

ITL PUBLIC SCHOOL
HOLIDAY HOMEWORK 2026–27
ENGLISH CORE -CLASS XI

FIRST PAGE (COVER PAGE)

- Topic of the Project
- Class & Section
- Roll Number
- Name of the School
- Submitted To: Subject Teacher's Name
- Submitted By: Student's Name

SECOND PAGE

Acknowledgement

I would like to take this opportunity to express my sincere gratitude to our respected Principal, Dr. Sudha Acharya, for giving me the permission and opportunity to complete this project.

I would also like to thank my teacher, Ms. _____, for her valuable guidance, encouragement, and suggestions throughout the completion of the project on the topic “_____”. Her support motivated me to explore the topic deeply and helped me learn many new things.

Last but not the least, I would like to thank my parents and friends for their constant support and cooperation in completing this project within the stipulated time. This project has not only enhanced my knowledge but has also improved my listening and speaking skills.

THIRD PAGE

Certificate of Completion

(Format will be shared after summer break once the work is checked by the teacher.)

MAIN CONTENT

- ✓ Theme Matrix
- ✓ All Computational Thinking Activities
- ✓ Flowcharts and Diagrams
- ✓ Posters and Visual Representations
- ✓ Reflective Writing Tasks

CONCLUSION

- Learning experiences, strengths and weaknesses
- Challenges faced during research

LAST PAGE

Bibliography / Sources of Information

Presentation Guidelines

- The work must be done individually.
- Maintain neatness, creativity, and proper presentation.
- Relevant pictures and illustrations should be included.
- Use an A4 scrapbook/file.
- Avoid copying directly from internet sources.
- Use simple yet intellectually refined language.
- It **MUST** be hand written

Assessment Criteria

Understanding of Chapter – 4 Marks

Application of Computational Thinking – 4 Marks

Creativity & Presentation – 4 Marks

Analytical Skills – 4 Marks

Reflection & Originality – 4 Marks

Total: 20 Marks

Submission Details

Class: XI

Subject: English Core

Submission Date: 1st July 2026

IMPORTANT INSTRUCTIONS

The Holiday Homework consists of **TWO PARTS**:

PART 1 – COMPUTATIONAL THINKING PROJECT

Students must choose **ONLY ONE** of the following chapters:

The Address by Marga Minco

OR

We're Not Afraid to Die... if We Can All Be Together by Gordon Cook and Alan East

PART 2 – BOOK TRAILER

The Book Trailer is **compulsory for every student** and must be completed **individually**.

GROUP FORMATION FOR PART 1

Group	Roll Numbers	Chapter Assigned
Group 1	Roll No. 1–5	<i>The Address</i>
Group 2	Roll No. 6–10	<i>We're Not Afraid to Die...</i>
Group 3	Roll No. 11–15	<i>The Address</i>
Group 4	Roll No. 16–20	<i>We're Not Afraid to Die...</i>
Group 5	Roll No. 21–25	<i>The Address</i>
Group 6	Roll No. 26–30	<i>We're Not Afraid to Die...</i>
Group 7	Roll No. 31–35	Teacher's Choice / Flexible Allocation

COMPUTATIONAL THINKING PROJECT

1. 'The Address' by Marga Minco

Decoding Emotional Landscapes: War, Memory, and the Reconstruction of Selfhood

PROJECT OVERVIEW

Literature often explores the emotional consequences of historical events through human experiences, memories, and relationships. In 'The Address', Marga Minco presents the psychological aftermath of war through themes of displacement, loss, betrayal, memory, and emotional detachment.

Students will act as "Emotional Systems Analysts," exploring how memory, trauma, displacement, and loss shape identity and human behavior in 'The Address'. Through decomposition, abstraction, pattern recognition, and algorithmic thinking, students will examine how war transforms emotional connections, perceptions of home, and the meaning of memory.

This project aims to merge:

- Literature
- Psychology
- Computational Thinking
- Human Behavior Analysis
- Memory Studies
- Emotional Systems Mapping

LEARNING OBJECTIVES

By the end of this project, students will be able to:

- ✓ Apply Computational Thinking concepts to literary analysis
- ✓ Analyse emotional trauma and displacement systematically
- ✓ Understand how war affects memory and identity
- ✓ Develop analytical, reflective, and creative thinking skills
- ✓ Interpret emotional healing as a gradual reconstruction process

PART 1 -THE CORE THEMES MATRIX

1. Loss and Displacement

The narrator loses her home, belongings, and emotional security due to war.

2. The Futility of Material Possessions

Objects once carrying emotional value become meaningless after trauma.

3. Memory, Nostalgia, and Reality

The narrator's memories conflict with the painful reality she experiences later.

4. The Impact of War and Betrayal

War damages trust, relationships, and moral behavior.

5. Moving On and Letting Go

The narrator ultimately accepts the past and chooses emotional freedom.

TASK 1-THOUGHT PROGRESSION MAP

Create a **Thought Progression Map** with a creative and original title exploring the narrator's emotional and psychological journey in 'The Address'.

