

Name: _____
Monday, March 16th, 2020

6th English – Spring Break Packet
Henderson Collegiate- Pride of 2026

Swim. Read. Repeat. Enjoy Spring Break!



**THIS PACKET IS DUE
TUESDAY, APRIL 7th!**

Dear Pride,

I'm excited that we get Spring Break a little bit early. Considering the circumstances, though, we have to be safe! I'm headed down to the beach to skate and spend some time with my mother. I'll probably head down to Charlotte after that to see a couple friends. Stay healthy, 26.

*See you when you get back,
Mr. Perry*

Directions:

1. You need to read *Who Was Jackie Robinson?* and be ready to take an **AR test on it the day you return** from break.
2. Complete the ten questions listed for *Who Was Jackie Robinson?* using complete sentences. **WORK HABITS MUST BE INCLUDED**, so use your checklists to help you!
3. Write a collegiate NEZZ response according to the rubric on the last page.
4. Each student who shows UTZ during spring break by earning an 80% or higher on *Who Was Jackie Robinson?* and your AR book will earn a movie night to watch *42*, a movie based on Jackie Robinson's life.
5. We will also **test on *The Outsiders* the day after we return from break**, so spend some time rereading the book to prepare to ACE the test!

Work Habits Grade:	
100% = 4	My answers are VERY thoughtful and my work is METICULOUS.
95% = 4	My answers are thoughtful and my work is METICULOUS.
85% = 3	Most of my answers are thoughtful and my work is neat.
75% = 2	Some of my answers are thoughtful. Some of my answers are neat.
50% = 1	My answers are not thoughtful and my work is not neat or meticulous.

Written Response to Literature (NEZZ) Grade:	75/75=100%=4
	68-74=90%=4
	58-67=80%=3
	48-57=70%=2
	40-47 =60%=1
	30 or less =50%=1

Comprehends Texts Grade:			
Reading Time: _____/4 Points (bonus possible)			
Comprehends Texts: _____/10 Points			
15/15 100%=4	14/15 93%=4	13/15 87%=3	12/15 80%=3
11/15 73%=2	10/15 67%=1	9/15 60%=1	8/15 or less 53%=1

***PARENT SIGNATURE:**

(Please sign AFTER it has been graded □)

READ, BABY, READ!

Who Was Jackie Robinson? by Gail Herman

Directions: Answer the questions below using Who Was Jackie Robinson?. Use complete sentences for written response questions.

1) What is a Jim Crow law? _____

2) To where did the Robinsons move when Jackie was a baby? Why? _____

3) What is Jackie's brother, Mack's, great achievement? _____

4) What happens when Jackie returns from Hawaii? _____

5) Who was Branch Rickey and what did he offer Jackie? _____

6) What discrimination did Jackie face while he was in the Major Leagues? Give at least one specific example.

7) What courageous act does Rickey expect from Robinson?

- a.) To violently confront those who tease him about his race.
- b.) To score at least one run a game, no matter who is pitching against him.
- c.) To turn the other cheek and not strike back if harassed.
- d.) To recruit other African Americans to play in the Major Leagues.

8) Which best describes Pee Wee Reese?

- a.) Smug
- b.) Anxious
- c.) Remorseful
- d.) Compassionate

9) Which best describes Jackie's impact on the nation?

- a.) By breaking the color barrier, he helped African Americans move closer to equality.
- b.) Jackie's influence helped reduce the number of African Americans in gangs in California.
- c.) Robinson proved that being a talented baseball player will get you national attention.
- d.) By accepting a place in the Hall of Fame, Jackie established himself as the greatest hitter every to be in the Major Leagues.

10) Which character from *Roll of Thunder, Hear My Cry* does Jackie Robinson connect with? **Explain your answer in at least 2 sentences.**

*IMPORTANT NOTE: IF SPRING BREAK EXTENDS PAST APRIL 7TH DUE TO CORONAVIRUS, THESE ABOVE AND BEYONDS WILL BE MANDATORY PRACTICE STUDENTS MUST COMPLETE TO STAY SHARP WITH THEIR READING SKILLS.

