

English Language Arts Summer Reading Assignment

June 10, 2020

Dear graduate of the class of 2023,

My name is Laurence Berkowitz-Torres. Please call me, "Mr. Berkowitz," although I also respond to "Berkowitz" or "Berk." Fortunately, this past school year, I joined many of you for seventh period lunch. Many of you may recall how I would shout, "READY!" in order to get your attention. I am tall, loud, and large. I always write a letter to in-coming sophomores. This letter has to be slightly different. **Yes, please read all of this letter. I want you to get to know me before you get to the assignment.**

Traditionally, at this time of the year, I would have come into your ninth grade English class to personally introduce myself to you, explain the summer reading assignment, and provide my contact information in case you have questions. Many of you are visual learners, so seeing my face at the end of ninth grade allows you to connect a person/face to the subject for the coming school year. It is simple visual recognition- you know who to go to for help. This is also important, because much like Mr. Lotto who teaches all of the ninth graders in the same year, I will have all of you, the sophomores, in the same year. I have been following this tradition ever since I began teaching tenth grade English at Yonkers Montessori Academy almost ten years ago.

It is without question that this year broke with tradition. Things are different.

I will be your tenth grade English teacher. Of this, I am certain. I am not certain of much else for next year. Normally, I would remind you that tenth grade ends with the Common Core English Regents exam. At Yonkers Montessori Academy (YMA), students take the exam at the end of tenth grade instead of the middle of eleventh grade. Now, I am not sure if next year will result in a Regents. Neither myself, nor Mrs. Scheifer, nor Mr. Stein, nor your administrator, Mrs. Cholewa, has had to help so many people during such uncertain times. So, you are not alone in this insecurity.

I can be a little cranky and suspicious of "School Spirit," so in the past I had to stop myself from laughing when Principal Dr. Rivera or Assistant Principal DeMatteo would say, "We are better together." But now, I am sure you would probably agree that we would be "better together" in school instead of being stuck in a "box." Understand, I do not want to compromise your health by sending us back to school with the Coronavirus still wreaking havoc. But, like it or not, we are together but also a part. We are living in one of the most extra-ordinary times of history. We are living through a pandemic that may prevent us from starting next year in school. We are living through a period of peaceful protest and, hopefully, non-violent revolution. We are here. We are living. We are changing in a world that is changing around us.

You, each of you, will be stronger than I will. You learn how to survive. You will learn to adapt. You will learn what matters the most to you. I warn you, I can be sappy and long-winded obviously. You will help me survive. I will hopefully help you survive.

Along with your help, my wife and son help me. Throughout this pandemic and isolation, I find myself holding and hugging my son whenever I get overwhelmed or anxious. My wife constantly calms me down. She is not as worried. She has lived through revolutions, tropical storms, hurricanes black-outs, and earthquakes. She has literally traveled the world. My wife, Mrs. Berkowitz-Torres, but her students call her, "Mrs. Torres," teaches ninth grade and twelfth grade English at Woodlands High School. She is Dominican. She was born in Washington Heights and raised in the Dominican Republic until she went to college. She went to Manhattanville College in Purchase, NY. That is where we met. We have a son, Sam; he just turned two. In the past 3 months of "Distance Learning," my wife has helped me stay calm. I worry a lot- about getting sick and then getting both my wife and son sick; about my students or their families getting sick; about providing each of you with the best opportunities; about being fair. Since June, I worry about your safety and health more than ever.

In the past few weeks, I have seen the boarded up windows of stores lining Mclean Avenue and the many streets of Yonkers. While teaching class through Zoom, students have privately messaged me to let me know of growing riots and the police presence near their apartments. I have received e-mails from students who are worried about

their ill parents or worried about people breaking into their homes at night. I have received e-mails from students worried about their family members who work as police officers or firefighters. We are not a homogenous community.

