

8th Grade Gifted Summer Reading Packet: *Planning Your Future*

Dear 8th Graders,

The following pages contain the assignments that you are required to complete this summer. All responses must be typed, placed in a folder and are due the first day of school. It is imperative that you complete these assignments, as they are the precursor to the unit that we will begin in September. You are responsible for acquiring both of the extended texts on your own, however the four short texts have been provided for you and are included in this packet.

Required Extended Texts:

1. *The Book Thief* by Markus Zusak
2. *Steve Jobs: The Man Who Thought Different* by Karen Blumenthal

Required Short Texts:

1. Saying No to College by Alex Williams (NY Times article) November 30, 2012
2. Actually, College is Very Much Worth It by Andrew J. Rotherham (Time Magazine article)
3. Obama's speech on the importance of education, September 8, 2009
4. Steve Jobs' Stanford University Commencement Speech 2005

The required writing assignments, as well as supplementary materials to help you complete each assignment follow each text. The packet can be broken down as follows:

- Pages 1-6 text of Saying No to College
- Page 7 assignments for Saying No to College
- Pages 8-9 text of Actually, College is Very Much Worth It.
- Page 10 assignments for Actually; College is Very Much Worth It.
- Pages 11-13 text of Steve Job's Stanford Commencement Speech
- Page 14 assignments for Steve Job's Stanford Commencement Speech
- Pages 15- 19 text of Obama's speech on the importance of education
- Page 20 assignments for Obama's speech on the importance of education
- Page 21 Task for Argumentative Essay using the two articles and two speeches.
- Page 22- 23 List of transitional words and phrases to help you write your argumentative essay.
- Page 24 Differences between persuasive and argumentative writing worksheet. Read this to help you structure your essay.
- Page 25 assignments for *The Book Thief*
- Page 26 assignments for *Steve Jobs: The Man Who Thought Different*
- Page 27 Guidelines for Providing an Objective Summary. This will help you to answer question 5 for *The Book Thief* and question 3 for *Steve Jobs: The Man Who Thought Different*. Each of those questions should be at least one page in length and written separately from the other questions.

Have a wonderful summer!

The MS 181 Literacy Department

The New York Times

November 30, 2012

Saying No to College

By ALEX WILLIAMS

BENJAMIN GOERING does not look like Facebook's Mark Zuckerberg, talk like him or inspire the same controversy. But he does apparently think like him.

Two years ago, Mr. Goering was a sophomore at the University of Kansas, studying computer science and philosophy and feeling frustrated in crowded lecture halls where the professors did not even know his name.

"I wanted to make Web experiences," said Mr. Goering, now 22, and create "tools that make the lives of others better."

So in the spring of 2010, Mr. Goering took the same leap as Mr. Zuckerberg: he dropped out of college and moved to San Francisco to make his mark. He got a job as a software engineer at a social-software company, Livefyre, run by a college dropout, where the chief technology officer at the time and a lead engineer were also dropouts. None were sheepish about their lack of a diploma. Rather, they were proud of their real-life lessons on the job.

"Education isn't a four-year program," Mr. Goering said. "It's a mind-set."

The idea that a college diploma is an all-but-mandatory ticket to a successful career is showing fissures. Feeling squeezed by a sagging job market and mounting student debt, a groundswell of university-age heretics are pledging allegiance to new groups like UnCollege, dedicated to "hacking" higher education. Inspired by billionaire role models, and empowered by online college courses, they consider themselves a D.I.Y. vanguard, committed to changing the perception of dropping out from a personal failure to a sensible option, at least for a certain breed of risk-embracing maverick.

Risky? Perhaps. But it worked for the founders of Twitter, Tumblr and a little company known as Apple.

When Mr. Goering was wrestling with his decision, he woke up every morning to a ringtone mash-up that blended electronic tones with snippets of Steve Jobs's 2005 commencement address at Stanford University, in which he advised, "love what you do," "don't settle." Mr. Goering took that

as a sign.

“It’s inspiring that his dropping out basically had no effect, positive or negative, on the work and company and values he could create,” he said of the late Apple co-founder.

In that oft-quoted address, Mr. Jobs called his decision to drop out of Reed College “one of the best decisions I ever made.” Mr. Jobs’s “think different” approach to education (backpacking through India, dining with Hare Krishnas) is portrayed in countless hagiographies as evidence of his iconoclastic genius.

Indeed, ambitious young people who consider dropping out of college a smart option have a different set of role models from those in the 1960s, who were basically stuck with the acid-guru Timothy Leary and his “turn on, tune in, drop out” ramblings. Nowadays, popular culture is portraying dropouts as self-made zillionaires whose decision to spurn the “safe” route (academic conformity) is akin to lighting out for the territories to strike gold.

Bill Gates dropped out of college. So did Michael Dell. So did Mr. Zuckerberg, who made the Forbes billionaires list at 23.

Mr. Zuckerberg’s story is familiar to anyone who has seen the 2010 film “The Social Network,” in which Harvard seems little more than a glorified networking party for him. While the other Phi Beta Kappas are trudging through their Aristophanes, his character is hitting the parties, making contacts and making history. The dropout-mogul-as-rock-star meme will get a further boost with coming Steve Jobs biopics, including “Jobs,” starring Ashton Kutcher, and another one in the works written by Aaron Sorkin, who wrote the screenplay for “The Social Network.”

Such attitudes are trickling down to the small screen, too. In a recent episode of the Fox sitcom “The Mindy Project,” Mindy Kaling’s character, a doctor, grills a teenager about his plans for college. “I’m not going to college,” he tells her. “Why should I load up on debt just to binge drink for four years when I could just create an app that nets me all the money I’ll ever need?” Such tales play well in the eyes of millennials, a generation hailed for their entrepreneurial acumen and financial pragmatism. Why pay money if you can make money?

