**2022 Summer Syllabus & Book List for MS106-107, Rising 7-8th Grade**

MS107: Friday 7:30PM-9:00PM (6/17/2022- 8/26/2022) (No class on 07/01)

Registration Link: <https://diyiboston.com/sessions/163>

(10 sessions / 15 hours)

MS106-107: Saturday 6:00PM-7:30PM (6/18/2022- 8/27/2022) (No class on 07/02)Registration Link: <https://diyiboston.com/sessions/171>

(10 sessions / 15 hours)

Before the first class, students should finish reading: [*Flowers for Algernon*](https://www.amazon.com/Flowers-Algernon-Daniel-Keyes/dp/015603008X).

MS106-7 Summer Syllabus

Course Overview:

This course emphasizes the theme of exploring contemporary issues through fiction; this theme is similar to MS103, MS104, and MS105, but takes a more advanced approach in that students will both connect literary themes to specific contemporary issues and be encouraged to consistently formulate, articulate and defend their own stances on said issues. They will practice respectfully articulating their opinions and sharing perspectives in a constructive way. This theme takes inspiration from the “zoom in” and “zoom-out” principles often taught in upper-level writing (wherein “zoom in” is a careful analysis of literature and assigned texts and then a “zoom out,” is an analysis of how the text comments on broader societal trends). The course will cover academic, expository, and persuasive writing. In addition to in-class lessons students also have access to a library of video lectures intended to supplement students’ learning. Further, office hours as well as by appointment. In preparation for this course, there is a pre-class assignment!

**Class Rules & Expectations**

* Students will complete homework 48 hours before class. If this deadline is not feasible, students must contact the instructor.
* Students will complete assigned reading and actively participate in class discussions.
* During class students will mute their microphones unless asking or answering questions.
* Out of respect for the formality of the course, no food will be allowed during class.

**Grading**

* Homework will be given out weekly and graded on a letter basis (A/B/C/D/F).
* Final grades consist of 25% class participation, 25% effort, and 50% writing averages.

**2022 Summer Book List for MS106-107, Rising 7-8th Grade**

1. [Flowers for Algernon](https://www.amazon.com/Flowers-Algernon-Daniel-Keyes/dp/0156030306/ref=tmm_pap_swatch_0?_encoding=UTF8&qid=1653444622&sr=8-1) (L. 910)
2. [Journey to the Centre of the Earth](https://www.amazon.com/Journey-Centre-Earth-Jules-Verne/dp/1951570316/ref=sr_1_1_sspa?crid=3EHMLACURN7ZK&keywords=Journey+to+the+Centre+of+the+Earth&qid=1653444721&sprefix=journey+to+the+centre+of+the+earth+%2Caps%2C319&sr=8-1-spons&psc=1&spLa=ZW5jcnlwdGVkUXVhbGlmaWVyPUEzMzhMMzNVOFpETEw0JmVuY3J5cHRlZElkPUEwMzUwNTk0MjJLTU5DWE8wWThWOCZlbmNyeXB0ZWRBZElkPUEwOTc3Mjc1MUQxUjFLV0gxQjYyVCZ3aWRnZXROYW1lPXNwX2F0ZiZhY3Rpb249Y2xpY2tSZWRpcmVjdCZkb05vdExvZ0NsaWNrPXRydWU=) (L. 960)
3. [The Twenty-One Balloons by Willam Pene de Bois](https://www.amazon.com/Twenty-One-Balloons-Puffin-Modern-Classics/dp/014240330X/ref=sr_1_1?crid=1SFAAC1BJV7HC&keywords=the+twenty-one+balloons+by+william+pene+de+bois&qid=1653444773&sprefix=the+twenty-one+balloons+by+willam+pene+de+bois+%2Caps%2C157&sr=8-1) (L. 1070)
4. [Farewell to Manzanar](https://www.amazon.com/Farewell-Manzanar-Jeanne-Wakatsuki-Houston/dp/1328742113/ref=tmm_pap_swatch_0?_encoding=UTF8&qid=1653444826&sr=8-1) (L. 1040)
5. [*Fahrenheit 451 by Ray Bradbury*](https://www.amazon.com/Fahrenheit-451-Ray-Bradbury/dp/1451673310/ref=sr_1_1?crid=1Q8KGI9MP4G40&keywords=fahrenheit+451+by+ray+bradbury&qid=1653444870&sprefix=Fahrenheit+451+by+Ray+Bradbury%2Caps%2C253&sr=8-1)

**Summer Extra Reading**

* *The Hunger Games—Book 1, by Suzanne Collins*
* *Dandelion Wine, by Ray Bradbury*
* *The Pushcart War by Jean Merrill*
* *The Case of the Bizarre Bouquets by Nancy Springer*
* *The Case of the Cryptic Crinoline by Nancy SpringerA Little Princess*
* The Hobbit (L.1000/ G 6.6)

***Module 1:*** *Flowers for Algernon*

**Week 1:**

* Introduction & Expectations

Students will introduce themselves, review course expectations, and go over course structure/logistics.