Yonkers Montessori Academy (YMA) is a unique opportunity. By the way, I have taught at The Children's Studio School in Washington, DC, at Woodlands High School in Greenburgh, and at Yonkers' Lincoln High School. Only at Yonkers Montessori Academy do I have the chance to meet some of you as preschoolers or elementary school students or middle school students. More importantly, YMA is one of the smaller and more diverse schools in Yonkers. For example, Lincoln High School has approximately 300 students per grade: that is more than twice the size of our graduating classes; however, we can boast students of different religions, races, nationalities, ethnicities, sexualities, genders, and backgrounds: each one equal in value and ability; each one with their own hopes and worries. In an English class, we talk about humanity; we consider every view-point and perspective.

Now more than ever, I find it is important to tell you about myself and my family. I have to be objective and sympathetic. Recently, one of my students scolded me and asserted that I could not empathize with him/her or with you, my students, because of my age, gender, race, ethnicity, or background. Those of you who have Mrs. Schleifer would consider this student's claim a controversial statement. But she is right. I am not each of you. My father served in the Vietnam War. A close friend of mine is a soldier in the army. My uncles and aunts survived over eight different Concentration Camps during the Holocaust. I have been attacked for my Jewish religion while in middle school and while I was an adult. I have had my life threatened by the police in New York and in another country for no reason. My mother died of lung and brain cancer just after I graduated college. I have had friends die of natural causes, cancer or suicide. And those are just my experiences. They have informed my perspective. Still, I am here. I am living. I am changing in a world that is changing around me.

Some things that are true about me is that I love comic books. I grew up reading "X-men" comic books. I do not have the same amount of time to read comic books or watch television, but I like to watch "Bob's Burgers." My wife loves Tina. I am a mix of Bob and Louise. One of my favorite movies is "The Dark Knight" but I also love "The Shawshank Redemption" and the original "Willy Wonka and the Chocolate Factory." I do not have one favorite movie. I try to appreciate each movie and novel for what it is and does. Everything story has its strengths and weaknesses: they are stories about people by people. And I have learned that only the dead are perfect, for they have nothing else to improve. In terms of music, my wife has introduced me to Juan Luis Guerra and Mana, but she loves Coldplay. I love Juan Luis Guerra. I also love listening to Motown and Soul music. I cannot get enough Nina Simone, Sam Cooke, or Solomon Burke. One of our favorite songs is "Home" by Edward Sharpe and the Magnetic Zeros. My biggest regret was not seeing Wu-Tang Clan in concert with Linkin Park, but I have seen the following artists in concert: Juan Luis Guerra, John Legend, Lauren Hill, Bjork, Radiohead, and U2. I am not much of an athlete, but my son likes playing basketball. I grew up a Yankees fan and a Knicks fan, but I don't follow as closely as I did when I was a teenager. Keep in mind, I was in tenth grade just as the Yankees began to legitimately win World Series, Derek Jeter's early years. Tastes change.

So as one group of sophomores changes into juniors, I welcome each of you as you change into and become tenth graders. I doubt you feel completely comfortable with me, but now you know me. There is much to talk about. And that is the first assignment over the summer.

Over the summer, I normally assign 3 assignments:

- 1. Read and annotate four documents- just like the documents on the Common Core English Regents*
- 2. Identify 5 words that you do not know from these documents*
- 3. Read a novel/book of fiction and complete 8 reading logs*

I will definitely assign the first two assignments.

FOR NOW, I FIRST WANT YOU TO CONTACT ME! I WANT YOU TO WRITE ME AN E-MAIL!

BEFORE THE END OF JULY, PLEASE SEND ME ONE E-MAIL. SEND THE SAME EMAIL TO TWO ADDRESSES:

• LBerkowitz@yonkerspublicschools.org

• ELABerkowitz7@gmail.com

IF I DO NOT GET IT FROM ONE ADDRESS, IT SHOULD GO TO THE OTHER!

Now, I do not expect for your to write as much as I have. Nor do I expect perfect spelling, grammar, or punctuation.