No wonder the swashbuckling Web subculture is suddenly percolating with whiz-kid programmers thinking like “one and done” college hoopsters, who stick around campus only long enough to showcase their skills (and meet National Basketball Association draft requirements) before bolting for pro riches. Tech-start-ups have their own versions of Carmelo Anthony: folks like Jack Dorsey and Evan Williams of Twitter, and Kevin Rose of Digg. (Meanwhile, David Karp of Tumblr dropped

out of high school.)

“Here in Silicon Valley, it’s almost a badge of honor,” said Mick Hagen, 28, who dropped out of Princeton in 2006 and moved to San Francisco, where he started Undrip, a mobile app. He is now recruiting from the undergraduate ranks, he said, which is becoming a trend among other tech companies, too. In his view, dropouts are freethinkers, risk-takers. They have not been tainted by groupthink.

“College puts a lot of constraints, a lot of limitations around what you can and can’t do,” Mr. Hagen said. “Some people, they want to stretch their arms, get out and create more, do more.”

Even the staunchest critics of college concede that a diploma is still necessary for many professions — law and medicine, clearly, and in many cases, for a Fortune 500 executive, too. But that’s the point: how many more lawyers and middle managers do we need?

“College is training for managerial work, and the economy doesn’t need that many managers,” said Michael Ellsberg, the author of “The Education of Millionaires: Everything You Won’t Learn In College About How to Be Successful.”

Mr. Ellsberg, 35, graduated from Brown University and spent years trying to translate his expertise in post-colonial critical theory into a paying career. So his book tries to impart real-world skills, like salesmanship and networking, which he argues are crucial as white-collar jobs are being downsized or shipped to Bangalore. The future, he added, belongs to job creators, even if the only job they create is their own.

“I’m not saying you have to be Mark Zuckerberg or Steve Jobs,” Mr. Ellsberg said. “I know people with dog-walking businesses who make six figures.”

Mr. Ellsberg joined a growing chorus of academic dissenters, who have made it fashionable to question the value of a college degree. Last year, an anonymous academic who called himself Professor X, published “In the Basement of the Ivory Tower,” which argued that future police officers and nurses need not be force-fed Shakespeare.

Nikhil Goyal, a 17-year-old high school student in Long Island, published “One Size Does Not Fit All: A Student’s Assessment of School,” contending that some students are better served by ditching lecture halls and treating the world as their classroom. The debate has inspired articles in The Huffington Post and New York magazine.

Perhaps most famously, Peter A. Thiel, the billionaire co-founder of PayPal, in 2010 started his Thiel Fellowship program, which pays students under 20 years old \$100,000 apiece to bag college and pursue their own ventures. "People are being conned into thinking that this credential is the one thing you need to do better in life," he said on "60 Minutes" last spring, adding, "they typically are worse off, because they have amassed all this debt."

For such critics, the explosion in student debt is the next subprime crisis. There is now \$1 trillion in outstanding student debt, with \$117 billion tacked on last year alone, according to calculations by the Consumer Financial Protection Bureau. Tuition levels have quadrupled since the early '80s, according to the Student Body Scholarship Association.

These figures rankle James Altucher, a prominent investor, entrepreneur and pundit who self-published a book called "40 Alternatives to College." "College presidents now just arbitrarily think they can raise tuitions," he said. "So what is happening is, rich people can still afford college, but poor people are borrowing this money and sacrificing their future for a lifetime of debt."

Such opinions have met considerable headwind. Jacob Weisberg of Slate pounded Mr. Thiel over his "nasty" idea, which he argued is "diverting a generation of young people from the love of knowledge for its own sake and respect for middle-class values."

Indeed, many educators dismiss the college-is-overrated debate as a dangerous fringe idea, and say the real challenge is that only 56 percent of students who enter a four-year institution finish within six years, according to a recent Harvard study. To them, the statistic represents a crisis, not a sign of progress.

"The reality is, there is not a declining demand for college and university," said Richard Arum, a New York University sociology professor who co-wrote "Academically Adrift: Limited Learning on College Campuses." "There is an increasing demand, and that is not just true for America, but for all the world. Increasingly, you need a diploma to compete for the jobs that are out there."

The Ivory Tower apostates are undeterred. "I think kids with a five-year head start on equally ambitious peers will be ahead in both education and income," said Mr. Altucher, who regrets graduating from Cornell. "They could go to a library, read a book a day, take courses online. There are thousands of ways."

Natalie Warne found one of them. A poised 22-year-old from Chicago, she stepped off the college track after high school to "hack" her education, which to her meant traveling the country to protest atrocities in war-torn Uganda.

It started with a gap-year internship after high school with a charity called Invisible Children, where she acquired experience in public speaking, event coordinating and film editing (she eventually appeared on "Oprah"). Finding satisfaction, she stretched her gap year into two, and two became three. While speaking at a TED conference, she met Dale J. Stephens, the founder of a group called UnCollege that champions "more meaningful" alternatives to college. Her plans for college are off for now.

"Experience has proved to be a far better teacher in my life than any book, classroom or educator," she said.

UnCollege advocates a D.I.Y. approach to higher education and spreads the message through informational "hackademic camps." "Hacking," in the group's parlance, can involve any manner of self-directed learning: travel, volunteer work, organizing collaborative learning groups with friends. Students who want to avoid \$200,000 in student-loan debt might consider enrolling in a technology boot camp, where you can learn to write code in 8 to 10 weeks for about \$10,000, Mr. Stephens said.

THEY can also nourish their minds from a growing menu of Internet classrooms, including the massive open online courses, or MOOCs, which stream classes from elite universities like Princeton. This guerrilla approach hits home with young people who came of age seeking out valuable content free on Napster and BitTorrent.

Mr. Stephens, a dropout from Hendrix College in Arkansas (he later earned a Thiel Fellowship), started UnCollege less than two years ago, and already its Web site attracts 20,000 unique visitors a month. "I get on scale of 10 to 15 e-mails a day from people who say something along lines of, 'I thought I was the only one out there who thought about education like this, I don't feel crazy anymore,'" he said.

