Hello Students,

This resource packet includes a project that you can work on independently at home. You should also have project packets for some of the other courses you are enrolled in. Each project can be completed over multiple days, and the projects can be completed in any order. These projects are standards-aligned and designed to meet the Remote Learning instructional minutes guidelines by grade band.

High school project packets are available for the following courses:

- English 1
- Algebra
- Biology
- US History
- English 2
- Geometry
- Chemistry
- World Studies
- English 3
- Algebra 2
- Physics
- Civics
- English 4

Additional enrichment activities are also available and organized into Read, Write, Move, Design, and Solve categories to engage you in learning in many different ways while at home. Please be sure to also pick up an enrichment packet for access to these activities.

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**English I and II Project: Poetry of Resilience**
# English I and II Project: Poetry of Resilience

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<thead>
<tr>
<th>Estimated Time</th>
<th>~225 minutes of project time</th>
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<tbody>
<tr>
<td><strong>Grade Level</strong></td>
<td><strong>RL.9-10.2.</strong> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</td>
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<tr>
<td><strong>Caregiver Support Option</strong></td>
<td>Encourage multiple readings of each poem. Read aloud to your student and then prompt your student to read aloud.</td>
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<td><strong>Materials Needed</strong></td>
<td>Pencil or pen.</td>
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<td><strong>Question to Explore</strong></td>
<td>In difficult times, what gives you hope? How do poets convey messages of hope within their work?</td>
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<td><strong>Student Directions</strong></td>
<td>Work through this packet in order.</td>
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## Introduction
None of us could have predicted that we’d be spending our days at home the way we have been for the past month. While sometimes it’s nice to have a break, many of us are feeling anxious, bored, scared, and frustrated. These activities are designed to be a reminder to you that you should always remain hopeful that things will improve. Today, we focus on the topic of resilience, as expressed through a nonfiction piece and two works of poetry. Resilience means the ability to continue on and cope when we have setbacks and barriers.

## Activity 1: Understanding Resilience
A. Read this nonfiction text on resilience. While this text does not address the structures and systems in our society that unfairly create barriers for some people, it does help us understand aspects of resilience. As you read, make notes to show where you agree, disagree, and have questions. You can also make connections to your life.

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**Characteristics of Resilient People** By Set to Go 2019

How do people successfully rebound from the challenges they face in everyday life? This informational text discusses the characteristics that resilient people have in common. Resilience is the ability to bounce back from difficult times in life. Resilience emerges from the lessons and skills we learn as we grow up and face our difficulties, whatever they may be. Why is resilience important? Because if you are resilient, you will be able to face, overcome and even be strengthened by the challenges and problems in your life. Resilience doesn’t solve all of our
problems, but it will help you cope, adjust and stay on your feet. There are many ways to boost your resilience—read on to learn more about what characteristics resilient people share.

Support network
It really doesn’t matter who has your back in life—parents, friends, relatives, teachers, coaches—the point is that having a solid support system is a very important part of resilience. The people in your support system will give you understanding, guidance, and comfort when you’re struggling with a problem. It is good to learn to ask for help from the people who support you.

Give back
It may seem odd to suggest that giving to others helps you get through your own problems, but keeping up your commitments (to yourself, family, friends), or a commitment to a cause (like volunteering) are very helpful ways to take the focus off your problems. Helping others helps expand your life skills and problem-solving abilities. Also, giving back to yourself is helpful—taking good care of your health or treating yourself to something nice are soothing ways to take the focus off stressful emotions.

Don’t give in
Resilient people learn to accept emotional pain and stress as part of life—they don’t allow their difficulties to define them. A resilient person would avoid feeling sorry for themselves. Instead, they recognize their feelings, acknowledge the problems that they’re facing, trust that they have the ability to face their problems, and believe they have the strength to maintain their emotional balance.

Accept change
Accepting the fact that some things change is a basic part of resilience. When your goals, plans, ideas or hopes are ruined because of unavoidable circumstances, a flexible and positive attitude will allow you to focus on new plans or new hopes. If you accept the things you can’t change or control, you’re free to put your effort into the things you can change and control.

Choose your attitude
Most of the time, you don’t get to choose the obstacles and difficulties that life puts in your path, but it’s good to remember that you get to choose your attitude toward adversity. During hard times, it’s helpful to find something positive to think about and imagine a positive outcome. Even if you don’t have all the answers and even if the solution to your problems isn’t obvious, you can choose to believe that things will work out. You can tell yourself that your problems are manageable. You can choose to see yourself as a fighter, not a victim.

Keep it in perspective
When a resilient person faces adversity, they’re likely to avoid making things worse by jumping to extremes. Resilient people tell themselves that their troubles won’t last forever. They don’t see every bump in the road as a catastrophe; they understand that things can’t be perfect and they have realistic expectations of themselves and what they can achieve.
Humor
You might have heard that “laughter is the best medicine.” And really, if you are able to laugh at yourself and laugh with others, you will lighten your load and lighten up! Laughter and humor are wonderful ways to connect to others. They help release the feeling of stress that adversity causes you. Laughter is also good for your body – it changes your body’s response to stress.

