



# The Scholars' Academy

An Accelerated College Preparatory School for Grades 6-12  
27Q323, A Teaching and Learning Organization

*"Technology Today, Smarter Tomorrow: Removing Time and Place from Teaching and Learning"*

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## 2013-2014 Summer Reading Assignment for Grade 11

### *Thirteen Days: A Memoir of the Cuban Missile Crisis*

#### **Focus:**

*Thirteen Days* is a first hand account of the Cuban Missile Crisis, a landmark historical event that took place during the Kennedy Administration. Robert Kennedy, the Attorney General and brother of President John F. Kennedy, published this memoir in 1969.

#### **Task Steps**

Carefully read *Thirteen Days*. Then answer the following questions (two pages minimum) as four separate short **answers**:

- There were many members of the Executive Committee who offered their opinions to President Kennedy concerning the Cuban Missile Crisis. Provide an example of a logical, fact-based argument that someone provided, and provide an example of an emotional argument that someone provided. How did Kennedy respond to each one?
- Discuss the impact that President John F. Kennedy's presence has upon his subordinates. How aware is he of it, and how does he allow it to influence his actions? Provide specific examples.
- Using evidence from the text, characterize Khrushchev's personality and temperament. How does Kennedy use this knowledge (and his knowledge of Russian culture) to negotiate a peaceful end to the Cuban Missile Crisis?
- Based on your reading, formulate a question that you have about the Cuban Missile Crisis **that was not answered in *Thirteen Days***. Research and offer a possible answer. Be sure to cite any outside sources.

Your paper should have one-inch margins and 12 point Times New Roman font, and be 1 ½ spaced. You must use specific examples and quotes from the text to back up your thesis. Be sure to use complete sentences and the conventions of Standard English in your responses. The full rubric, which aligns to Common Core Standards, is on the opposite side of this worksheet.

#### **Key Common Core Standards**

CCSS.ELA-Literacy.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-Literacy.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-Literacy.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

#### **Student Outcomes**

This assignment will serve as your introduction to rhetoric – the art of persuading and influencing others – and its various strategies. This assignment is due the first week of school. Make sure that you do not push it off until the last minute.

- Mr. Wong

# NYC-LDC SCORING RUBRIC FOR THIRTEEN DAYS SUMMER ASSIGNMENT

Scoring Elements	Not Yet	Approaches Expectations		Meets Expectations			Advanced	
	1	1.5	2	2.5	3	3.5	4	
Disciplinary Content	Focus	Attempts to address prompt, but lacks focus or is off-task.		Addresses prompt appropriately and establishes a position, but focus is uneven.		Addresses prompt appropriately and maintains a clear, steady focus.		Addresses all aspects of prompt appropriately and maintains a strongly developed focus.
	Controlling Idea	Attempts to establish a controlling idea, but lacks a clear purpose.		Establishes a controlling idea with a general purpose.		Establishes a controlling idea with a clear purpose maintained throughout the response.		Establishes a strong controlling idea with a clear purpose maintained throughout the response.
	Content Understanding	Attempts to include disciplinary content in explanation, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.		Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.		Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.		Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.
	Reading /Research	Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt.		Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.		Presents information from reading materials relevant to the prompt with accuracy and sufficient detail.		Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials.
Disciplinary Writing	Development	Attempts to provide details in response to the prompt, but lacks sufficient development or relevance.		Presents appropriate details to support the focus and controlling idea.		Presents appropriate and sufficient details to support the focus and controlling idea.		Presents thorough and detailed information to strongly support the focus and controlling idea.
	Organization	Attempts to organize ideas, but lacks control of structure.		Uses an appropriate organizational structure for development of reasoning and logic, with minor lapses.		Maintains an appropriate organizational structure to address specific requirements of the prompt.		Maintains an organizational structure that intentionally and effectively enhances the presentation of information.
	Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.		Demonstrates an uneven command of standard English conventions.		Demonstrates a command of standard English conventions and cohesion, with few errors.		Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors.