

WJCC School Closure Extended Learning – Grade 11 English

Dear WJCC Families,

We are facing significant challenges throughout our nation due to the COVID-19 pandemic. As a result, WJCC Schools will be closed for the remainder of the academic year per the direction of Governor Northam. The Virginia Department of Education will provide guidance on continued teaching and learning over the next few days.

Throughout this time, we will continue to provide resources and activities to support learning. The resources in this packet will help your child practice important skills and review content. This supplemental packet should support learning activities from March 30th – April 3rd. Additional resources may be posted on Student VUE for certain subjects. Students are encouraged to check Student VUE during this time.

This work is not required, and it will not be graded. We simply want families to have access to materials and options during our mandated school closure.

We will be in touch soon with our direction for the remainder of the school year. We hope everyone remains safe and healthy.

Sincerely,
WJCC Staff

Day 11 – March 30	Day 12 – March 31	Day 13 – April 1	Day 14 – April 2	Day 15 – April 3
<p>Closely read and annotate using the CUP strategy (Circle unknown words, Underline key words/phrases, Paraphrase each paragraph in a couple of sentences) the informational text “What Your Most Vivid Memories Say About You” by Susan Krauss Whitbourne.</p> <p>Complete the DAY 11 ACTIVITY sheet.</p>	<p>Closely read and annotate using the CUP strategy (Circle unknown words, Underline key words/phrases, Paraphrase each paragraph in a couple of sentences) the informational text by Catherine G. Lattrell.</p> <p>Complete the DAY 12 ACTIVITY sheet.</p>	<p>Closely read and annotate using the CUP strategy (Circle unknown words, Underline key words/phrases, Paraphrase each paragraph in a couple of sentences) the informational text “How You See Yourself” by Set to Go.</p> <p>Complete the DAY 13 ACTIVITY sheet.</p>	<p>Closely read and annotate using the CUP strategy (Circle unknown words, Underline key words/phrases, Paraphrase poetic lines in a couple of sentences) the poem “Invictus” by William Ernest Henley.</p> <p>Complete the DAY 14 ACTIVITY sheet.</p>	<p>Closely read a short excerpt about identities. Also, keep in mind all of the readings from this week to help you with today’s activity.</p> <p>Complete the DAY 15 ACTIVITY sheet.</p>

Secondary Online Programs Available at Home

- ExactPath - <https://login.edmentum.com/>
Account Login: WJCCSD Used primarily by grades 3-8 for reading and mathematics. Learning Paths aligned to NWEA data. For this time period – all students allowed at no additional cost
- Discovery Education - CONNECT VIA OFFICE 365
Content by standard/subject. Includes virtual experiences and instructional strategies We fully license Essentials and K-8 Science plus Streaming for K-8
- Office 365 - <https://www.office.com/>
Online tools for WORD, EXCEL, POWERPOINT, ONENOTE with heavy emphasis on TEAMS.
- EMediaVA - <https://www.emediava.org/>
Online educational service offering media resources appropriate for PreK-14 All students and teachers. Students use computer login for username and last five digits of student ID for password curriculum, for use in classrooms, home schools, and informal educational environments, such as after-school, community facilities, and museums (the "Service").
- Imagine Learning - <https://www.imaginelearning.com/login>
This program is designed to support the language, literacy, and early reading skills of certain English Learners. Cannot use on a cell phone. Recommendation is 20 minutes a day Licensed for our ELL students
- VUE - <https://www.office.com/> Student access: https://va-wjccp-psv.edupoint.com/PXP2_Login.aspx Primary communication and grading tool
- Culture Grams - <http://online.culturegrams.com/>
- Explora - *Online Database that students should access from school webpage
- World Book Online -
<https://www.worldbookonline.com/wb/products?ed=all&gr=Welcome+WJCC+Public+Schools>

Part I: Closely read and annotate using the CUP strategy (**C**ircle unknown words, **U**nderline key words/phrases, **P**araphrase each paragraph in a couple of sentences) the informational text below by Susan Krauss Whitbourne.