There are other groups, too, like Enstitute, which offers two-year apprenticeships with entrepreneurs in lieu of college, and Zero Tuition College, an online support network for students looking for alternatives.

The goal is not to foment for a mass exodus from the ivy halls, Mr. Stephens said, but to open people's minds to a different set of opportunities.

Sounds nice. But it is not an easy decision for students whose future is on the line. Jean Fan, a high school senior in San Mateo, Calif., is an editor for UnCollege, where she hopes to help inspire students to evolve "from passive to active learners."

Even so, she is busy applying to elite universities right now. She recognizes the irony.

“In terms of grades and test scores, I’m one of the top students at school,” said Ms. Fan, 17. “College seemed like the obvious next step.”

She added, “Common sense, of course, is highly overrated.”

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"Saying No to College"

Answer the following short response questions using RAD2. (RESTATE, ANSWER and TWO DETAILS)

1. Why does the author begin the article by comparing and contrasting Benjamin Goering and Mark Zuckerberg? Use two pieces of evidence from the text to support your response.
2. In paragraph one on page three, the author refers to college dropouts as, "free thinkers and risk takers...[who] have not been tainted by groupthink." Explain why the author uses these adjectives to describe dropouts. Use two pieces of evidence from the text to support your inference.
3. What does the author mean when he says when he says that the dropouts have not been tainted by groupthink? What impact does the word tainted have on the mood of the sentence? Use two pieces of evidence from the text to support your inference.

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TIME

Thursday, May. 19, 2011

Actually, College Is Very Much Worth It

By Andrew J. Rotherham

Lately it's become fashionable — especially among the highly credentialed — to question whether it's really "worth it" to go to college. A recent report from the Harvard Graduate School of Education proposed deemphasizing college as the primary goal of our education system in favor of "multiple pathways" for students. Earlier this month, *New York Magazine* devoted almost 4,000 words to profiling venture capitalists (and college graduates) James Altucher and Peter Thiel and their efforts convince Americans that they'd be better off skipping college. Thiel is even creating a \$100,000 fellowship for young people who agree to delay going to college in favor of an internship.

Make no mistake, there is widespread dissatisfaction with higher education. According to a new survey released by the Pew Research Center, only 40 percent of Americans felt that colleges provided an "excellent" or "good" value for the money. At the same time, 86 percent of college graduates still felt the investment was a good one for them. ([See the education crisis no one is talking about.](#))

To understand these competing views, you have to juggle a few different ideas at once. First, there are plenty of problems with higher education — poor quality, even at brand-name schools, and out-of-control costs are two of the biggest. College presidents themselves shared some of these concerns and others with the Pew researchers. Second, it's true: College isn't for everyone. There are plenty of rewarding and important jobs and careers that do not require college. And due to the sluggish economy, there may in fact be more graduates than the current job market needs, or a temporary "college bubble." Jobs for recent grads are harder to find, and salaries are lower, but that won't last forever. And in spite of all of this, the data make clear that getting a college education is still a good idea — college graduates earn more, and are more likely to have a job in the first place — and is especially important for some Americans.

Anti-college sentiment is nothing new. Mark Twain admonished us not to let schooling interfere with education, and we've always celebrated the maverick who blazes their own path. These days, it's Facebook founder Mark Zuckerberg, Microsoft's Bill Gates, or Apple's Steve Jobs — all college dropouts — who are held up as evidence of why all that time sitting in class is better spent elsewhere. Perhaps, but it's also



worth remembering that their companies are bursting with college graduates. And what about all the people who didn't finish college and are not at the helm of a wildly successful venture? ([See the five biggest myths about college admissions.](#))

Nobody spends a lot of time highlighting their stories, but let's not lose sight of what happens to them. According to the Bureau of Labor Statistics, in 2010, the median weekly earnings for someone with some college but no degree were \$712, compared to \$1038 for a college graduate. That's almost \$17,000 over the course of a year and there is an even bigger divide for those with less education. College graduates are also more likely to be in jobs with better benefits, further widening the divide. Meanwhile, in 2010, the unemployment rate was 9.2 percent for those with only some college and more than 10 percent for those with just a high school degree, but it was 5.4 percent for college graduates. The economic gaps between college completers and those with less education are getting larger, too.

It's also odd to talk down college — which is the most effective social mobility strategy we have — at the very time Americans are becoming concerned about income inequality. Ron Haskins of the Brookings Institution found that without a college degree, only 14 percent of Americans from the bottom fifth of parental income reach the top two-fifths. But if they complete college, 41 percent of this same group can then expect to make it to the top two-fifths. Haskins' data also shows the extent to which debates like this are a luxury of the privileged, because their children enjoy much more of a safety net and the risks are different for them. In other words, children from low-income families gain more by going to college than children of the wealthy lose by not going. ([See how students are paying for college.](#))

So here's the key takeaway: Education gives you choices. Assuming you don't pile up mountains of debt that constrain your career options (and that outcome is avoidable) or go to a school where just fogging a mirror is good enough to get a diploma, there are not a lot of downsides to going to college. The stories of entrepreneurs who bootstrapped themselves are exciting but most of us are not a Gates or Zuckerberg. So before heeding the advice of the college naysayers, make sure you understand the stakes and the odds. Or, here's a good rule of thumb instead: When people who worked hard to achieve something that has benefitted them start telling you that it's really not all that important or useful — beware.

Disclosure: I'm a member of the Visiting Committee for the Harvard Graduate School of Education.

Andrew J. Rotherham, who writes the blog [Eduwonk](#), is a co-founder and partner at Bellwether Education, a nonprofit working to improve educational outcomes for low-income students. School of Thought, his education column for TIME.com, appears every Thursday.