But please write me three paragraphs

- **Introduce yourself**
- **Discuss how you have been affected and changed since March 13, 2020**
- **Explain what is most important to you**

Once I hear from you, I can determine the rest of the summer assignment.

On June 18, 2020, I will post the specific assignments on the school website under my name:

<https://www.yonkerspublicschools.org/Domain/638>

I look forward to hearing from all of you.

Now, please understand my rules on confidentiality. I call it Berkowitz Law 167: "I repeat nothing." This means that I will listen and ask questions. Now, if it threatens you, your family, or someone else, I will ask if I might pass this information onto an administrator. For example, if you or your family falls ill from CoVid 19, I will ask if you will allow me to tell an administrator. If you tell me that people have been trying to break into your house at night, which has made it difficult for you to sleep so you have been staying awake at night instead of during the day, I will ask if you will allow me to tell an administrator. My first job is to insure that you are safe.

Thank you for your time, patience, attention, and confidence.

Until we speak again, sincerely,

Mr. Laurence Berkowitz-Torres
Sam's dad and your prospective tenth grade English teacher



I. TRADITIONAL SUMMER ASSIGNMENTS

Summer vacation can best be compared to baseball's spring training or football's preseason- both of them requires some practice. When you return, I do not want you out of practice. **And practice counts! In fact, I want you to**

“practice” reading and writing about those things that interest you. This can be done carefully within hours over the course of EIGHT WEEKS or done carelessly over the course of 3 days.

EACH ASSIGNMENT ACCRUES A GRADE FOR THE FIRST MARKING PERIOD!

Assignment 1: Vocabulary in Context (VIC)

You will also submit **ONLY 5** vocabulary words from the **FOUR** documents on Hosting the Olympics. This will be on a separate sheet of paper. The attached articles and directions will outline how you must find the word, copy the sentence before, copy the sentence after, and define the word and the part of speech. **This will count as 1 test grade.**

Assignment 2: Non-Fiction Reading and Writing

You will submit 4 annotated nonfiction articles on Hosting the Olympics.

Text 1- “Impact of the Games on Olympic Host Cities”

Text 2- “When the Games Come to Town: Host Cities and the Local Impacts of the Olympics”

Text 3- “3 Reasons Why Hosting the Olympics Is A Loser’s Games”

Text 4- “Factsheet: Legacies of the Games”

You will use these annotated documents to write an argument.

TENTATIVE Part 3: Narrative Fiction and Prose (A Novel or Book)- THIS MAY CHANGE!

Reading is like swimming! You dive into a world and propel yourself forward, but you need to stop ever so often to catch your breath. I am requiring you to complete **at least** one novel/literary work of fiction. Read for 45-minutes at a time, then complete a reading log. The reading log is a chance for you to catch up and reflect on what you read.

You will complete **FOUR Reading Logs** at the beginning of September

You will present the last **FOUR Reading Logs** at the end of September

EACH READING LOG IS WORTH 50 POINTS.

THESE READING LOGS WILL ACT AS 4 INDIVIDUAL TEST GRADES, SO YOU NEED 8 READING LOGS!

YOU MUST READ ONE OF THE FOLLOWING...

Δ S.E. Hinton’s That Was Then, 150 pages, each chapter is approximately 15 to 18 pages

- Each reading log should be one chapter; however, one reading log should combine chapters 3 and 4*

Δ Laurie Halse Anderson’s Speak, 197 pages, 26 pages per reading log

- Each reading log should include 23 pages; the novel is divided into “Marking Periods” of 46 pages*

YOU MAY READ THE FOLLOWING BOOK ADDITIONALLY AS A CHALLENGE...

Δ Sue Monk Kidd’s The Secret Life of Bees, 336 pages, 42 pages per reading log

Δ Yann Martel Life of Pi, 326 pages, 41 pages per reading log

Δ Markus Zusak The Book Thief, 592 pages, 74 pages per reading log

If you have any questions, concerns or need additional reading logs, please e-mail me before Friday, August 14, 2020

I am requiring that you read for 40 minutes at a time.

