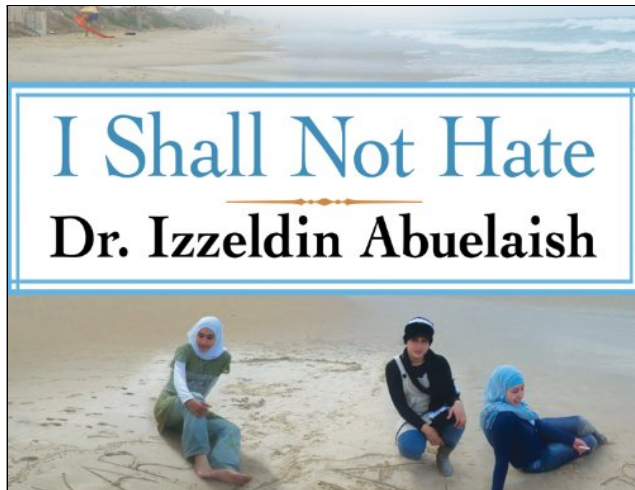


ECE Human Rights
Mr. Lizzi
Summer Reading & Paper: 2022-2023



During your summer break you will read:

I Shall Not Hate by Izzeldin Abuelaish

From the back cover: “Stricken by the tragic death of his daughters at the hand of Israeli soldiers, Dr. Izzeldin Abuelaish didn’t seek revenge or sink into hatred, but rather called for the people of the region to start talking to each other. His deepest hope is that his daughters will be “the last sacrifice on the road to peace between Palestinians and Israeli.””

Make sure you check out a copy of the book from the school library before you leave for summer break.

Task: For the first day of class (**in either the fall or spring semester**), prepare an **outline** that synthesizes the following questions into a controlling idea and claim. After discussing and reviewing your outlines in class the first week of school, you will then write a 3-5 page scholarly paper. Make sure you are ready with your outline on the first day of class, and that you’re prepared to engage your classmates in academic discussion. Please see the attached rubric for more specific guidelines about how you will be assessed and the requirements for this assignment.

ESSENTIAL QUESTIONS & THEMES:

PEACE: To what extent has Dr. Abuelaish presented a compelling and feasible way to foster peace between Palestinianians and Israelis? Or further, promote peace throughout the world?

UNIVERSAL RIGHTS: How does Dr. Abuelaish’s story address or approach human rights? What universal rights do you think all individuals have, and does this align with the views expressed by Dr. Abuelaish? To what extent does this book, if at all, help you refine your view of the important of human rights in the modern world?

Don’t be afraid to take a bit of a risk in your interpretation and claim. The most important guideline to follow is to thoroughly explain your ideas and use evidence from the text (**page numbers are required**), current events (outside sources), and modern history.

If you have any questions don’t hesitate to reach out; my email is lizzi@hvrhs.org. See you in late August!

ARGUMENTATIVE WRITING → GRADING RUBRIC

	3 Mastery	2 Developing Mastery	1 Proficient	0 NYP
CLAIM <u>CCSS.ELA-LITERACY.RH.9-10.2</u> Determine the central ideas or information of a primary or secondary source.	The text introduces a compelling claim that is clearly arguable and takes a purposeful position on an issue. The text has a structure and organization that is carefully crafted to support the claim.	The text introduces a precise claim that is clearly arguable and takes an identifiable position on an issue. The text has an effective structure and organization that is aligned with the claim.	The text introduces a claim that is arguable and takes a position. The text has a structure and organization that is aligned with the claim.	The text contains an unclear or unidentifiable claim that suggests a vague position. The text attempts a structure and organization to support the position.
SUPPORT <u>CCSS.ELA-LITERACY.RH.9-10.1</u> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features.	The text provides convincing and relevant data and evidence to back up the claim and skillfully addresses counterclaims. The conclusion effectively strengthens the claim and evidence.	The text provides sufficient and relevant data and evidence to back up the claim and fairly addresses counterclaims. The conclusion effectively reinforces the claim and evidence.	The text provides data and evidence to back up the claim and addresses counterclaims. The conclusion ties to the claim and evidence.	The text provides some/limited data and evidence that attempt to back up the claim and unclearly addresses counterclaims or lacks counterclaims. The conclusion merely restates the position.
AUDIENCE <u>CCSS.ELA-LITERACY.WHST.11-12.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience .	The text consistently addresses the audience's knowledge level, concerns, values, and possible biases about the claim. The text addresses the specific needs of the audience.	The text anticipates the audience's knowledge level, concerns, values, and possible biases about the claim. The text addresses the specific needs of the audience.	The text considers the audience's knowledge level, concerns, values, and possible biases about the claim. The text addresses the needs of the audience.	The text illustrates an inconsistent awareness (or lack of awareness) of the audience's knowledge level and needs.
FLUENCY <u>CCSS.ELA-LITERACY.WHS.T.9-10.4</u> <u>CCSS.ELA-LITERACY.WHST.11-12.4</u> Produce clear and coherent writing for the appropriate purpose and audience .	<p>COHESION: The text strategically uses words, phrases, and clauses as well as varied syntax to link the major sections of the text.</p> <p>STYLE & CONVENTION: The text presents an engaging, formal and objective tone. The text intentionally uses standard English conventions of usage and mechanics while attending to the norms of the discipline (i.e. MLA, APA, etc.).</p>	<p>COHESION: The text skillfully uses words, phrases, and clauses as well as varied syntax to link the major sections of the text.</p> <p>STYLE & CONVENTION: The text presents a formal, objective tone. The text demonstrates standard English conventions of usage and mechanics while attending to the norms of the discipline (i.e. MLA, APA, etc.).</p>	<p>COHESION: The text uses words, phrases, and clauses as well as varied syntax to link the major sections of the text. The text connects the claim and reasons. The text links the counterclaims to the claim.</p> <p>STYLE & CONVENTION: The text presents a formal tone. The text demonstrates standard English conventions of usage and mechanics while attending to the norms of the discipline (i.e. MLA, APA, etc.).</p>	<p>COHESION: The text contains limited words, phrases, and clauses to link the major sections of the text. The text attempts to connect the claim and reasons.</p> <p>STYLE & CONVENTION: The text illustrates a limited awareness of formal tone. The text demonstrates inconsistency in accuracy of standard English conventions of usage and mechanics.</p>