[See what makes a school great.](#)

“Actually, College is Very Much Worth It”

Answer the following short response questions using RAD2. (RESTATE, ANSWER and TWO DETAILS)

According to the author there are many obstacles that recent college graduates currently face, but despite these obstacles he states that college is still a good idea. Why does Rotherham think that it is still a good idea for young people to invest in a college education?

How does the last (full) paragraph contribute to the reader’s overall understand of the article? What is the author’s purpose for including this information?

The Full Text Of Steve Jobs' Stanford Commencement Speech

Here is the full text of Steve Jobs' commencement speech to Stanford in 2005. It is one of the greatest reflections on life we've ever heard. If you want to watch him give the speech we have the [video here](#).

I am honored to be with you today at your commencement from one of the finest universities in the world. I never graduated from college. Truth be told, this is the closest I've ever gotten to a college graduation. Today I want to tell you three stories from my life. That's it. No big deal. Just three stories.

The first story is about connecting the dots.

I dropped out of Reed College after the first 6 months, but then stayed around as a drop-in for another 18 months or so before I really quit. So why did I drop out?

It started before I was born. My biological mother was a young, unwed college graduate student, and she decided to put me up for adoption. She felt very strongly that I should be adopted by college graduates, so everything was all set for me to be adopted at birth by a lawyer and his wife. Except that when I popped out they decided at the last minute that they really wanted a girl. So my parents, who were on a waiting list, got a call in the middle of the night asking: "We have an unexpected baby boy; do you want him?" They said: "Of course." My biological mother later found out that my mother had never graduated from college and that my father had never graduated from high school. She refused to sign the final adoption papers. She only relented a few months later when my parents promised that I would someday go to college.

And 17 years later I did go to college. But I naively chose a college that was almost as expensive as Stanford, and all of my working-class parents' savings were being spent on my college tuition. After six months, I couldn't see the value in it. I had no idea what I wanted to do with my life and no idea how college was going to help me figure it out. And here I was spending all of the money my parents had saved their entire life. So I decided to drop out and trust that it would all work out OK. It was pretty scary at the time, but looking back it was one of the best decisions I ever made. The minute I dropped out I could stop taking the required classes that didn't interest me, and begin dropping in on the ones that looked interesting.

It wasn't all romantic. I didn't have a dorm room, so I slept on the floor in friends' rooms, I returned coke bottles for the 5¢ deposits to buy food with, and I would walk the 7 miles across town every Sunday night to get one good meal a week at the Hare Krishna temple. I loved it. And much of what I stumbled into by following my curiosity and intuition turned out to be priceless later on. Let me give you one example:

Reed College at that time offered perhaps the best calligraphy instruction in the country. Throughout the campus every poster, every label on every drawer, was beautifully hand calligraphed. Because I had dropped out and didn't have to take the normal classes, I decided to take a calligraphy class to learn how to do this. I learned about serif and san serif typefaces, about varying the amount of space between different letter combinations, about what makes great typography great. It was beautiful, historical, artistically subtle in a way that science can't capture, and I found it fascinating.

None of this had even a hope of any practical application in my life. But ten years later, when we were designing the first Macintosh computer, it all came back to me. And we designed it all into the Mac. It was the first computer with beautiful typography. If I had never dropped in on that single course in college, the Mac would have never had multiple typefaces or proportionally spaced fonts. And since Windows just copied the Mac, it's likely that no personal computer would have them. If I had never dropped out, I would have never dropped in on this calligraphy class, and personal computers might not have the wonderful

typography that they do. Of course it was impossible to connect the dots looking forward when I was in college. But it was very, very clear looking backwards ten years later.

Again, you can't connect the dots looking forward; you can only connect them looking backwards. So you have to trust that the dots will somehow connect in your future. You have to trust in something — your gut, destiny, life, karma, whatever. This approach has never let me down, and it has made all the difference in my life.

My second story is about love and loss.

I was lucky — I found what I loved to do early in life. Woz and I started Apple in my parents garage when I was 20. We worked hard, and in 10 years Apple had grown from just the two of us in a garage into a \$2 billion company with over 4000 employees. We had just released our finest creation — the Macintosh — a year earlier, and I had just turned 30. And then I got fired. How can you get fired from a company you started? Well, as Apple grew we hired someone who I thought was very talented to run the company with me, and for the first year or so things went well. But then our visions of the future began to diverge and eventually we had a falling out. When we did, our Board of Directors sided with him. So at 30 I was out. And very publicly out. What had been the focus of my entire adult life was gone, and it was devastating.

I really didn't know what to do for a few months. I felt that I had let the previous generation of entrepreneurs down - that I had dropped the baton as it was being passed to me. I met with David Packard and Bob Noyce and tried to apologize for screwing up so badly. I was a very public failure, and I even thought about running away from the valley. But something slowly began to dawn on me — I still loved what I did. The turn of events at Apple had not changed that one bit. I had been rejected, but I was still in love. And so I decided to start over.

I didn't see it then, but it turned out that getting fired from Apple was the best thing that could have ever happened to me. The heaviness of being successful was replaced by the lightness of being a beginner again, less sure about everything. It freed me to enter one of the most creative periods of my life.

During the next five years, I started a company named NeXT, another company named Pixar, and fell in love with an amazing woman who would become my wife. Pixar went on to create the worlds first computer animated feature film, *Toy Story*, and is now the most successful animation studio in the world. In a remarkable turn of events, Apple bought NeXT, I returned to Apple, and the technology we developed at NeXT is at the heart of Apple's current renaissance. And Laurene and I have a wonderful family together.

I'm pretty sure none of this would have happened if I hadn't been fired from Apple. It was awful tasting medicine, but I guess the patient needed it. Sometimes life hits you in the head with a brick. Don't lose faith. I'm convinced that the only thing that kept me going was that I loved what I did. You've got to find what you love. And that is as true for your work as it is for your lovers. Your work is going to fill a large part of your life, and the only way to be truly satisfied is to do what you believe is great work. And the only way to do great work is to love what you do. If you haven't found it yet, keep looking. Don't settle. As with all matters of the heart, you'll know when you find it. And, like any great relationship, it just gets better and better as the years roll on. So keep looking until you find it. Don't settle.