Parent Signature _____

SUMMER VACATION NON-FICTION and VOCABULARY ASSIGNMENTS

I. **PRELIMINARY VOCABULARY TEST, due Monday, September 7, 2020**

IDENTIFY FIVE “UNFAMILIAR” or NEW VOCABULARY WORDS FROM THESE DOCUMENTS

Directions: *On a separate sheet of paper, complete the following for each word....*

A. *THREE POINTS FOR EACH WORD YOU COPY*

B. *TWO POINTS FOR WRITING DOWN EACH TEXT*

C. *ONE POINT FOR WRITING DOWN EACH LINE*

D. *THREE POINTS TO COPY THE SENTENCE WITH “NEW” WORD*

• *YOU MUST PUT THE SENTENCE IN QUOTES OR LOSE A POINT!*

E. *THREE POINTS TO COPY THE SENTENCE BEFORE THE SENTENCE WITH THE WORD*

• *YOU MUST PUT THE SENTENCE IN QUOTES OR LOSE A POINT!*

F. *THREE POINTS TO COPY THE SENTENCE AFTER THE SENTENCE WITH THE WORD*

• *YOU MUST PUT THE SENTENCE IN QUOTES OR LOSE A POINT!*

G. *TWO POINTS FOR THE WORD’S PART OF SPEECH*

H. *THREE POINTS FOR THE WORD’S DEFINITION*

For example...

A. *WORD 1: “MANDATORY”*

B. *TEXT: 1*

C. *LINE: 5*

D. *“Thirty one countries have some form of mandatory voting according to the International Institute for Democracy and Electoral Assistance.”*

E. *“And it would ease the intense partisan polarization that weakens our capacity for self-government and public trust in our governing institutions.”*

F. *“The list includes nine members of the Organization for Economic Cooperation and Development and two-thirds of the Latin American nations.”*

G. *Adjective*

H. *–describes something that is required by rules and by law*

II. **ESSAY PREPARATION, due Monday, September 14, 2020**

Read and annotate these four documents to determine **whether or not Yonkers should bid to host an Olympic Games**. *This will be your first essay. We will use this for paraphrasing upon your return.*

For each document please complete the following:

Δ PREDICT

Underneath each title, predict what this article will discuss.

Δ ANNOTATE

- *Take notes on the Main Idea for every paragraph or every five lines- EVEN CHARTS*
- *Underline NO MORE than 2 lines of supporting details per chunk*

Δ SUMMARIZE

• *Determine the GENERAL IDEA of the ENTIRE DOCUMENT: Who, what, where, when, which group, why*

Δ SYNTHESIZE

- *Determine the AUTHOR’S perspective on the topic and identify at least 2 reasons for their POV-
iiii DID THE AUTHOR AGREE WITH HAT WAS HAPPENING? DID HE/SHE OPPOSE IT? BOTH?!!!!*

Introduction

...Staging an Olympic Games represents a long and expensive commitment of a city to this mega event. The impact can be divided into four separate periods:

1. the preparation of a bid and the winning of the right to host the Games;
2. the seven year period of preparation for the staging of the Games;
- 5 3. the short period (16 days in 2000) when the Olympic Games are staged followed by the Paralympic Games;
4. the much longer post-Games era.

There are also many types of impact to consider:

- alterations in design of the city;
- 10 • changes to the physical and the built environment;
- the representation of a city and country and its culture;
- improvements in air, road and rail transport;
- increased costs and taxes;
- changes in governance and public decision-making;
- 15 • innovations in politics and political relationships;
- potential increased tourism and business activity;
- the creation of new sporting venues which have potential for post-Games community use;
- the potential of greater community consultation, involvement and even protest;
- 20 • the involvement of the community as volunteers and torch-bearers.

Debates and controversies

The impact of an Olympic Games on host cities is a matter of continuing debate and controversy. There are many continuing issues and questions and [*sic*] about the impact of the Games. Below are six areas of continuing debate.