B. In the text, the author describes the characteristics of resilient people. Think of a resilient person you know. What characteristics of resilience does this person demonstrate? On notebook paper, write a paragraph or two describing this person. Provide specific examples of the characteristics described in the text. You may want to include how you think this person would define resilience themselves.

Activity 2: Reading Closely for Analysis
A. If possible, ask someone at home with you to read the poem below out loud. Then it’s your turn. Read the poem to yourself.

`A Center`
By Ha Jin

You must hold your quiet center,
where you do what only you can do.
If others call you a maniac or a fool,
just let them wag their tongues.
If some praise your perseverance,
don’t feel too happy about it—
only solitude is a lasting friend.

You must hold your distant center.
Don’t move even if earth and heaven quake.
If others think you are insignificant,
that’s because you haven’t held on long enough.
As long as you stay put year after year,
eventually you will find a world
beginning to revolve around you.

B. Grab your pencil or pen and use a TP-CASTT organizer (Title, Paraphrase, Connotation, Attitude/Tone, Shifts, Title, Theme) to answer the questions below on notebook paper.

**TITLE:** Consider the title and make a prediction about what the poem is about.
**PARAPHRASE:** Translate the poem line by line into your own words on a literal level.
**CONNOTATION:** Examine the poem for meaning beyond the literal. Look for figurative
C. You will now read a second poem to further explore the topic of resilience. If possible, ask someone at home with you to read the poem below out loud. Then, it’s your turn. Read the poem to yourself.

**A Litany for Survival**
By Audre Lorde

For those of us who live at the shoreline
standing upon the constant edges of decision
crucial and alone
for those of us who cannot indulge
the passing dreams of choice
who love in doorways coming and going
in the hours between dawns
looking inward and outward
at once before and after
seeking a now that can breed
futures
like bread in our children’s mouths
so their dreams will not reflect
the death of ours;

For those of us
who were imprinted with fear
like a faint line in the center of our foreheads
learning to be afraid with our mother’s milk
for by this weapon
this illusion of some safety to be found
the heavy-footed hoped to silence us
For all of us
this instant and this triumph
We were never meant to survive.

And when the sun rises we are afraid
it might not remain
when the sun sets we are afraid
it might not rise in the morning
when our stomachs are full we are afraid
of indigestion
when our stomachs are empty we are afraid
we may never eat again
when we are loved we are afraid
love will vanish
when we are alone we are afraid
love will never return
and when we speak we are afraid
our words will not be heard
nor welcomed
but when we are silent
we are still afraid

So it is better to speak
remembering
we were never meant to survive.

D. As before, use a TP-CASTT organizer to answer the questions below on notebook paper.

TITLE: Consider the title and make a prediction about what the poem is about.
PARAPHRASE: Translate the poem line by line into your own words on a literal level.
CONNOTATION: Examine the poem for meaning beyond the literal. Look for figurative language, imagery, and sound elements.
ATTITUDE/TONE: Notice the speaker’s tone and attitude. Humor? Sarcasm?
SHIFTS: Note any shifts or changes in speaker or attitude. Look for key words, time change, punctuation.

TITLE: Examine the title again, this time on an interpretive level.
THEME: Briefly state in your own words what the poem is about (subject), then what the poet is saying about the subject (theme).

Activity 3: Create a Found Poem

Found poems take existing texts and reuse them, reorder them, and present them as fresh, new poems.

The literary equivalent of a collage, found poetry is often made from newspaper articles, street signs, graffiti, speeches, letters, or other texts. A pure found poem consists only of words and phrases taken from outside texts; the words of the poem remain exactly as they were found. (Note that in this activity, you may also add your own words and phrases if you wish.) Decisions about structure, including line breaks or stanzas, are entirely up to the poet.

To create your own found poem, you will select and arrange words and lines from the three texts you have read to create a brand-new poem about resilience. You may also use additional words and phrases of your own choosing.
A. Go back to the poems and the nonfiction text you read. Circle words and phrases that are meaningful to you and/or catch your eye.

B. Free write for several minutes: What do you want your poem to say about the topic of resilience?

C. Draft your poem: Select at least three words and phrases from the texts you read and arrange them in a cohesive way that expresses your own thoughts about resilience. You may also add other words and phrases if you wish. Your poem should be a minimum of 25 words long.

D. Give your poem a title that reflects what you created and relates to the topic of resilience.

E. Check your poem to see if it meets these requirements:
   - Poem must have an appropriate title that relates to the topic.
   - Poem must be about the topic of resilience.
   - Poem must be a minimum of 25 words.
   - Poem must use at least three words or phrases from each of the texts included in this packet.
   - The words and phrases used should make sense as one cohesive and original piece.

F. Revise your poem if it doesn’t meet the requirements above.

G. Share your poem with someone around you if possible.

Cross Content Connection

History and Art: Think about the message of your found poem. Imagine that it will be featured in a textbook to document this moment in history. Draw an image (graph, cartoon, political ad, etc.) that supplements or strengthens the content of your poem.

Sources: CommonLit.org, poetryfoundation.org