My third story is about death.

When I was 17, I read a quote that went something like: "If you live each day as if it was your last, someday you'll most certainly be right." It made an impression on me, and since then, for the past 33 years, I have looked in the mirror every morning and asked myself: "If today were the last day of my life, would I want to do what I am about to do today?" And whenever the answer has been "No" for too many days in a row, I know I need to change something.

Remembering that I'll be dead soon is the most important tool I've ever encountered to help me make the big choices in life. Because almost everything — all external expectations, all pride, all fear of embarrassment or failure - these things just fall away in the face of death, leaving only what is truly important. Remembering that you are going to die is the best way I know to avoid the trap of thinking you have something to lose. You are already naked. There is no reason not to follow your heart.

About a year ago I was diagnosed with cancer. I had a scan at 7:30 in the morning, and it clearly showed a tumor on my pancreas. I didn't even know what a pancreas was. The doctors told me this was almost certainly a type of cancer that is incurable, and that I should expect to live no longer than three to six months. My doctor advised me to go home and get my affairs in order, which is doctor's code for prepare to die. It means to try to tell your kids everything you thought you'd have the next 10 years to tell them in just a few months. It means to make sure everything is buttoned up so that it will be as easy as possible for your family. It means to say your goodbyes.

I lived with that diagnosis all day. Later that evening I had a biopsy, where they stuck an endoscope down my throat, through my stomach and into my intestines, put a needle into my pancreas and got a few cells from the tumor. I was sedated, but my wife, who was there, told me that when they viewed the cells under a microscope the doctors started crying because it turned out to be a very rare form of pancreatic cancer that is curable with surgery. I had the surgery and I'm fine now.

This was the closest I've been to facing death, and I hope it's the closest I get for a few more decades. Having lived through it, I can now say this to you with a bit more certainty than when death was a useful but purely intellectual concept:

No one wants to die. Even people who want to go to heaven don't want to die to get there. And yet death is the destination we all share. No one has ever escaped it. And that is as it should be, because Death is very likely the single best invention of Life. It is Life's change agent. It clears out the old to make way for the new. Right now the new is you, but someday not too long from now, you will gradually become the old and be cleared away. Sorry to be so dramatic, but it is quite true.

Your time is limited, so don't waste it living someone else's life. Don't be trapped by dogma — which is living with the results of other people's thinking. Don't let the noise of others' opinions drown out your own inner voice. And most important, have the courage to follow your heart and intuition. They somehow already know what you truly want to become. Everything else is secondary.

When I was young, there was an amazing publication called *The Whole Earth Catalog*, which was one of the bibles of my generation. It was created by a fellow named Stewart Brand not far from here in Menlo Park, and he brought it to life with his poetic touch. This was in the late 1960's, before personal computers and desktop publishing, so it was all made with typewriters, scissors, and polaroid cameras. It was sort of like Google in paperback form, 35 years before Google came along: it was idealistic, and overflowing with neat tools and great notions.

Stewart and his team put out several issues of *The Whole Earth Catalog*, and then when it had run its course, they put out a final issue. It was the mid-1970s, and I was your age. On the back cover of their final issue was a photograph of an early morning country road, the kind you might find yourself hitchhiking on if you were so adventurous. Beneath it were the words: "Stay Hungry. Stay Foolish." It was their farewell message as they signed off. Stay Hungry. Stay Foolish. And I have always wished that for myself. And now, as you graduate to begin anew, I wish that for you.

Stay Hungry. Stay Foolish.

Thank you all very much.

Steve Jobs 2005 Stanford University Commencement Address

Answer the following questions using RAD2.

1. In paragraph 10 we learn that between the ages of 20 and 30, Steve Jobs experienced great success and great failure. What does the text tell us were his successes and how did his failure occur?

2. Why does Jobs claim that, "getting fired from Apple was the best thing that could have ever happened to me"?

3. What does Jobs mean when he says, "Sometimes life hits you in the head with a brick"? He then tells his audience two things not to do, beginning his sentences with the word "Don't." What does paragraph 14 suggest he is trying to tell the Stanford graduates?

Obama's speech on importance of education

Published: Sept. 8, 2009 at 1:08 PM

ARLINGTON, Va., Sept. 8 (UPI) --

ARLINGTON, Va., Sept. 8 (UPI) -- The following are remarks made Tuesday by U.S. President Barack Obama to students at Wakefield High School in Arlington, Va.

Hello, everybody.

Thank you. Thank you. Thank you, everybody.

All right, everybody go ahead and have a seat.

How's everybody doing today?

How about Tim Spicer?

I am here with students at Wakefield High School in Arlington, Virginia. And we've got students tuning in from all across America, from kindergarten through 12th grade. And I am just so glad that all could join us today.

And I want to thank Wakefield for being such an outstanding host. Give yourselves a big round of applause.

I know that for many of you today is the first day of school. And for those of you in kindergarten or starting middle or high school it's your first day in a new school, so it's understandable if you're a little nervous.

I imagine there are some seniors out there who are feeling pretty good right now, with just one more year to go.

And no matter what grade you're in, some of you are probably wishing it were still summer, and you could've stayed in bed just a little longer this morning.

I know that feeling.

When I was young, my family lived overseas. I live in Indonesia for a few years. And my mother, she didn't have the money to send me where all the American kids went to school. But she thought it was important for me to keep up with American education.

So she decided to teach me extra lessons herself, Monday through Friday. But because she had to go to work, the only time she could do it was at 4:30 in the morning.

Now, as you might imagine, I wasn't too happy about getting up that early. A lot of times, I'd fall asleep right there at the kitchen table. But whenever I'd complain, my mother would just give me one of those looks and she'd say, "This is no picnic for me either, buster."