What Your Most Vivid Memories Say About You

How self-defining memories shape your identity

By Susan Krauss Whitbourne, Ph.D.

2012

What makes up a person's identity? Some scientists would say it's a person's genes — the traits that are passed down by a person's mother and father. Other people might say it's a person's reputation. Dr. Susan Krauss Whitbourne has a different take on what makes a person who they are. As you read, identify the different types of memories described in the text.

[1] In many ways, our memories define our sense of self. You are able to have a sense of identity because you know that you are the same person you were yesterday and will undoubtedly be the same person tomorrow. In its most basic form, your identity is the recognition that you are "Mary," and not "Anne." You first become aware of your own identity early in life, perhaps as young as 18 months, when you recognize that the toddler you see in the mirror is really you, and not another child. As you progress through childhood and into adolescence, you start to develop a cohesive¹ set of schemas, or views, about your identity. These include ideas about how your body looks and performs, your abilities



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and personality, your place in society, and the way you believe you are perceived by other people.

By the time we reach adolescence, we should have carved out at least a tentative sense of identity. Between adolescence and early adulthood, we refine this identity as we explore different options with regard to our roles and values. We also start to develop a vision of our future life, or what I call the "scenario." As events unfold in our lives, we then start to create our own first-person accounts about the events we have encountered, or what I call the "life story."

Our identities become shaped by our life stories as we gradually incorporate the memories of the events in our lives into our sense of self (Whitbourne, 1985). The most important of these, the "self-defining memories," are the ones that we remember most vividly² and that contribute most heavily to our overall sense of self. A self-defining memory is also easily remembered, and emotionally intense. In some cases, these memories represent ongoing themes that we play out over and over again in our lives.

1. **Cohesive (adjective):** characterized by or causing cohesion; unified

2. **Vividly (adverb):** strongly or distinctly

Learning to recognize your own self-defining memories can help you gain important insights about your identity. The easiest way to find out your own self-defining memories is by thinking about the events in your life that you are most likely to tell people about when they say “Tell me a little about yourself.” Chances are that you’ll start by saying something about your job status, interests, relationships, and favorite things to do. As the conversation unfolds, you’ll probably elaborate with a few anecdotes³ that illustrate these facts about yourself and your life. The anecdotes that bubble up to the top of your memory are likely to contain at least some elements of your self-defining memories. It’s quite likely that you’ll try to avoid the TMI effect (“too much information”), especially when you’re meeting a stranger. However, the deeper memories that these anecdotes tap into are the ones that most likely will fit the criteria⁴ for being self-defining.

- [5] The formal measure of self-defining memories, developed by Blagov and Singer (2004), involves two steps. First, participants list the 5-10 memories from their own experience that are the most important, most vivid, carry the most emotional meaning, are linked to other memories, and tend to be thought about the most often. Then they ask participants to rate these memories along a set of emotional dimensions. You can take a simplified version of this test by generating one or two (though you could do 5) memories of vivid and important events from your life. Then you can rate them according to these 3 criteria:

Specificity: A highly specific memory refers to one event that had a relatively brief duration (such as a particularly enjoyable evening with friends). A nonspecific memory describes a lengthy episode (such as the prolonged illness of a relative). A generic memory refers to a set of similar events that happen repeatedly (such as yearly family picnics).

Meaning: An integrative memory is one in which you make meaning out of an event (such as growing emotionally following the death of a relative). A non-integrative memory is one that you haven’t particularly interpreted for yourself or seen yourself as growing from.

Emotions: A positive memory is one that makes you feel happy, proud, and interested. A negative memory makes you feel sad, angry, fearful, shamed, disgusted, guilty, embarrassed, and contemptful.

As you look at these memories, you probably notice that they fall into specific content areas. The typical areas that people mention include relationships, mortality (life-threatening events), leisure, and achievement or mastery. However, because self-defining memories are a fluid part of your identity, constantly changing as you experience more events, the content of your self-defining memories may vary according to your age and current life concerns.