* Lesson: Academic Writing Review

In this lesson students will review the basics of academic writing, focusing mainly on thesis statements and body paragraphs. Body paragraphs will be further broken down into claim, context, evidence, and commentary.

* Activity/Discussion: Ableism & *Flowers for Algernon*

Students will read this [article](https://www.firstpost.com/world/covid-19-pandemic-underlines-neglect-of-human-rights-health-discrimination-towards-the-disabled-9587421.html) about ableism (specifically the experience of disabled people during the COVID 19 pandemic). They will use this articles and the book they read in preparation for the first class (*Flowers for Algernon)* to discuss the contemporary issue of ableism. The teacher will encourage students to voice their opinions on the many ways people experience ableism in our world.

HW: Read the first 23 chapters of *Journey to the Centre of the Earth* and write a thesis and topic sentences answering the following question: What does the novel reveal about the author’s view on science?

***Module 2:*** *Journey to the Centre of the Earth*

**Week 2:**

* Homework Review
* Lesson/Review: Evidence

In this lesson, students will review the skill of evidence selection as well as the technical rules surrounding quote integration and citation.

* Book Discussion:Activity

As a class, students will practice analyzing quotes from *Journey to the Centre of the Earth*. Then, they will practice integrating these quotes into paragraphs. The students will share this practice for peer and instructor feedback.

* “I was having a sort of hallucination; I was suffocating; I needed some fresh air. Absent-mindedly I fanned myself with the piece of paper, with the back and the front passing alternately before my eyes. Imagine my surprise when I thought I caught sight of perfectly intelligible words...I had discovered how the code worked.” (pg 19-20)
* “Ah! Those tiresome theories! How they hamper us, those poor theories!” (Ch 6)
* “The most curious part of Iceland is not what is on the surface, but what is below.” (Ch. 9)

HW: Finish reading *Journey to the Centre of the Earth* and write an essay based on your week 1 homework and instructor feedback.

**Week 3:**

* Homework Review
* Lesson: Introduction to Expository Writing

Students will learn about the basics of expository writing, focusing specifically on the purpose (to inform) as well as the complexities of bias, even when presenting factual information.

* Activity

Students will read two articles: [article 1](https://www.news18.com/news/world/dirty-toilets-traditional-medicines-elderly-suffer-in-shanghais-quarantine-centers-5085019.html) and [article 2](https://thediplomat.com/2021/12/to-fight-covid-19-asia-increasingly-turns-to-traditional-medicine/) about the conflict between science and belief/tradition (specifically relating to traditional medicine practices in the COVID 19 pandemic). The instructor will facilitate a discussion about how these articles—while expository—contain instances of bias.

* Book Discussion/Activity: Science vs Belief/Tradition & *Journey to the Centre of the Earth*

Utilizing the same articles read above, as well as instances of conflict between science and other modes of knowledge in *Journey to the Centre of the Earth*, students will explore the broader theme of science vs tradition and how it applies to the world around them. The instructor will also encourage students to consider ulterior motivations (stereotypes, politics, etc.) for modern conflicts between science and tradition/belief.

HW: Read the first 6 chapters of *The Twenty-One Balloons.* Then, write a short paragraph about the event that inspired *Twenty-One* Balloons (the volcanic eruption that destroyed the Pacific island of Krakatoa in 1883). Finally, select a topic (an historical event like the volcanic eruption) for your own expository piece.

***Module 3:*** *The Twenty-One Balloons*

**Week 4:**

* Homework Review
* Lesson: Literary Devices in *The Twenty-One Balloons*

In this lesson, students will learn about some main literary devices in *The Twenty-One Balloons*: irony, fantasy & realism, flashback, and foreshadowing. The instructor will encourage them to identify examples of each in the text.

* Activity:

Students will have in-class time to find at least 1 primary and 2 secondary sources for their expository piece.

* Book Discussion (time permitting): *The Twenty-One Balloons*

Students will discuss their first impressions of the Professor as well as how it has (or has not) changed throughout the course of the novel so far. The instructor will encourage them to defend their answers based on text evidence.

HW: Finish reading *The Twenty-One Balloons* and write your own expository piece based on the topic you chose for homework in week 3.

**Week 5:**

* Share expository pieces!
* Lesson: Persuasive Writing & Rhetorical Devices

In this lesson, the instructor will introduce students to the basics of persuasive writing, focusing especially on how it is similar to/different from academic and expository writing. Students will also learn the 3 main categories of rhetoric: logos, pathos, and ethos.

* Activity: Persuasive Writing

Students will first practice identifying ethos, pathos, and logos in [this piece](https://www.latimes.com/opinion/la-xpm-2012-dec-21-la-oe-bogard-night-sky-20121221-story.html). Then, they will practice developing persuasive elements for the following issue: governments should enforce a mostly plant-based diet to combat climate change.