1. The decision to bid for the games — does it represent ‘manufactured consent’?

25 While an Olympic bid is made on behalf of all the people of a city, the majority are only indirectly consulted as to whether they want their city to bid for an Olympic Games and what they want to achieve in the process. A bid is usually framed in terms of some community benefit — such as urban renewal, improved transport or better sporting facilities — which it is claimed will counter the potential costs and burdens to the community. Public opinion polls are usually cited by the bid proposers as proof of
30 public support for a bid. ...

2. Community consultation about the impact of the games

35 This is a related issue about the degree of community consultation during the preparations for the staging of an Olympic Games. Fast-tracking of venues and other Olympic projects are common practices because of the enormity of the task of preparing for the Games in a short time frame. As a result there is usually limited community consultation and the over-riding of local concerns are justified as being in the city and national interest. ...

3. Positive versus negative impacts on host cities — weighing the balance

40 The costs and benefits of an Olympic Games are matters of continuing debate
before, during and after the Games. It is virtually impossible to know the true cost to a
city of hosting an Olympic Games because there is no accepted way of assessing
expenditure. Olympic budgets are both political, contentious¹ and notoriously
unreliable. To present Olympic expenditure in the best possible light host cities often
hide certain items or shift them to other budgets. Olympic infrastructure² costs may
appear in the government's public works budget rather than the Olympic budget.
45 Presumably there is a fear that the disclosure of the full costs of staging an Olympic
Games might diminish the degree of public support for this event. ...

4. Spreading the costs and benefits of the games

50 There has been much discussion about who benefits most from the Games in the
host city — and the host country for that matter — and whether the costs and burdens
are shared equally. While it is clear that the Games can produce tangible benefits for
government and business, and the tourism industry in particular, the non-tangible
benefits for the community are less self-evident, other than the privilege of participating
in the Games in one way or another. A lot depends, in this instance, on whether the
promises to the community at the time of the bid — better sports facilities and urban
infrastructure — are actually kept. ...

5. Community anti-Olympic lobbies

55 ...While there has been a proliferation of community anti-Olympic and watchdog
groups, there is very limited empirical³ evidence of their support base. It is difficult to assess
their significance and whether they speak for anyone other than radical fringe groups.

6. An erosion in human rights in the host city?

60 Because so much is at stake when an Olympic Games are held — the city and the
country needs to look its best — the staging of an Olympic Games can lead to an
erosion of human rights for the citizens of that city and country. The demands of tighter
security also provide the justification for an organising committee or a government to
introduce laws to restrict individual liberties particularly during the Games so as to
eliminate any 'negativities' that might be seized upon by the international media. ...

65 There is the danger that this erosion of civil liberties, during an Olympic Games,
may be extended and provide the excuse for 'temporary' measures to remain in place
for the longer term. ...

¹ contentious — likely to cause arguments

² infrastructure — the basic facilities, services, and installations needed for the functioning of a community

³ empirical — based on experience

SUMMARIZE THE AUTHOR'S GENERAL IDEA- WHO, WHAT, WHICH, WHAT HAPPENED WHERE, WHEN):

SYNTHESIZE THE AUTHOR'S MESSAGE OR PURPOSE OF THIS TEXT- WHAT WAS HIS/HER THESIS or PERSPECTIVE OF THE TOPIC! DID HE/SHE ADVOCATE OR OPPOSE ? WHAT TWO REASONS DOES HE/SHE HAVE?

THESIS/CENTRAL CLAIM

REASONS

P: THIS WILL BE DISCUSS

Employment and the Olympics

...Most of the employment growth related to the Olympics happens before the Games, in the preparation stage. As we might expect, there have been some steep losses in employment immediately after the Games, once construction is over and supporting services are not needed (LERI 2007:27). These losses almost stand against the intention to regenerate the locale or host city, as the ability to maintain the momentum of economic growth is important. ...

Employment opportunities?