- [10] In an intriguing study, Connecticut College psychologist Jefferson Singer and his colleagues (2007) compared older adults with college students on self-defining memories. They found that older adults tended to come up with more general memories that linked several events together and that, in general, older adults tended to feel more positively about their self-defining memories, even if the memories were of events that were negative in nature. These findings fit with other lines of research suggesting that older adults have found ways to make sense out of their life stories. They convert memories of troubling events into stories of redemption in which they make peace with their past struggles. For younger adults, events of a negative nature had more rough edges, causing them to experience greater distress when they recalled them.

3. **Anecdote (noun):** a short account of a particular incident or event; a personal story

4. **Criteria (noun):** a principle or standard by which something may be evaluated or decided

A self-defining memory does not have to be positive in order for you to grow from it. In fact, many studies that look at these so-called “narratives” that people construct out of their lives suggest that it’s not the event, but the meaning you make out of the event, that affects your sense of wellbeing. This means that the more you are able to talk about the meaning you derived⁵ from an event, the more likely it is that you’ll be able to grow and elaborate⁶ your sense of identity. On the other hand, the less specific your memories, the more likely it is that whatever is causing you to forget those details may also be inhibiting⁷ your growth. For example, none of us likes to think of events in which we acted in ways that now cause us to feel ashamed. Perhaps you had far too much to drink at a family event, and made a fool out of yourself in front of your nearest and dearest. By trying to find the meaning in this event (you realized that you need to cut back on your alcohol use and did), you can integrate⁸ that event into your life story rather than pretending it didn’t happen at all.

In a future article, I plan to discuss the neurological underpinnings⁹ of these self-defining memories, and how your thoughts of the past shape your ability to think about the future. For now, however, figuring out your self-defining memories is an important step in coping with your life experiences. By recognizing and making sense out of past events, your identity can continue to grow and enhance your self-esteem and happiness, both now, and in the future.

References:

Blagov, P. S., & Singer, J. A. (2004). Four Dimensions of Self-Defining Memories (Specificity, Meaning, Content, and Affect) and Their Relationships to Self-Restraint, Distress, and Repressive Defensiveness. *Journal of Personality*, 72(3), 481-511.

Singer, J., Rexhaj, B., & Baddeley, J. (2007). Older, wiser, and happier? Comparing older adults' and college students' self-defining memories. *Memory*, 15(8), 886-898.

[15]

Whitbourne, S. K. (1985). The psychological construction of the life span. In J. E. Birren & K. W. Schaie (Eds.), *Handbook of the psychology of aging*, 2nd Ed. New York: Van Nostrand Reinhold.

“What Your Most Vivid Memories Say About You” from [Psychology Today](#) by Susan Krauss Whitbourne, Ph.D. Copyright © 2012 by Susan Krauss Whitbourne, Ph.D. Reprinted with permission, all rights reserved.

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5. **Derive (verb):** to take or get from a source
 6. **Elaborate (verb):** to expand or add details to; to work out carefully
 7. **Inhibit (verb):** to prevent or hinder
 8. **Integrate (verb):** to bring parts together to form a whole; to combine
 9. **Underpinning (noun):** a foundation or basis

DAY 11 ACTIVITY (continued)

Part II: Directions: For the following questions, choose the best answer or respond in complete sentences.

1. Which TWO of the following are attributes of a self-defining memory (circle the two answer choices)?
 - A. A memory that is emotionally intense
 - B. A memory about someone else
 - C. A memory that contributes to our sense of self
 - D. A memory about overcoming personal struggle
 - E. A memory in which our integrity was questioned
 - F. A memory that is painful to recall
2. What does the term "life story" mean, as it is referred to in paragraph 2?
 - A. What we tell ourselves about our identity
 - B. What we tell others about our identity
 - C. The roles and values we hold in high esteem
 - D. The events that shape our personal narrative
3. Which detail from the text best supports the answer to Question 2?
 - A. "...options with regard to our roles and values." (Paragraph 2)
 - B. "...vision of our future life..." (Paragraph 2)
 - C. "...first-person accounts about the events we have encountered..." (Paragraph 2)
 - D. "...something about your job status, interests, relationships..." (Paragraph 4)
4. Which statement best describes the relationship between specificity and self-defining memories?
 - A. The more specific the memory, the more likely it is to be self-defining.
 - B. The less specific the memory, the more likely it is to be self-defining.
 - C. The less specific the memory, the less likely it is to be self-defining.
 - D. Self-defining memories can range in specificity from highly specific to generic.
5. How do older adults differ from younger adults when talking about negative self-defining memories?