So I know that some of you are still adjusting to being back at school. But I'm here today because I have something important to discuss with you. I'm here because I want to talk with you about your education and what's expected of all of you in this new school year.

Now, I've given a lot of speeches about education, and I've talked about responsibility a lot.

I've talked about teachers' responsibility for inspiring students and pushing you to learn.

I've talked about your parents' responsibility for making sure you stay on track, and you get your homework done, and don't spend every waking hour in front of the TV or with the Xbox.

I've talked a lot about your government's responsibility for setting high standards, and supporting teachers and principals, and turning around schools that aren't working where students aren't getting the opportunities that they deserve.

But at the end of the day, we can have the most dedicated teachers, the most supportive parents, the best schools in the world, and none of it will make a difference -- none of it will matter -- unless all of you fulfill your responsibilities: unless you show up to those schools, unless you pay attention to those teachers, unless you listen to your parents and grandparents and other adults and put in the hard work it takes to succeed.

And that's what I want to focus on today: the responsibility each of you has for your education. I want to start with the responsibility you have to yourself.

Every single one of you has something that you're good at. Every single one of you has something to offer. And you have a responsibility to yourself to discover what that is. That's the opportunity an education can provide.

Maybe you could be a great writer; maybe even good enough to write a book or articles in the newspaper. But you might not know it until you write that English paper -- that English class that's assigned to you.

Maybe you could be an innovator or an inventor; maybe even good enough to come up with the next iPhone or the new medicine or vaccine. But you might not know it until you do your project for your science class.

Maybe you could be a mayor or a senator or a Supreme Court justice. But you might not know that until you join student government or the debate team.

And no matter what you want to do with your life, I guarantee that you'll need an education to do it.

You want to be a doctor or a teacher or a police officer, you want to be a nurse or an architect, a lawyer or a member of our military, you're going to need a good education for every single one of those careers.

You cannot drop out of school and just drop into a good job. You've got to train for it and work for it and learn for it.

And this isn't just important for your own life and your own future. What you make of your education will decide nothing less than the future of this country. The future of America depends on you.

What you're learning in school today will determine whether we as a nation can meet our greatest challenges in the future.

You'll need the knowledge and problem-solving skills you learn in science and math to cure diseases like cancer and AIDS, and to develop new energy technologies, and protect our environment.

You'll need the insights and critical thinking skills you gain in history and social studies to fight poverty and homelessness, crime and discrimination, and make our nation more fair and more free.

You'll need the creativity and ingenuity you develop in all your classes to build new companies, that'll create new jobs and boost our economy.

We need every single one of you to develop your talents and your skills and your intellect so you can help us old folks solve our most difficult problems.

If you don't do that, if you quit on school, you're not just quitting on yourself, you're quitting on your country.

Now, I know it's not always easy to do well in school. I know a lot of you have challenges in your lives right now that can make it hard to focus on your school work. I get it. I know what it's like.

My father left my family when I was 2 years old, and I was raised by a single mom who had to work and had struggled at times to pay the bills and wasn't always able to give us the things that other kids had. There were times when I missed having a father in my life.

There were times when I was lonely and I felt like I didn't fit in.

So I wasn't always as focused as I should have been on school, and I did some things that I'm not proud of, and I got in more trouble than I should have. And my life could have easily taken a turn for the worse.

But I was -- I was lucky. I got a lot of second chances and I had the opportunity to go to college and law school and follow my dreams.

My wife, our first lady, Michelle Obama -- she has a similar story. Neither of her parents had gone to college, and they didn't have a lot of money. But they worked hard, and she worked hard, so that she could go to the best schools in this country.

But some of you might not have those advantages. Maybe you don't have adults in your life who give you the support that you need. Maybe someone in your family has lost their job, and there's not enough money to go around. Maybe you live in a neighborhood where you don't feel safe, or have friends who are pressuring you to do things you know aren't right.

But at the end of the day, the circumstances of your life -- what you look like, where you come from, how much money you have, what you've got going on at home -- none of that is an excuse for neglecting your homework or having a bad attitude in school. That's no excuse for talking back to your teacher or cutting class or dropping out of school.

There is no excuse for not trying.

Where you are right now doesn't have to determine where you'll end up. No one's written your destiny for you. Because here in America you write your own destiny, you make your own future.

That's what young people like you are doing every day, all across America; young people like Jazmin Perez, from Roma, Texas.

Jazmin didn't speak English when she first started school. Neither of her parents have gone to college. But she worked hard, earned good grades and got a scholarship to Brown University, and is now in graduate school, studying public health, on her way to becoming Dr. Jazmin Perez.

I'm thinking about Andoni Schultz from Los Altos, California, who's fought brain cancer since he was 3. He's had to endure all sorts of treatments and surgeries, one of which affected his memory so it took him much longer -- hundreds of extra hours -- to do his school work, but he never fell behind. He's headed to college this fall.

And then there's Shantell Steve from my hometown of Chicago, Illinois. Even when bouncing from foster home to foster home in the toughest neighborhoods in the city, she managed to get a job at a local health care center, start a program to keep young people out of gangs, and she's on track to graduate high school with honors and go on to college.

And Jazmin, Andoni and Shantell aren't any different from any of you. They face challenges in their lives just like you do. In some cases, they've got it a lot worse off than many of you. But they refuse to give up. They chose to take responsibility for their lives, for their education and set goals for themselves, and I expect all of you to do the same.

That's why today I'm calling on each of you to set your own goals for your education and do everything you can to meet them.

Your goal can be something as simple as doing all your homework, paying attention in class, or spending some time each day reading a book. Maybe you'll decide to get involved in an extracurricular activity or volunteer in your community. Maybe you'll decide to stand up for kids who are being teased or bullied because of who they are or how they look, because you believe, like I do, that all young people deserve a safe environment to study and learn.

Maybe you'll decide to take better care of yourself so you can be more ready to learn.