HW: Read the first part of *Farewell to Manzanar* write an outline for a persuasive piece on the following prompt:

The December Riot ended in the deaths of two men and the injury of ten others. Using this event and similar contemporary ones (BLM protests, etc.) make an argument about why or why not organizers were justified in rioting, given violent or destructive results. Be sure to use evidence from both the text and current events to defend your answer.

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***Module 4:*** *Farewell to Manzanar*

**Week 6:**

* Homework Review
* Lesson: Counter Arguments

In this lesson, the instructor will introduce students to a challenging skill and very persuasive technique: the counter argument. A counter argument is an argument(s) that opposes the writer’s argument, thus allowing writers the chance to refute differing opinions and reassert why their argument is still the best. This skill requires students to be able to consider multiple perspectives.

* Activity: Counter Arguments

Students will practice developing counter arguments through a “popcorn” activity: they take turns making claims either supporting or challenging the following questions:

* + Should animals be used in scientific experiments?
  + Are single-sex schools better for kids?
  + Should private businesses be able to turn away customers at their own discretion?
  + Should people have to take a parenting class before having a child?
  + Is it a good use of money to explore space?
* Book Discussion (Time Permitting): *Farewell to Manzanar*

HW: Finish reading *Farewell to Manzanar* and complete a rough draft based on your week 6 plans and instructor feedback.

**Week 7:**

* Homework Review
* Book Activity: Prejudice & *Farewell to Manzanar*

Students will find examples of newspaper articles and political cartoons about Japanese Americans from the WWII era. They will discuss the messages that the cartoons/articles have.

* resources if students are struggling: [newspaper articles](https://www.newspapers.com/topics/world-war2/internment-of-japanese-americans/); [cartoons](https://library.ucsd.edu/dc/search?f%5Bcollection_sim%5D%5B%5D=Dr.+Seuss+Political+Cartoons&f%5Bsubject_topic_sim%5D%5B%5D=Japan&per_page=100)
* Activity & Book Discussion: Prejudice & *Farewell to Manzanar*

Students will read two articles: [article 1](https://www.cbc.ca/kidsnews/post/kids-and-teens-share-their-experiences-with-anti-asian-racism-in-the-pandem/) and [article 2](https://www.cbc.ca/kidsnews/post/teens-describes-how-coronavirus-driven-anti-asian-racism-has-affected-her/) about prejudice (specifically targeted at the Asian community) during the COVID 19 pandemic. They will utilize these articles, the resources they discussed in the previous activity, and instances of prejudice in *Farewell to Manzanar* to explore the broader theme of prejudice and how it applies to the world around them, for the Asian and many other communities.

HW: Read the first part of *Fahrenheit 451* (“The Hearth and the Salamander”) and revised your week 7 persuasive piece based on instructor feedback.

***Module 5:*** *Fahrenheit 451*

**Week 8:**

* Share Persuasive Pieces!

* Book Discussion

Montag has a dysfunctional relationship with his wife, Mildred, which affects his ability to relate normally in society. Students will explore Montag’s marriage to Mildred, and discuss how his personal life affects his professional life. They will brainstorm reasons why Mildred is unsupportive of her husband’s quest for knowledge. They will infer what first drew Montag to Mildred and whether or not tey love each other. Finally, they will consider whether or not Mildred would be happy in our society.

HW: Read part 2 of *Fahrenheit 451* (“The Sieve and the Sand) and write a short persuasive piece answering the following question(s):

Should books be banned in schools? Why or why not? Under what circumstances?

**Week 9:**

* Homework Review
* Lesson: Debate Skills

Students will briefly review some debate skills. The instructor will focus specifically on the similarities/differences between written persuasive pieces and spoken/debate persuasion.

* Activity & Book Discussion: *Fahrenheit 451*

Students will read an [article](https://www.cbc.ca/kidsnews/post/the-talibans-takeover-of-afghanistan-explained/) about controlling governments (specifically Afghanistan under the Taliban) and an [article](https://newsela.com/read/iran-bans-social-media/id/39373/) about censorship. They will use this article and their assigned reading (*Fahrenheit 451*) to discuss the contemporary issue of censorship and more broadly the role of government in citizens’ lives.

HW: Finish reading *Fahrenheit 451* and write a debate plan based on your week 8 homework, instructor feedback, and the in-class activity.

**Week 10:**

* Debate!

Students will debate on the issue they prepared for homework: Should books be banned in schools? Why or why not? Under what circumstances?

* Book Discussion/Activity (time permitting):

Students will research the life of Ray Bradbury and what might have prompted him to write such a dark novel about government censorship. They will then discuss how literary fiction can be an effective form of persuasive writing. Finally, they will contrast the pros and cons of formal vs creative writing in persuading an audience.

HW: None!