6. Besides memories, what makes a person who they are? Use evidence from this text, from your own experience, and from other art or literature to answer this question.

DAY 12 ACTIVITY

Part I: Closely read and annotate using the CUP strategy (**C**ircle unknown words, **U**nderline key words/phrases, **P**araphrase each paragraph in a couple of sentences) the informational text below by Catherine G. Lattrell.

IDENTITY: Examining the Everyday

On August 24, 2003, the Corpus Christi Caller-Times newspaper reported the following story. Recently, Casimiro Naranjo III opened his mail to discover that someone had sent him the wallet he lost 46 years earlier when he was a 19-year-old Marine stationed in Okinawa, Japan. Construction workers who were renovating a building on the U. S. base discovered his wallet in a ventilation duct and used the identification cards inside to send it back to him. Everything inside the frayed but still intact brown leather wallet holds special meaning to Naranjo. Among other items, the wallet contained black and white photos of his sister (then 12) and brother (then 17), a pawn shop receipt for his high school class ring (never seen again), a ration card, and a small religious medal that his mother had given him before he left for boot camp. This small token was particularly meaningful to him now, Naranjo explained, because his mother had recently passed away. The only item in the wallet that Naranjo did not remember was a small photo of a young woman. He could not recall who she was or why he had her picture. "How convenient for him to have forgotten," joked his wife.

Lattrell, Catherine G. *Remix*. 2nd Ed. New York: Bedford/St. Martin's, 2010: 3 – 4.

Part II: Directions – empty the contents of your wallet, purse, or backpack and answer the following questions.

1. Taken separately or together, how do the contents of your wallet, purse, or backpack construct an image of your identity?

2. What assumptions might someone make about your personality, values, or identity based on what you carry in your wallet, purse, or backpack?

3. If all they had to go on is just the contents of your wallet, purse, or backpack, what would people miss or be unable to know about you?

DAY 13 ACTIVITY

Part I: Closely read and annotate using the CUP strategy (**C**ircle unknown words, **U**nderline key words/phrases, **P**araphrase each paragraph in a couple of sentences) the informational text below by Set to Go.

How You See Yourself

By Set to Go
2019

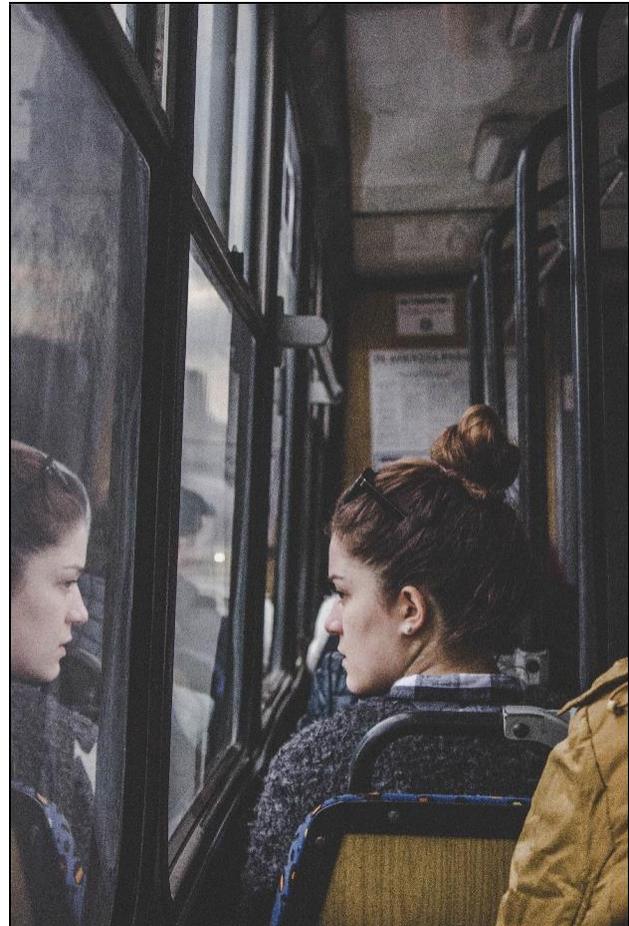
In this informational text, the author explains how a stable self-image helps a person develop positive decision-making skills and maintain good relationships. As you read, take notes on the importance of maintaining a stable self-image.

- [1] Throughout our lives we continually develop and construct an image of ourselves. This image is based on how we interact with the world. It is also formed through reflection on our experiences and how we feel. As we get older, the image that we have of ourselves becomes clearer and more consistent.¹ We develop a better idea of who we are in the world and how we feel about ourselves. This becomes our stable and consistent core. And this image of ourselves influences how we act and present ourselves.

Of course, in different environments, we show different parts of ourselves. We have different ways of behaving in the classroom versus how we act with our friends and families. But our core self-image usually stays stable, consistent, and balanced. Being able to rely on this stability is what allows us to make good decisions in any environment and stay true to ourselves.

Describe yourself

When you stop to think about it, your self-image is actually made up of many small ideas that have been shaped and forged over time. Most of your self-image develops naturally without you thinking too much about it.



"Woman looking out bus window" by Dan Bøtø is licensed under CC0

If you had to describe yourself by filling in the statement "I am a(n) _____ person," what would you say? You could include descriptors like:

- happy
- serious
- courageous
- quiet
- self-confident
- timid
- friendly
- honest
- athletic
- popular

- [5] The adjectives that you connect with yourself help make up your self-image. Of course, we don't often stop to write them down, but it is a helpful and thought-provoking exercise.

1. **Consistent (adjective):** unchanging over a period of time

Why does it matter?

It is important to learn about and be aware of your self-image. This is because a stable self-image is key to a healthy sense of identity. When a person's self-image is not an accurate reflection of them, trouble can sometimes follow. There are two kinds of problems that can occur with self-image. The first is social. The second is personal.

Ever-changing self

Have you ever known anyone who seemed really different each time you saw them? Maybe one time they were really quiet and serious, and then another they seemed silly and childish, and the next time bossy and demanding. It is very likely that if you've had to spend any significant amount of time with a person like this, you found yourself feeling confused and irritated. In order to relate to other people, we need to have a kind of steady idea of who they are, how they react to things, and how we will react to their reactions. People having relatively stable self-images is pretty important in having and maintaining good relationships with others.

It is also worth noticing that people whose self-image and behavior vary drastically may be dealing with an emotional problem, and this might indicate a need for professional care.

Clueless self

Have you ever watched a talent show like American Idol or America's Got Talent? Typically, in the first few episodes, there are quite a few people who seem to be convinced they are incredible singers or performers — when in fact they are quite obviously awful. These moments can be funny because it may seem as if these people are just having fun on TV. But these moments can also be sad, as some of these people seem to be totally "clueless" and believe they are incredible singers. Here is the second type of self-image problem. Some people have a really big gap between their self-image and their actual self. Singing in a talent show is just a small, specific example.

- [10] You can probably imagine, if someone is completely out of touch (or "clueless") about themselves, this can lead to all sorts of problems — they may make a lot of bad decisions and experience all kinds of trouble with others.

Get to know yourself

As you continue to grow and mature, take some time to get to know who you are. Think of the ways you can complete the statement: "I am a _____ person." (See if you can come up 10 adjectives!)

And then maybe think about how your friends and family might complete that sentence for you. Or ask them yourself! How well do all these sets match up with each other?