And along those lines, by the way, I hope all of you are washing your hands a lot and that you stay home from school when you don't feel well so we can keep people from getting the flu this fall and winter.

But whatever you resolve to do, I want you to commit to it. I want you to really work at it.

I know that sometimes you get that sense from TV that you can be rich and successful without any hard work; that your ticket to success is through rapping or basketball or being a reality TV star.

Chances are, you're not going to be any of those things.

The truth is, being successful is hard. You won't love every subject that you study. You won't click with every teacher that you have. Not every homework assignment will seem completely relevant to your life right at this minute. And you won't necessarily succeed at everything the first time you try.

That's OK. Some of the most successful people in the world are the ones who've had the most failures.

J.K. Rowling, who wrote Harry Potter -- her first Harry Potter book was rejected 12 times before it was finally published.

Michael Jordan was cut from his high school basketball team. He lost hundreds of games and missed thousands of shots during his career. But he once said, "I have failed over and over and over again in my life, and that's why I succeed."

These people succeeded because they understood that you can't let your failures define you; you have to let your failures teach you; you have to let them show you what to do differently the next time.

So if you get into trouble, that doesn't mean you're a troublemaker. It means you need to try harder to act right.

If you get a bad grade, that doesn't mean you're stupid. It just means you need to spend more time studying.

No one's born being good at all things. You become good at things through hard work. You're not a varsity athlete the first time you play a new sport. You don't hit every note the first time you sing a song. You've got to practice.

The same principle applies to your schoolwork. You might have to do a math problem a few times before you get it right. You might have to read something a few times before you understand it. You definitely have to do a few drafts of a paper before it's good enough to hand in.

Don't be afraid to ask questions. Don't be afraid to ask for help when you need it. I do that every day. Asking for help isn't a sign of weakness, it's a sign of strength, because it shows you have the courage to admit when you don't know something and that, then, allows you to learn something new.

So find an adult that you trust -- a parent, a grandparent or a teacher, a coach or a counselor -- and ask them to help you stay on track to meet your goals.

And even when you're struggling, even when you're discouraged, and you feel like other people have given up on you, don't ever give up on yourself. Because when you give up on yourself, you give up on your country.

The story of America isn't about people who quit when things got tough. It's about people who kept going, who tried harder, who loved their country too much to do anything less than their best.

It's the story of students who sat where you sit 250 years ago, and went on to wage a revolution and they founded this nation -- young people; students who sat where you sit 75 years ago who overcame a depression and won a world war; who fought for civil rights and put a man on the moon; students who sat where you sit 20 years ago who founded Google, Twitter and Facebook and changed the way we communicate with each other.

So today I want to ask all of you, what's your contribution going to be? What problems are you going to solve? What discoveries will you make? What will a president who comes here in 20 or 50 or 100 years say about what all of you did for this country?

Now, your families, your teachers and I are doing everything we can to make sure you have the education you need to answer these questions. I'm working hard to fix up your classrooms and get you the books and the equipment and the computers you need to learn.

But you've got to do your part, too. So I expect all of you to get serious this year. I expect you to put your best effort into everything you do. I expect great things from each of you.

So don't let us down. Don't let your family down, or your country down. Most of all, don't let yourself down. Make us all proud.

Thank you very much, everybody.

God bless you. God bless America.

Thank you. Thank you.

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Obama's speech on the importance of education

President Obama uses several anecdotes throughout the course of his speech. Why did Obama choose to provide his listener with anecdotal evidence as opposed to statistical evidence? Describe the impact of the anecdote on the listener.

On page four of his speech, Obama quotes Michael Jordan. He says, "I have failed over and over again in my life, and that's why I succeed." What can one infer from Jordan's failures?

What is the central idea of the speech? What methods does Obama use to develop this idea over the course of the speech?

Task

It has become a popular notion in the United States that all students should go to college, however recently there has been much debate surrounding this ideology. Is college the right path for everyone? You decide.

Using the informational texts and speeches provided for you, write an argumentative essay in which you evaluate the merits of college for everyone. Should everyone go to college?

In your essay be sure to:

- Introduce claim(s) (which means that you must chose a side and explain why this perspective is valid)
- Acknowledge distinguish the claim(s) from alternate or opposing claims (which means that you must state the counter argument, explain why it is incorrect and why your argument is superior. This should be a full paragraph)
- Organize the reasons and evidence logically. (Use the following format to structure your paragraphs: claim, explanation/reasoning, which is your opinion stated as a fact and evidence from the text to support your claim and reasoning)
- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. (Use evidence from all four texts; make sure that you state the name of the text or the author when quoting. For example, "As stated in a recent *NY Times* article, "Saying No to College" ..."
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. (Be sure to include transition words in your writing. See attached list of transition words)
- Establish and maintain a formal style (This is a formal academic piece of writing. One should never use the 1st or 2nd person in formal academic writing, which means no I, me, my, mine, you, your, our. Instead of saying I think that everyone should go to college, simply say everyone should go to college. If you are confused please refer to the attached differences between Persuasive and Argumentative writing reference sheet)
- Provide a concluding statement or section that follows from and supports the argument presented.