Although the Olympics do create employment, the majority of Olympic-related work is **temporary** (Miguelez 1995:157). As a result analysts suggest we should strongly question the ‘value’ of the employment created (Home & Whitson 2006:79). It will mostly be short and sweet — and low-skilled.

- **LA Games 1984:** 16,520 people for 30 days
- **Seoul Games 1988:** 33,500 people for 30 days

The main form of job creation in the Olympics relates to the creation of infrastructure, what is built to accommodate the hosting of the Olympics. Here the major source of employment pre-event is in construction.

CONSTRUCTION Major work creation is in construction, where jobs will broadly fit into two skill levels — highly skilled specialist labour and low skilled labour (Crookston 2004:57). As a result there is potential for polarisation in the job market (Poynter 2006:26), especially because the Olympics has to be built to a very tight schedule and it is unlikely contractors will train unskilled workers, instead recruiting more widely (Evans 2007:315).

SERVICES & TOURISM Some of the indirect jobs provided will be in services and especially those related to tourists and visitors. This will refer to economic activities and roles in support of the Games. As above, we should question the value of this work, as much of it could be low-skilled, badly compensated and usually temporary.

The **services sector** will benefit from the Games, but for a limited amount of time (Crookston 2004:56). There will be temporary opportunities, pre-, during and after the event in:

- Catering, accommodation, retail, interpreting, security and general administration (Poynter 2006).

For example, the media interest in the Games means that there will be additional visitors before the Games. Atlanta had an estimated extra 18,000 overnight stays as a result of the Olympics before the Games. Temporary work in this sector in the run up to the Sydney Games is estimated to have generated in the region of 100,000 jobs specific to the event itself. ...

Winners and losers?

It is unfortunate but generally agreed that each host city has its winners and losers. Middle classes, political elites and tourists may gain from infrastructural reforms, economic investment and social activities and interest in the city as a result of the Games. By comparison, the city’s poor tend to suffer and sometimes become poorer as a result of the Olympics (Preuss 2004:23; Short 2004:107). ...

The following chart sets out some outcomes — both positive and negative — that might be expected amongst the host population, with particular attention to psychological and social outcomes:

However, research also suggests that some of the community are more likely than others to take a ‘socially altruistic’ approach, coping with the changes positively believing that they are in the interests of the greater good. A social impacts study carried out in Sydney showed that:

- Those more likely to accept any inconveniences with equanimity included: younger people, families and ethnic minorities who took up and enjoyed the sense of inclusion and community spirit the Games offered (Waitt 2003). ...

(THE CHART IS INCLUDED IN DOCUMENT/TEXT 2)

Type of Impact	Positive	Negative
Social/Cultural	Increase in permanent level of local interest and participation in types of activity associated with event	Commercialization of activities which may be of a personal or private nature
	Strengthening of regional values and traditions	Modification of nature of event or activity to accommodate tourism
		Potential increase in crime
		Changes in community structure
		Social dislocation
Psychological	Increased local pride and community spirit	Tendency towards defensive attitudes concerning host region
	Increased awareness of non-local perceptions	Culture shock
	Festival atmosphere during event	Misunderstandings leading to varying degrees of host/visitor hostility
Tourism	Increased awareness of the region as a travel/ tourism destination	Acquisition of poor reputation as a result of inadequate facilities, crime, improper practices or inflated prices
	Increased knowledge concerning the potential for investment and commercial activity in the region	Negative reactions from existing local enterprises due to possibility of new competition for local manpower and government assistance

(Preuss & Solberg 2006:398)

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THESIS/CENTRAL CLAIM

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P: THIS WILL BE DISCUSS

THE OLYMPIC STIMULUS

5 These days the summer Games might generate \$5-to-6 billion in total revenue (nearly half of which goes to the International Olympic Committee). In contrast, the costs of the games rose to an estimated \$16 billion in Athens, \$40 billion in Beijing, and reportedly nearly \$20 billion in London. Only some of this investment is tied up in infrastructure projects that may be useful going forward.