As kids, we might imagine we are a superhero or a famous actor. But as we mature, we need to sync² our imagination with reality more and more, so that we can develop a consistent image of ourselves. Without this, we can never really successfully connect with other people.

"How You See Yourself" by Set to Go. Copyright © 2019 by the JED Foundation. Published with permission, all rights reserved.

2. cto occur or operate at the same time or rate

DAY 13 ACTIVITY (continued)

Part II: Directions: For the following questions, choose the best answer or respond in complete sentences.

1. Which statement best expresses the central idea of the text?
 - A. Television talent shows can have a dangerous and negative impact on a person's self-image.
 - B. A stable self-image is important in making good decisions and building relationships.
 - C. Social and personal problems are a direct result of a negative self-image.
 - D. Striving to be like a famous person can be dangerous for a young person.

2. Which statement from the text best supports the answer to Part A?
 - A. "Being able to rely on this stability is what allows us to make good decisions in any environment and stay true to ourselves." (paragraph 1)
 - B. "In order to relate to other people, we need to have a kind of steady idea of who they are, how they react to things, and how we will react to their reactions." (paragraph 7)
 - C. "It is also worth noticing that people whose self-image and behavior vary drastically may be dealing with an emotional problem, and this might indicate a need for professional care." (paragraph 8)
 - D. "But these moments can also be sad, as some of these people seem to be totally "clueless" and believe they are incredible singers." (paragraph 9)

3. What is the author's purpose in paragraph 9?

4. In the text, the author discusses how a person's self-image develops over time. What life experiences have shaped your self-image? What do you remember about those experiences, and how do you think they shaped the way you think about yourself?

5. In the text, the author provides adjectives that people could use to describe themselves when considering their self-image. What adjectives define your self-image? Have the adjectives you use changed over time? Why might these adjectives change or stay the same?

DAY 14 ACTIVITY

Part I: Read and annotate the poem "Invictus" by William Ernest Henley by using the CUP strategy (**C**ircle unknown words, **U**nderline key words/phrases, **P**araphrase each four lines in a couple of sentences).

"Invictus" by William Ernest Henley (1849-1903)

<p>Out of the night that covers me, Black as the Pit from pole to pole, I thank whatever gods may be For my unconquerable soul.</p> <p>In the fell clutch of circumstance I have not winced nor cried aloud. Under the bludgeonings of chance My head is bloody, but unbowed.</p> <p>Beyond this place of wrath and tears Looms but the Horror of the shade, And yet the menace of the years Finds, and shall find, me unafraid.</p> <p>It matters not how strait the gate, How charged with punishments the scroll, I am the master of my fate: I am the captain of my soul.</p>	
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Part II: For the following questions, choose the best answer or respond in complete sentences.

After reading "Invictus", what is the main idea of this poem? _____

Complete the Summary Chart with 3 key details and a summary of selected lines of the poem.

Lines	Three Key Details Be sure these are the MOST important details within the lines.	Summary Include your three key details within your summary.
Lines 1-4	• • •	
Lines 5-8	• • •	
Lines 9-12	• • •	
Lines 13-16	• • •	

DAY 15 ACTIVITY

Create Your Own Identi-Kit

Part I: Keep in mind all of the readings from this week to help you with this activity. Closely read the short excerpt below about identi-kits to understand the activity you will be doing today.

Originally, identi-kits were used by the police to develop a picture of a subject. Today, it is most commonly used to explain the process of creating an identity by copying the cultural markers commonly understood as identifying such a person.

Identity is shaped by culture. From this perspective, cultural attitudes and assumptions largely define identity to LABEL or identify others. People are influenced by their surroundings. The student identi-kit picture helps illustrate this perspective.

To create a self-portrait, students must combine cultural objects that are meaningful to their sense of identity. What this identi-kit picture will demonstrate is the extent to which personal identity is connected to our social relationships (our friends, family, and community), to the material objects we choose, and to the various cultural contexts of our lives.

