Christina School District Learning Choice Board  
for grades 9-10 grade ELA and Social Studies - Optional - Challenge board

<table>
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<th>ELA</th>
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| Choose two poems by two different authors (or the two below) that you haven’t read in class and compare/contrast the authors’ styles based on evidence from the poems. Your analysis should help the audience understand one or two elements of the two author’s styles and its effect on readers. In the writing piece be sure to provide in-text citation and analysis that explains how that evidence supports the elements you are comparing.  

“Alone”  
BY EDGAR ALLAN POE  
From childhood’s hour I have not been As others were—I have not seen As others saw—I could not bring My passions from a common spring— From the same source I have not taken My sorrow—I could not awaken My heart to joy at the same tone— And all I lov’d—I lov’d alone— Then—in my childhood—in the dawn Of a most stormy life—was drawn From ev’ry depth of good and ill The mystery which binds me still— From the torrent, or the fountain From the red cliff of the mountain— From the sun that ‘round me roll’d In its autumn tint of gold— From the lightning in the sky As it pass’d me flying by— From the thunder, and the storm— And the cloud that took the form (When the rest of Heaven was blue) Of a demon in my view—  

*This activity ties in with the Social Studies Activity: Historical Person.  
Historical Person Activity  
Think of a person (may use one listed below) from history that you have studied recently. Using Your empathy skills, put yourself in their shoes. Would you have taken the same course of action? Reflect on why they made the decision they did, and whether or not you would have done the same thing? As you are completing the writing piece, give at least two examples/reasons for each of the questions and support your examples/reasons.  
Anne Frank  
Muhammad  
Florence Nightingale  
Gautama Buddha  
Mark Twain  
Edgar Allan Poe  
Mohandas Karamchand Gandhi  
Johann Sebastian Bach  
Galileo Galilei  
Winston Churchill  
Genghis Khan  
Rosa Parks  
Walt Disney  
Jesse Owens  
Malala Yousafazi  
Marie Curie  

Argumentative Writing Assignment  
Choose a topic from the list below and write an Argumentative Essay which includes your claim, evidence, counterclaim, rebuttal, and conclusion on the topic. Use the Planning Worksheet to assist in organizing your thoughts and ensuring that all parts of the Argumentative Essay are included.  
- Textbooks vs books online  
- High School start time later in the morning  
- School Uniform  
- Dodge Ball in Physical Education Class  
- Arts Education  

You may select another topic of your own choosing.  
Link to Worksheet: https://tinyurl.com/rwulpad  

Using the TPCASTT Guide provided, students will choose one of the texts on oppression and complete the TPCASTT analysis in order to understand how the author uses language, words, phrases, and structure to convey the overall theme of the text.  
Link to Worksheet and Poems: https://tinyurl.com/ujtgfwh
### ‘Out, Out—’
**BY ROBERT FROST**
The buzz saw snarled and rattled in the yard
And made dust and dropped stove-length
sticks of wood,
Sweet-scented stuff when the breeze drew
across it.
And from there those that lifted eyes could
count
Five mountain ranges one behind the other
Under the sunset far into Vermont.
And the saw snarled and rattled, snarled and rattled,
As it ran light, or had to bear a load.
And nothing happened: day was all but
done.
Call it a day, I wish they might have said
To please the boy by giving him the half
hour
That a boy counts so much when saved from
work.
His sister stood beside him in her apron
To tell them ‘Supper.’ At the word, the saw,
As if to prove saws knew what supper
meant,
Leaped out at the boy’s hand, or seemed to
leap—
He must have given the hand. However it
was,
Neither refused the meeting. But the hand!
The boy’s first outcry was a rueful laugh,
As he swung toward them holding up the
hand
Half in appeal, but half as if to keep
The life from spilling. Then the boy saw
all—
Since he was old enough to know, big boy
Doing a man’s work, though a child at
heart—
He saw all spoiled. ‘Don’t let him cut my
hand off—
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<tbody>
<tr>
<td><strong>Current Event</strong></td>
<td><strong>Activity</strong></td>
<td><strong>U. S. Census Activity</strong></td>
<td></td>
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<tr>
<td>through any news feed (T.V., Social Media, Internet)</td>
<td>ties in with the ELA Activity: Historical Person Activity</td>
<td>for 9th and 10th grade.</td>
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<td>Compare two different news feeds. Once the below questions are answered, transfer the information into paragraph form using transitions while comparing the two different news feeds.</td>
<td>Historical Person Activity</td>
<td>Grade 9 Work Sheet: <a href="https://www2.census.gov/programs-surveys/sis/activities/history/hh-10_student.pdf">https://www2.census.gov/programs-surveys/sis/activities/history/hh-10_student.pdf</a></td>
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<td>- Which techniques are used to attract the audience of the message?</td>
<td>Imagine that social media existed throughout history. How would historical figures talk to each other? Who would they be friends with? What would their favorite hashtag be? Create a social media account for a famous historical figure. Use the historical figure from the Social Studies activity. Use your imagination and remember to include text in your posts.</td>
<td>Grade 10 Work Sheet: <a href="https://www2.census.gov/programs-surveys/sis/activities/math/hm-6_student.pdf">https://www2.census.gov/programs-surveys/sis/activities/math/hm-6_student.pdf</a></td>
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<td>- How might different people interpret this message?</td>
<td>- Who created this message? Was it created by an individual, a group, an organization, or a company?</td>
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<td>- Which lifestyles, values, and points of view are represented or missing?</td>
<td>- Why is this message being sent?</td>
<td></td>
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<td>- How does this message affect at least 2 different regions in the United States or World</td>
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The doctor, when he comes. Don’t let him, sister!’
So. But the hand was gone already.
The doctor put him in the dark of ether.
He lay and puffed his lips out with his breath.
And then—the watcher at his pulse took fright.
No one believed. They listened at his heart.
Little—less—nothing!—and that ended it.
No more to build on there. And they, since they
Were not the one dead, turned to their affairs.
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(Depending on the news feeds will determine whether the focus is on the United States or the World)

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<td><strong>Stair Steps.</strong> Do you have stairs in your home or on your stoop? Take time to do step-ups. Step up, step down, and repeat. COUNT as many reps as you can, and you will find you can do more over time.</td>
<td><strong>Planks.</strong> Planking is a wonderful way to strengthen your core, arms, and shoulders. With your stomach facing the floor, plant your hands on the ground shoulder-width apart, ground your toes into the floor, and lift your body into a straight line. Try holding/COUNTING for 30 seconds and increase as you can.</td>
<td><strong>Burpees.</strong> Burpees are a great way to get a full-body exercise. Start with your feet shoulder-width apart, bend at your hips and knees to go into a squat position. Place your hands on the floor in front of you and kick your feet back into a plank position. Drop down to the floor in a push-up, and press back up into the plank</td>
<td><strong>Jumping Jacks.</strong> Jumping Jacks are a great full-body activity. Start with the amount that works best for you and work your way up.</td>
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| position. Kick your feet inward and press your body up into a jump. |

- Links are case sensitive, please type exactly how they appear.