Category	Excellent 10 points	Good 8 points	Fair 5 points	Needs Improvement 3 points
Argument	The paragraph makes a clear argument, explaining what, how or why. The writing demonstrates a full understanding of the task and text, and completes all task requirements in a compelling way.	The paragraph makes an argument, explaining what, how or why. The text demonstrates an understanding of the task and text, and completes all task requirements.	The paragraph makes an argument, though it may be unclear or vague. The text demonstrates a partial understanding of the task and text, making basic points and/or not completing some task requirements.	The paragraph does not make an argument. The text demonstrates a minimal understanding of the task and text, and does not address part(s) of the task requirements.
Name It (only use with literary or structural devices)	The paragraph names literary devices being used where appropriate. It weaves this naturally into the text, either before or after the evidence.	The paragraph names most literary or structural devices being used.	The paragraph may not name devices that are being used.	The paragraph does not name devices that are being used, making analysis unclear.
Explain it	The text provides properly cited evidence with helpful context that gives readers what they need to know for the subsequent analysis. Quotes are the right length for the analysis and fully support the argument.	The text provides properly cited evidence with some context. Quotes are generally the right length for the analysis and support the argument.	The text may not provide properly cited evidence with context. Quotes may be too long or too short for analysis or only loosely connect to the argument.	The text does not provide properly cited evidence with context, or the evidence does not connect to the argument. Quotes are too long or too short for analysis.
Zoom in (only use in cases where diction is powerful – words/phrases that repeat, are used in atypical ways, have strong connotations)	The text makes the right choices about when to zoom in on key diction, dissecting its connotations accurately. The text “zooms in” on a piece of diction or phrase by providing text evidence first, then analyzing a “quote from the quote.”	The text usually makes the right choices about when to zoom in on key diction, dissecting its connotations. The text mostly “zooms in” on a piece of diction or phrase by providing text evidence first, then analyzing a “quote from the quote.”	The text may miss opportunities to zoom in on powerful diction, or it zooms in on diction that is inappropriate.	The text consistently fails to zoom in on powerful diction, or it zooms in on diction that is inappropriate.
Zoom out	The analysis always links evidence used to the author’s broader purpose or message.	The analysis links evidence used to the author’s broader purpose or message.	The analysis sometimes does not link evidence to the author’s broader purpose or message.	The analysis fails to link evidence to the author’s broader purpose or message.
Clincher	The paragraph closes with a clincher that ties together the evidence used and extends the argument by answering “so what?”	The paragraph closes with a clincher that echoes the argument by answering “so what?”	A clincher is present, but it is unclear or repeats the argument exactly.	The clincher is unclear or nonexistent.
Spelling & Grammar	5 points each No errors	3 points each Few errors	2 points each Several errors	1 point each Many errors
Language and Voice	Writer accurately uses 3 or more sophisticated vocabulary words. Writer uses descriptive words and phrases, drawing pictures in the reader’s mind. The author uses an academic voice, taking successful compositional risks.	Writer accurately uses 2 sophisticated vocabulary words. Writer takes risks with words or phrases, but sometimes the words are used inaccurately. Overall, the author uses a formal voice and may attempt compositional risks.	Writer uses clear and appropriate words, but the writing lacks variety and flair. The voice may feel formulaic at times. The author sometimes strays from an academic voice and uses colloquial language in multiple places.	Writer uses limited vocabulary that does not capture the reader’s interest. Writer uses dialect. Many sentences are fragments, run-ons, and/or are awkward which affect the reader’s comprehension.
Structure and Flow	All sentences are complete and sound natural. The sentences vary in structure, including complex, compound, and simple. Details are well-organized and sequenced with a variety of thoughtful transitions that clearly show how ideas are connected.	All sentences are complete. The sentences are similar in structure, including compound and simple. Details are organized and sequenced with transitions that show how ideas are connected, but at times may be awkward.	Some sentences may be fragments and/or run-ons, or are otherwise awkward. Complete sentences are similar in structure. Details may be disorganized and random. Transitions are lacking or are the basic first, second, third type.	Details are jumbled and there is no sense of sequence. The transition between ideas is largely missing.

Composition _____ + Conventions _____ = **TOTAL SCORE:** _____ /75 points possible = _____

Excellent: 4, Good: 3, Fair: 2, NI: 1

N.B. If the response does not address all bullet points or questions it cannot receive a overall score of three. Off-topic responses receive a 0.

You did it! ☐



- Check over your work to make sure you have used every strategy meticulously!
- Review your AR book so you're ready to test on Tuesday!
- Then, go above & beyond!

Above and Beyond: FOR ALL PASSIONATE READERS AND STUDENTS WHO WANT TO GET SMARTER OVER BREAK!

Write a meticulous summary of your independent books.

Choose a page or two from your book that you had a really strong HD mental movie and use the author's details to draw a mental movie with as much detail and color as possible.

Create an advertisement for your book. Include strong mental movie images, the title, author and a short summary of the book!