See the student sample to the right:

What do you see that tells you about this student?

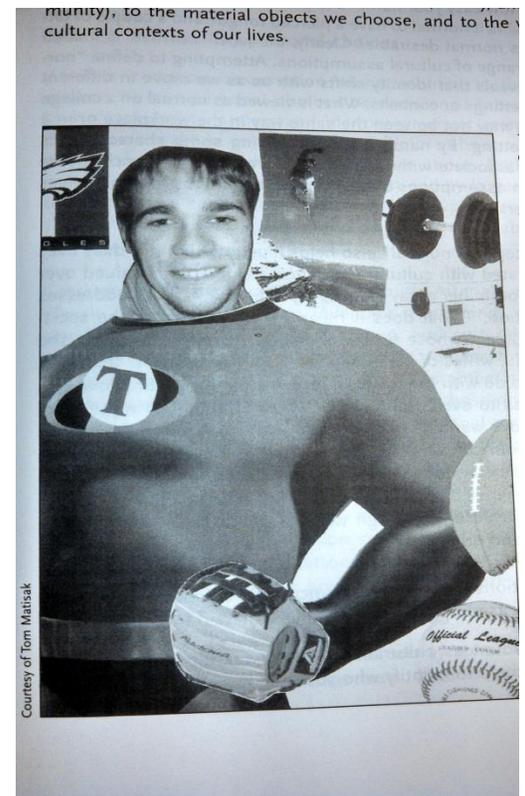
- Sports and physical fitness are important in how he sees himself. Notice the baseball, glove and football...what do these show a connection to? (yes, a TEAM and therefore, TEAMMATES!! This is a community!!).
- Notice the barbells, weight bench, and super hero costume (humor)...what do these show a connection to? (yes, he connects his identity to masculine objects and notions. He also sees himself as strong!
- I wonder what this would look like if we ask him to do another focusing on how he WANTS others to see when they look at him.

Part II: You will take a picture of your face (or get a picture of your face from a recent school picture, etc.) and create your own cultural identi-kit. You will need to first do some 'labeling' of your own. You will create a HYPERconscious image of yourself (over the top).

Use the following questions to help you create your identi-kit:

Who are you and what makes you who you ARE? What labels can you convey in this assignment? What labels might others use to describe you?

- What groups do you belong to? Are you an athlete? Student officer? Computer geek? Etc. . . .
- What customs do you have in your family?
- What values and beliefs do you hold (this can be religious or not)? (girls being girly girls, men being very macho...religion...)
- What age group? Music group? Sports? Etc. . . . (hip hop, band, rocker, country . . .)
- What social group? Geeks? Jocks? Nerds?
- Home grouping? Sister, brother, daughter, son, mom, etc. . . .
- Attitude group? Education group? Ethnic groups? Race? Future Goals? Grouped by likes or interests? Film buff, African-American? College student? Asian? Jewish? Future Doctor? Computer geek? Gamer? Night owl? Class Clown? Wall-flower? Etc. . . .



Create your own cultural identi-kit on an 8x11 paper (need glue or tape) or digitally using your computer (one-page Word document). Keep in mind what all the above messages SAY to those around you. What do these symbols show about your intelligence? Your identity? Now, PICK ONE stereotypical/STAND OUT label and use it to create your identi-kit visual.

STEPS:

1. If you are going to glue or tape your items on an 8X11 piece of paper, you will need to cut out your face picture and cut out your other pieces from magazines, clip art, or the computer that represents you. You can also draw items on your sheet of paper. If you are going to create it digitally, you will need to cut and paste your face and your other pieces from clip art, etc. onto a one-page Word document.
2. Make sure to focus on your stand out layer.
3. This is almost like creating a paper doll version of yourself that you are "dressing" up to show how ONE side of your identity is constructed.

Part III: When you have constructed your identi-kit, please answer the following questions in complete sentences:

1. Why did you choose these particular symbols or details to construct your identi-kit?

2. How do these cultural markers, taken together, form an image of your identity for others?