10 The high costs are bound to make hosting the Olympics a bad deal in the short-run. Promoters, however, claim that there is a strong benefit that accrues over time connected to the advertising effect of hosting the games. The idea is that the hundreds of hours of television exposure to hundreds of millions of viewers around the globe will generate increased tourism and business for the city. ...

It should be added that there is little evidence that tourism increases during the Games. Rather, Olympic tourists replace normal tourists who want to stay away to avoid the congestion and greater expense during the Games.

15 Finally, it would appear that most of the positive developmental functions that could be associated with the Olympics, could also occur absent the Olympics. The needed infrastructural investments could be made, the national airline could offer reduced rates for stays of over one week, trade missions could multiply their efforts, and so on. Of course, it is always possible that a proactive, efficient government in a potential-laden, burgeoning city could use the Olympics to boost its fortunes. Barcelona ran up a reported \$5 billion debt to host the 1992 Games, but the city’s image gained enormously and tourism has since flourished. The stars all aligned and Barcelona is arguably a case in point for Olympics promoters. Whether or not Barcelona would have experienced its favorable development without the Games, we’ll never know.

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IOC [International Olympic Committee] SUPPORT

5 As the Olympic Games have grown to become the world's foremost sporting event, their impact on a host city and country has also increased. This has meant that cities interested in hosting the Games are now placing increasing emphasis on the legacies that such an event can create for their citizens and, in many cases, they are using the Games as a catalyst for urban renewal. ...

GAMES OF THE OLYMPIAD

BEIJING 2008

Education: 400 million children in 400,000 Chinese schools were exposed to the Olympic values, and 550 Chinese schools partnered with schools in other countries to conduct cultural sports and educational exchanges. ...

10 **Transport Infrastructure:** Beijing's Capital Airport saw its capacity increased by 24 million passengers; a new express way and high speed rail link was built to Tianjin; and three new subway lines were constructed, as well as a new ring road and airport express road. Public transport capacity was increased by 4.5 million people.

15 **Venues:** Twenty-three of the Beijing 2008 venues will be used as sports facilities, conference centres and public event facilities; six venues were located on university campuses for use by students after the Games; and the International Broadcast Centre and Main Press Centre will serve conventions and tourism. ...

20 **Environment:** Some 140 billion Yuan was invested in air quality improvements alone, with 60,000 coal-burning boilers being upgraded to reduce emissions; a number of public buses being converted to run on natural gas; and restrictions being put in place on private automobile use, a form of which is still in place today. There were also significant improvements in water treatment facilities.

ATHENS 2004

25 **Transport Infrastructure:** Athens 2004 saw a new and renovated urban and underground system capable of carrying 1,000,000 passengers a day (20 per cent of the population of Athens); 90km of new roads were built and a further 120km widened, with a new computerised traffic management system installed to help manage traffic. A new airport was also constructed. ...

Environment: Some 90 per cent of the Schinias rowing facility which is on reclaimed wetland was designated a wildlife preserve. Hundreds of thousands of trees and shrubs were planted. ...

30 **Education:** One hundred thousand Greeks received technical, managerial or other Games-related training. ...

Venues: Some Athens 2004 venues were converted for post-Games use, ranging from sports facilities to a local theatre, to shopping and convention centres, to Government offices and a new university campus. ...

SALT LAKE CITY 2002...

35 **Venues:** The Utah Athletic Foundation was created to manage the Olympic Oval and Park, allowing the local community to use the facilities, as well as host major events. Both the Park and Oval are USOC Olympic training sites. Fourteen venues in total continue to be used for events, elite training and recreational purposes.

40 **Education:** The Salt Lake City Organising Committee provided Olympic-related experiences to 600,000 Utah school children and those experiences continue today with 5-10,000 students visiting Olympic facilities every year. Salt Lake also ran a "One School, One Country" programme partnering schools in Utah with schools in countries around the world, thus letting students learn about a variety of cultures, languages, customs, music and sport.