This essay should be typed, using Times New Roman or Arial font, single spaced and no larger than 12pt. DO NOT WRITE A HEADING AT THE TOP OF THE PAGE. WHEN YOU FINISH TYPING THE ESSAY SIMPLY SKIP TWO LINES AND ONLY YOUR FIRST AND LAST NAME ON THE RIGHT HAND SIDE. SEE THE EXAMPLE BELOW:

Jane Smith

Space / Location / Place

in the middle
to the left/right
in front of
on this side
in the distance
here and there
in the foreground
in the background
in the center of

adjacent to
opposite to

here
there
next
where
from
over
near
above
below
down
up
under
between

further
beyond
nearby
wherever
around
before
alongside
amid
among
beneath
beside
behind
across

Conclusion / Summary / Restatement

as can be seen
generally speaking
in the final analysis
all things considered
as shown above
in the long run
given these points
as has been noted
in a word
for the most part

after all
in fact
in summary
in conclusion
in short
in brief
in essence
to summarize
on balance
altogether

overall
ordinarily
usually
by and large
to sum up
on the whole
in any event
in either case
all in all

Time / Chronology / Sequence

at the present time
from time to time
sooner or later
at the same time
up to the present time
to begin with
in due time
until now
as soon as
in the meantime
in a moment
without delay
in the first place
all of a sudden
at this instant

immediately
quickly
finally

after
later
last
until
since
then
before
hence
since
when
once
about
next
now

formerly
suddenly
shortly

henceforth
whenever
eventually
meanwhile
further
during
first, second
in time
prior to
forthwith
straightaway

instantly
presently
occasionally

Subordinating

after
although
as
as if
as long as
because
before
how
(only) if
in case that
in order that
provided that

Correlative

as . . . as
just as . . . so
both . . . and

Coordinating

F	A	N	B	O	Y	S
For	And	Nor	But	Or	Yet	So

Conjunctions

now that
once
rather than
since
so that
than
that
though
till
unless
until

what
when
where
whereas
whether
which
while
who
whom
whose
why

not . . . but
whether . . . or
not only . . . but also



Subtle, but Significant differences between Persuasive Writing v. Argumentative Writing

<p>Goal of persuasive writing: To get reader to agree with you/your point of view on a particular topic.</p>	<p>Goal of argumentative writing: To get reader to acknowledge that your side is valid and deserves consideration as another point of view.</p>
<p>General technique of persuasive writing: Blends facts and emotion in attempt to convince the reader that the writer is “right.”(Often relies heavily on opinion.)</p>	<p>General technique of argumentative writing: Offers the reader relevant reasons, credible facts, and sufficient evidence to honor the writer has a valid and worthy perspective.</p>
<p>Starting point of persuasive writing: <i>Identify</i> a topic <i>and</i> your side.</p>	<p>Starting point of argumentative writing: <i>Research</i> a topic and <i>then</i> align with one side.</p>
<p>Viewpoint presented in persuasive writing: Persuasion has a single-minded goal. It is based on a personal conviction that a particular way of thinking is the only sensible way to think. Writer presents one side— his side.</p> <p>(Persuasive writing <i>may</i> include ONE opposing point, it is then quickly dismissed/refuted.)</p>	<p>Viewpoint presented in argumentative writing: Acknowledge that opposing views exist, not only to hint at what a fair-minded person you are, but to give you the opportunity to counter these views tactfully in order to show why you feel that your own view is the more worthy one to hold.</p> <p>Writer presents multiple perspectives, although is clearly for one side.</p>
<p>Audience of persuasive writing: Needs intended audience. Knowing what they think and currently believe, the writer “attacks” attempting to persuade them to his side.</p>	<p>Audience of argumentative writing: Doesn’t need an audience to convince. The writer is content with simply putting it out there.</p>
<p>Attitude of persuasive writing: Persuasive writers want to gain another “vote” so they “go after” readers more aggressively. Persuasive writing is more personal, more passionate, more emotional.</p>	<p>Attitude of argumentative writing: Simply to get the reader to consider you have an idea worthy of listening to. The writer is sharing a conviction, whether the audience ends up agreeing or not.</p>



The Book Thief

Answer the following questions based on your reading of the novel. Be sure to use RAD2 when you are answering them.

1. **Consider Zusak's use of foreshadowing. By revealing how characters die early on, or the outcomes to certain events, does Zusak make the novel less suspenseful or more?**
2. **Hans manages to survive two World Wars, seemingly by luck. Is Hans merely a fortunate man, or does he have other qualities that help him survive?**
3. **When Liesel reads aloud to the others in the bomb shelter for the first time, a voice inside her says, "This is your accordion." What does that mean?**
4. **Evaluate the pros and cons of Hans giving bread to an elderly Jew condemned to a concentration camp. Were the consequences worth the benefits?**
5. **Write a one page objective summary of the novel.**

Steve Jobs: The Man Who Thought Different
Answer the following questions using RAD2.

1. One of Steve Jobs mottos was: 'Think differently'. How do you think this led to his success? What challenges did he face as a result? Use evidence from the text to support your response.
2. What characteristics did Steve Jobs have that made him a good leader of Apple? What traits weren't so great? Use evidence from the text to support your response.
3. Write a one page objective summary of the biography.

Providing an Objective Summary RI 8.2

Once you have determined the central idea of a text, it is important that students are able to find the supporting details and create a succinct and accurate summary of the text.

There are two key parts to addressing this standard: 1) writing a summary of a text, and 2) making it objective or unbiased.

What is a summary?

- A shortened form of a text – in your own words.
- A statement of the main idea of the text with a few supporting details to support the main idea.

What is bias?

It is important that students know that bias is based on OPINION. In the case of a summary, we are not allowed to insert our own opinion...we must only include FACTS found in the text. By including facts only—that we can provide proof for from a text, we are able to say that our summary is objective and unbiased. In other words, opinions such as “This is a great book” or “The author doesn’t like Jim” or “The snake is a disgusting creature” would NOT be found in a summary.

To help write an objective summary of a text, students must:

1. Determine the central idea of the text (see above).
2. Be able to extract sentences that support this main idea directly from the text. (The summary should be written in the students’ own words, however.)
3. Use these sentences to put together a summary of the text that is clear, concise, and brief.
4. Write a summary that reflects the structure of the original text. For example, if the text is in chronological order, the summary should be as well.
5. Leave out minor details found in the text.

Once students have completed their summary, have them go back and answer these questions:

1. Have I ONLY included the most important or major details in my summary?
2. Is my summary written in my own words?
3. Does my summary include ONLY facts based upon the article?
4. Does my summary follow the structure of the original text?
5. Have I written my summary in only one paragraph?
6. Would someone who has never read the complete text clearly understand what it was about from ONLY reading my summary?