives? How do you know? What role does she play in the trafficking of young girls? Do you think she is the top of the trafficking pyramid, or does she also have a boss?
5. Visit <http://slaveryfootprint.org/>, a website where you can find your own human trafficking footprint. According to the site, how many slaves do you own? What is your reaction to this number? Link your experience on this website to the importance of Lakshmi's story. What does her story and the stories of other trafficked people matter? Why is learning about human trafficking important?

To research *SOLD*, I traveled to India and Nepal, where I interviewed the women of Calcutta's red-light district and girls who have been rescued from the sex trade. Here are answers to some questions frequently asked about the book.

1 What inspired you to tell this story?

In the past few years, the trafficking of children has gotten a good deal of media attention. But eight years ago, when I had a chance meeting with a photographer who was working undercover to document the presence of young girls in brothels overseas, I knew immediately that I wanted to do what no one else had done so far: tell this heartbreaking story from the point of view of one individual girl.

I believe that young adults want to know what's happening to their peers on the other side of the world, but that media accounts, by their very nature, cannot usually go beyond the surface. To me, there is nothing more powerful— or permanent—than the impact of a book. Here's a link to a trailer for the film: **[SOLD, a film produced by Emma Thompson](#)**

2 What did your travel to India and Nepal bring to your story?

I spent a month in India and Nepal tracing Lakshmi's steps—going from a poor, isolated village in the foothills of the Himalayas all the way to the teeming red-light district of Calcutta. Trained as an investigative reporter, I took notes and photos observing the sights, smells, foods, sounds, and the customs— details to give the book authenticity. I also interviewed women in the red-light district, girls who had been rescued, and a man who had sold his girlfriend in exchange for a motorcycle. It helped that I was a foreigner in the busy streets of Kathmandu and Calcutta, because I was as bewildered and awestruck by these places as Lakshmi is in the novel.

3 What were the challenges of bringing Lakshmi's story to life?

Perhaps the biggest challenge was not to let the sadness of the situation overwhelm me. When I first came home from India, I fell into a despair unlike anything I'd ever felt before—something I now understand was a delayed reaction to the suffering I'd witnessed. Moreover inadequate to the task of doing justice to the stories the women had entrusted to me. But when I thought about the young girls who might be recruited to take their places as the women became ill or died, what I felt was urgency—urgency that their experiences be known and understood by the outside world. And I began to write.

It was also a challenge to keep the book from being too grim, and to keep Lakshmi's humanity alive in a believable way. It was important to remember that, in even the grimmest of situations, there is kindness as well as cruelty, terror as well as boredom, and even, surprising as it may seem, humor.

4 Why did you decide to tell the story in a series of vignettes?

I started writing the book in small scenes because, initially, it was too daunting to imagine that I could tell Lakshmi's entire story. Once I had a handful of these scenes, the book began to take shape. Eventually, vignettes seemed to be the right way to tell a story that is inherently so fractured—if not shattering. I also think the “white space” between vignettes calls on the reader to engage his or her imagination in the story-telling process to fill in the blanks.

5 Why did you decide to have a white American man rescue Lakshmi?

I chose to include a white American in the story for a number of reasons. One, the person who inspired me to write the book was, indeed, a white American photographer posing as a customer so he could find young girls in brothels. This character is a ‘thank you’ to him. And two, I was writing for a primarily American audience and I wanted readers to see a version of themselves involved in fighting the problem. BUT if I had to do it over again, I think I would rewrite it to show the brave and effective work that local people are also doing to fight trafficking.

6 How can we help?

Educate yourself by visiting the Web sites in this guide, then work to raise awareness among your friends and family members, your church or school. Write an essay for your school paper or a letter to your local paper or your congressman. Organize a student group at your school, then show a film about trafficking, invite a speaker, and raise or donate money. The cost of living in countries where trafficking takes place is very low; one week's allowance, for instance, could go a long way toward providing medicine, toys, or books for the children of the red-light district, or could contribute to the work of organizations that stop trafficking and provide safety for victims.

As Eli Weisel said, “Let us remember: what hurts the victim most is not the cruelty of the oppressor, but the silence of the bystander.”

April 7, 2017

Dear Future AP Lang. Students,

Welcome to AP Language and Composition. Next year we will focus on the study of rhetoric and argumentation and look at English in a different way than many of your other courses. To prepare for this, you have a more complex assignment than the other incoming senior students. **You must complete the Summer Writing Annotated Bibliography** assignment that all seniors need, as well as the following assignments:

1. First, cover your new AP Language textbook. Then, read and take notes on pages 1-36. Complete the activities on pages 4, 6, 10, 17, 20, 22, 29, and 30.
2. Second, procure the book Nickel and Dimed by Barbara Ehrenreich. I have some copies in room 401 if you would like to borrow one, or you can find it at the library or buy it from a store or online book seller. While reading, take notes on Ehrenreich's use of ethos, logos and pathos and document examples of how she crafts her argument. Keep notes while reading on things that surprise or interest you, and be ready to discuss them when you return to school. Also complete the attached discussion questions.
3. Third, complete a short argumentative research paper (3-5 pages, double spaced, not including the Works Cited, in MLA format, using at least 3 credible sources). Your argument and research must answer the question: Should there be a federal mandate for minimum wage?

If you have any questions, please email me at jkaramkozak@bptech.org and I will be sure to get back to you in a timely fashion. Please do not wait until the week (or even a few days) before school to start these assignments. They are extremely important to us starting off the year in an effective manner.

Enjoy your summer,

Mrs. Karam-Kozak

Nickel and Dimed Discussion Questions

1. Early in her book *Nickel and Dimed*, author Barbara Ehrenreich admits that she has many advantages over "real" low-wage workers. What sets her apart from the average low-wage worker? In her desire to "experience poverty," what rules does she set for herself?
2. Minimum wage workers often report feeling invisible. Where do you encounter minimum wage workers? What sorts of services do they provide? Have you ever worked in a low-wage job? If so, what was your experience?
3. Most of the low-income workers Ehrenreich encounters are women. Is there a connection between "women's work" and low wages? Explain some of the social and historical reasons for this situation.
4. As a reader, we get to know many of Ehrenreich's coworkers. Why does the author use personal narratives in *Nickel and Dimed*? Choose one person's story to examine. What about the story surprises you?
5. Ehrenreich reports at length about the sorts of physical ailments low-wage workers have to endure. What are they? How are they dealt with?
6. Were your perceptions of blue-collar Americans transformed or reinforced by *Nickel and Dimed*? Have your notions of poverty and prosperity changed since reading the book? What about your own treatment of waiters, maids, and sales-people?
7. Housing costs pose the greatest obstacle for low-wage workers. Why does our society seem to resist rectifying this situation? Do you believe that there are realistic solutions to the lack of affordable housing?
8. While working for *The Maids*, Ehrenreich hears Ted claim that he's "not a bad guy . . . and cares a lot about his girls." How do the assumptions of supervisors such as Ted affect their employees? How does Ted compare to Ehrenreich's other bosses? To yours?
9. Ehrenreich is white and middle class. She asserts that her experience would have been radically different had she been a person of color or a single parent. Do you think discrimination shaped Ehrenreich's story? In what ways?
10. Ehrenreich found that she could not survive on \$7.00 per hour -- not if she wanted to live indoors. Consider how her experiment would have played out in your community: limiting yourself to \$7.00 per hour earnings, create a hypothetical monthly budget for your part of the country.