



Freshman English (L3) 2021-2022 Summer Assignments

To students taking 9th Grade Level 3 English and their parents:

Welcome to high school and an exciting year of deep thinking and thoughtful discussions! All students who will be taking 9th grade Level 3 English during the 2021-2022 school year are required to:

- watch all TED Talks posted below
- choose one TED Talk and complete one **(1) TED Talk chart** (attached and linked on this letter).

These TED Talks represent a variety of significant current topics. Students will analyze the selections upon returning to school in the fall. While viewing and listening, students should think about the similarities in theme and societal implications.

TED Talk list

Students are to **watch all TED Talks** and choose **one (1) TED Talk** to complete the chart.

- **“How to Overcome Our Biases? Walk Boldly Toward Them” by Vernā Myers**
“Diversity advocate Vernā Myers looks closely at some of the subconscious attitudes we hold toward out-groups. She makes a plea to all people: Acknowledge your biases. Then move toward, not away from, the groups that make you uncomfortable. In a funny, impassioned, important talk, she shows us how.”
https://www.ted.com/talks/verna_myers_how_to_overcome_our_biases_walk_boldly_toward_them?language=en
- **“What it Takes to be Racially Literate” by Priya Vulchi and Winona Guo**
“Over the last year, Priya Vulchi and Winona Guo traveled to all 50 US states, collecting personal stories about race and intersectionality. Now they're on a mission to equip every American with the tools to understand, navigate and improve a world structured by racial division. In a dynamic talk, Vulchi and Guo pair the personal stories they've collected with research and statistics to reveal two fundamental gaps in our racial literacy -- and how we can overcome them.”
https://www.ted.com/talks/priya_vulchi_and_winona_guo_what_it_takes_to_be_racially_literate
- **“Understanding My Privilege” by Susan E. Borrego**
“University Chancellor, Susan E. Borrego, reflects on her life as an emancipated minor and dissects the emotionally charged conversation surrounding race relations in the United States. This raconteur uses her powerful first-person account of ‘White Privilege’ and ‘Black Lives Matter’ to underscore the responsibility each one of us has to bring about change.”
<https://www.youtube.com/watch?v=XlRxxqC0Sze4>

- **“How to Achieve Your Most Ambitious Goals” by Stephen Duneier**
“In his talk, Stephen explains that what truly defines him aren't titles, but an approach to decision making that transformed him from someone who struggled with simple tasks to a guy who is continuously achieving even his most ambitious dreams.”
<https://www.youtube.com/watch?v=TQMbvJNRpLE>
- **“The Other Side of Ego” by Jonathan Gravenor**
“Jonathan tells about his intimate journey with a deadly disease. And he also tells a bigger story about how the disease launched him on a pilgrimage to become a better man. He uses his gifts, as a raconteur to show how some of the answers about how to survive his cancer were revealed in his quest for redemption.”
<https://www.youtube.com/watch?v=g72SmMdfBpk>
- **“The Masks We All Wear” by Ashanti Branch**
“Can we share our authentic selves while negotiating the often rigid pressure of cultural roles? There is surprising power in unveiling what we often hide, deny, repress or ignore. What if we showed the world what's behind our masks?”
<https://www.youtube.com/watch?v=M34wU5kXajI>
- **“The Gift of Adversity” by Marcus Aurelius Andersen**
“This talk discusses how we as Citizens can use the Adversity that we face every day as a way to change the world in which we all live for the better.”
<https://www.youtube.com/watch?v=iXicUawrH6o>
- **“Inside the Mind of a Master Procrastinator” by Tim Urban**
With witty cartoon drawings and comical analogies, Tim Urban breaks down the mindset of a procrastinator.
https://www.ted.com/talks/tim_urban_inside_the_mind_of_a_master_procrastinator/transcript?language=en
- **“What I Learned from 100 Days of Rejection” by Jia Jiang**
“Jia Jiang adventures boldly into a territory so many of us fear: rejection. By seeking out rejection for 100 days — from asking a stranger to borrow \$100 to requesting a “burger refill” at a restaurant — Jiang desensitized himself to the pain and shame that rejection often brings and, in the process, discovered that simply asking for what you want can open up possibilities where you expect to find dead ends.”
https://www.ted.com/talks/jia_jiang_what_i_learned_from_100_days_of_rejection
- **“Ways to Listen Better” by Julian Treasure**
“In our louder and louder world, says sound expert Julian Treasure, ‘We are losing our listening.’ In this...fascinating talk, Treasure shares five ways to re-tune your ears for conscious listening -- to other people and the world around you.”
<https://www.youtube.com/watch?v=cSohjIYQI2A&t=327s>
- **“How Do You Define Yourself?” by Lizzie Velasquez**

“In a time when beauty is defined by supermodels, success is defined by wealth, and fame is defined by how many followers you have on social media, Lizzie Velasquez asks the question ‘How do you define yourself?’ Once labeled, ‘The World’s Ugliest Woman,’ Lizzie decided to turn things around and create her own definitions of what she defines as beauty and happiness.”

<https://www.youtube.com/watch?v=QzPbY9ufnQY>

Written Requirement:

Students are required to complete the attached **TED Talk chart**. While students will listen to all TED Talks, they will only choose one for which to complete the chart. **Students should complete the chart for the TED Talk they found most valuable or interesting for them.** They may have to listen to the talk more than once in order to complete the chart. Please note: The charts are designed as a **note-taking device** to reflect the types of literary elements and strategies we will explore throughout the year. Likewise, they provide the teacher with a benchmark of students' current levels of analysis.

***Students are required to submit the completed chart on the first day of school. Students may print the chart and hand write on it or complete the chart electronically by clicking the link.**

Assessments:

Upon returning to school in September, students will be evaluated on their engagement with these TED Talks. The **TED Talk chart will also be assessed for completeness, effort, and thoroughness upon returning to school.** These charts are designed to help students prepare for their September evaluations and practice the critical thinking skills that will be refined throughout the school year.

Have a wonderful summer and enjoy listening!

Sincerely,

Abington Heights
9th Grade Level 3
English Teacher

TED Talk Editable Slide link:

<https://docs.google.com/presentation/d/1ANIXJ5FyCIEW6cxxXXLenoA337uTE4jcHacmMbd4C1A/co>
py

Directions View the TED Talk and complete the following grid. If you run out of space on the grid for any of your answers, feel free to continue writing on the back of this sheet.	Title of TED Talk: 1	Name of Speaker: 2
		Date of TED Talk and Number of Views: 3

4 What was the speaker's thesis (main point) of this speech?

6 **Ethos** is a speaker's ability to build credibility, establish himself/herself as an expert, and/or convince the audience members that the speaker has their best interests at heart. How does this speaker build ethos? Feel free to also refer to the speaker's profile information from the ted.com webpage as you build your answer.

5 Circle any of the following adjectives that describe this TED talk:

Inspiring

Persuasive

Humorous

Intellectual

Dull

Repetitive

Confusing

7 **Pathos** is an appeal to emotions (everything from humor to horror) in order to sway an audience, while **logos** is the use of data/evidence to prove one's case. Did this speaker rely more on pathos or logos in his/her presentation? What argument/point in this presentation did you find the most compelling? Why?

8 TED presenters are known as effective public speakers. Describe two things this speaker does well in terms of engaging the audience. Be sure to include the minute:second mark (ex: 8:49) to denote the two specific moments you discuss here.

1.

2.

9 Write two specific things you learned from this presentation.

1.

2.

10 If you could ask this speaker a question about his/her information or presentation, what would you ask?

11 Give one piece of constructive criticism that would improve the presentation.

12 What group of people would benefit the most from hearing this lecture?