Your assignment this summer is to read *The Rest of Us Just Live Here* and to complete a reflection for each chapter. *These reflections must be handed in on the first half day of academics.* B cycle must turn in their reflections on Wednesday, August 28 and A cycle must turn in their reflections on Thursday, August 29. Each reflection should be a **minimum of 5 sentences.** Questions may be included in your reflections. Use the Reader Response Log handout to get some ideas on how to start your reflections. Remember, a reflection is not a summary of what you have read. It is writing down your **thoughts** about what you have read.

*In addition to your reflections, you will need to answer two discussion questions on the same day as your multiple-choice assessment that will be presented to you on the day of the test.* Discussion question answers should be a **minimum of 6 sentences each.** Please refer to the Discussion Questions Handout to prepare for an in-class assessment of discussion questions following your multiple-choice assessment.

*A cycle’s test will be the last day of your first cycle of academics, which is 9/13/19.*

*B cycle’s test will be the first day of your academic cycle, which is 9/16/19.*

**You may use your handwritten reflections on the test.**

**Reflections- 65%**

**Multiple-choice assessment- 10%**

**Discussion questions- 25%**

**Total: 100%**

The following is a sample of a reflection from another science fiction book, *The Giver*:

I can’t believe all of the unusual rules such as not riding your bike until you are 9 or having only 2 children. I have more questions than answers. I wonder where the children come from that a couple receives? I also wonder what release means. I think it’s some kind of a punishment but what kind of punishment. There is so little freedom and so much control. The book reminds me of *The Hunger Games* and *Divergent.*
Reader Response Log

Each reflection for each chapter should be at least 5 sentences. The following is to help you get started in your reflections.

This reminds me of … (either in your life or in another text)

I think that the next thing that will happen is… (Tell why)

While reading this section I wondered… (Tell what you wonder and explain why)

I liked/didn’t like it when … (Tell what happened and why you feel this way)

I don’t understand why… (Tell why you don’t understand)

Now I understand…(Give answers you may have found to your questions)

I was surprised when…or I couldn’t believe… (Tell what happened and why you feel that way)

I think that… (Tell what you think and why)
I can imagine (Tell what you imagine and why)

Be sure to refer to the text when entering your reflections. Tell what is happening in the story that you are referring to.
Developing Discussion Questions

When developing discussion questions, make sure you are asking your audience to think. These questions should go beyond the surface level of the text and by no means will be answered in one or two words. Here are some helpful hints to consider when creating your questions:

- Raise questions that are ripe for discussion, questions that you believe will spark a lively discussion.
- Ask questions that may generate multiple interpretations of the text or that are debatable.
- Ask questions for which you really want an answer. (You do NOT have to know the answer in order to ask the question!) If there is something you are confused about, allow the class to offer their insights as a bridge to understanding.
- Ask questions that lead to an understanding of the text- questions designed to help us all better understand the text and its meanings. Help us all comprehend how the text works.
- Ask questions that focus on the author’s words choices and use of language, questions that consider the connotations of words.
- Ask questions that require more than a simple “yes” or “no” response.

Throughout the year, we will be using rhetorical analysis to evaluate how authors use language to create arguments and accomplish a purpose, not necessarily to evaluate the merits of their arguments. We do not focus on whether or not we agree with the positions authors take, but how effectively they make them.