45 **Environment:** Thanks to energy efficient designs, water conservation efforts, aquatic habitat restoration projects, recycling of Games waste, a worldwide tree planting programme and the encouragement of transit use, Salt Lake 2002 was certified as climate neutral by the Climate Neutral Network. ...

LILLEHAMMER 1994

50 **Environment:** The Lillehammer Games were noteworthy for their focus on environmental conservation, which set the stage for the formation of the "Green" Olympics.

Venues: Lillehammer Olympia Park AS was created to manage the legacy of five of the Olympic Venues. The Lillehammer Olympic venues are used for a host of purposes ranging from sporting to cultural and commercial events in both summer and winter. The venues are available for public use, as well as for elite athletes. In 2016, Lillehammer will
55 host the Youth Olympic Games. ...

Infrastructure: The Games allowed improvements to be made to the roads, the railway to Oslo, the local telecommunications system, and the water and sewage systems that would otherwise have taken 20 years. ...

60 **Education:** The International Broadcast Centre allowed the Lillehammer College to increase enrolment from 600 to 3,000 students, thanks to the extra space it created. The local authority also developed an educational programme for local primary and secondary school students. ...

SUMMARIZE THE AUTHOR'S GENERAL IDEA- WHO, WHAT, WHICH, WHAT HAPPENED WHERE, WHEN):

SYNTHESIZE THE AUTHOR'S MESSAGE OR PURPOSE OF THIS TEXT- WHAT WAS HIS/HER THESIS or PERSPECTIVE OF THE TOPIC! DID HE/SHE ADVOCATE OR OPPOSE ? WHAT TWO REASONS DOES HE/SHE HAVE?

THESIS/CENTRAL CLAIM

REASONS

TYPE OF CONFLICT(1pt): _____ **vs.** _____
(man/society/god/nature/technology) (man/ self/ society/ god/ nature/ technology)

ACTION/ CONFLICT- What was a problem(2pt)?

;;;HOW WAS THIS CONFLICT RESOLVED? OR DID IT GET WORSE/HOW?;;; (2pts):

Describe the setting-
 Δ Is it rural- like a farm?
 Δ Is it urban- like a city?
 Δ How much time has passed?

WHEN, WHERE(2pts): _____
DESCRIBE(3pts): _____

DISCUSS A CHARACTER (4pts):
 • Describe his/her appearance
 • Explain what he/she wanted
 • Explain what he or she did
 • Explain his/her relationship to another character

WHO IS THIS: _____

CHANGE IN A CHARACTER (3pts):
 • Identify a character
 • Describe or explain how he or she changed
 • Explain who or what caused this change?

WHO IS THIS: _____ **Δ HOW DID S/HE CHANGE?**

WHAT IS ONE THEME/TOPIC IN THIS SECTION?
 (Ex: love, family, pride)
WHY (Use details from that portion!) (3pts):

THEME: _____ **WHY?**

FIND A QUOTE THAT INCLUDES A SPECIFIC PIECE OF FIGURATIVE LANGUAGE (HYPERBOLE, IMAGERY, METAPHOR, PERSONIFICATION, SIMILE, ETC) (COPY IT HERE!) (2pts)

“ _____

 _____ ”

WHAT WAS THE LANGUAGE DEVELOPING (Character, Conflict, setting)? **HOW DOES IT DEVELOP THE CHAPTER?** (3pts)

(2pts) **From what I read, I am bothered by/wonder about....**

TYPE OF CONFLICT(1pt): _____ **vs.** _____
(man/society/god/nature/technology) (man/ self/ society/ god/ nature/ technology)

ACTION/ CONFLICT- What was a problem(2pt)?

;;;HOW WAS THIS CONFLICT RESOLVED? OR DID IT GET WORSE/HOW?;;; (2pts):

Describe the setting-
 Δ Is it rural- like a farm?
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DISCUSS A CHARACTER (4pts):
 • Describe his/her appearance
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