Example: Furniture and household objects

Beginning

Represent comfort, family, and belonging



Development

Becomes emotional reminders of the narrator's past



Turning Point

The objects feel unfamiliar in a changed environment



Climax

Becomes a symbol of pain and alienation



Resolution

Represent the meaninglessness of material possessions after loss

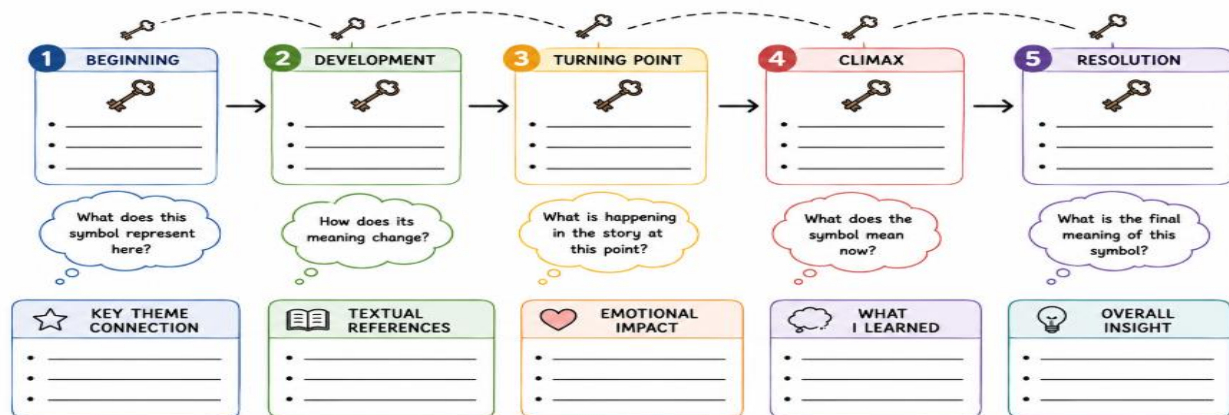
Theme Connection

- Loss and displacement
- Memory and nostalgia
- Acceptance and healing

Your map should show:

- Key themes
- Symbols and imagery
- Relevant textual references
- Computational Thinking terminology
- Emotional and psychological representations

THE TITLE MUST BE CREATIVE AND ORIGINAL.



(For reference only- DO NOT COPY)

TASK 2 - MEMORY RESPONSE ARTICLE

Write an **analytical article** (150 words each) showing either how the narrator or Mrs. Dorling respond differently to the memories of the past in 'The Address'.

Example:

- Memories of home gradually transform into emotional discomfort for the narrator.
- Material possessions slowly become symbols of security and survival for Mrs. Dorling.

Important:

Use following cohesive devices and literary vocabulary to write your answer:

Emotional Transitions	Reflective Progression	Literary Vocabulary	Contrast Connectors	Textual Reference Phrases
gradually	revealing	trauma	whereas	this is evident when
eventually	transforming	nostalgia	however	the narrator reflects
increasingly	intensifying	alienation	unlike	the chapter suggests
meanwhile	highlighting	displacement	conversely	the scene reveals
finally	reinforcing	detachment	similarly	Minco presents

PART 2 - THE COMPUTATIONAL THINKING FRAMEWORK

A. DECOMPOSITION

TASK 1- CONTRASTING OR OPPOSITE IDEAS BREAKDOWN

In 'The Address', opposite ideas such as memory and forgetting, home and displacement, or attachment and detachment are closely connected. Choose one pair of opposite ideas from the chapter and design a **Conceptual Breakdown Chart** showing:

- the contrasting or opposite ideas,
- key moments from the text,
- changes in ideas and emotions, and
- a short literary interpretation explaining how the chapter challenges fixed meanings and certainties.

Change in 'Ideas and Emotions'

Attachment → Nostalgia → Discomfort → Realization → Acceptance

Example of Ideas: Memory ↔ Forgetting

Memories of home feel comforting



Objects remind the narrator of the past



Memories become painful and uncomfortable



The narrator feels emotionally disconnected



Letting go feels more peaceful than remembering

Literary Interpretation: The story shows that memory is not always comforting. Sometimes forgetting and moving on can help emotional healing.

B. PATTERN RECOGNITION

TASK 1 - FIGURATIVE LANGUAGE IDENTIFICATION

Explore how ‘The Address’ uses figurative language to deepen themes of memory, trauma, alienation, and displacement.

- metaphors connected to memory and loss
- imagery of emptiness and discomfort
- symbolism of objects and spaces
- irony in human behavior
- descriptive phrases creating nostalgia or alienation

Prepare a **Literary Device Portfolio** explaining how each device contributes to emotional fragmentation and post-war identity conflict.

OR

Write a 50-word interpretive paragraph analysing any one literary device used in ‘The Address’.

C. ABSTRACTION

TASK 1-POWER DYNAMICS MAP

In approximately 150 words, explain how emotional, psychological, and social power shifts between characters throughout ‘The Address’.

Create a **Power Dynamics Map** to visually represent changing relationships of power, memory, and emotional control across the chapter:

- ownership and control
- emotional vulnerability
- silence as power
- psychological distance
- insecurity and survival
- memory as emotional authority

Example: Narrator’s Belongings

Mrs. Dorling keeps the narrator’s belongings



Mrs. Dorling controls access to the past



Narrator feels uncomfortable and emotionally distant



Silence increases tension between both characters

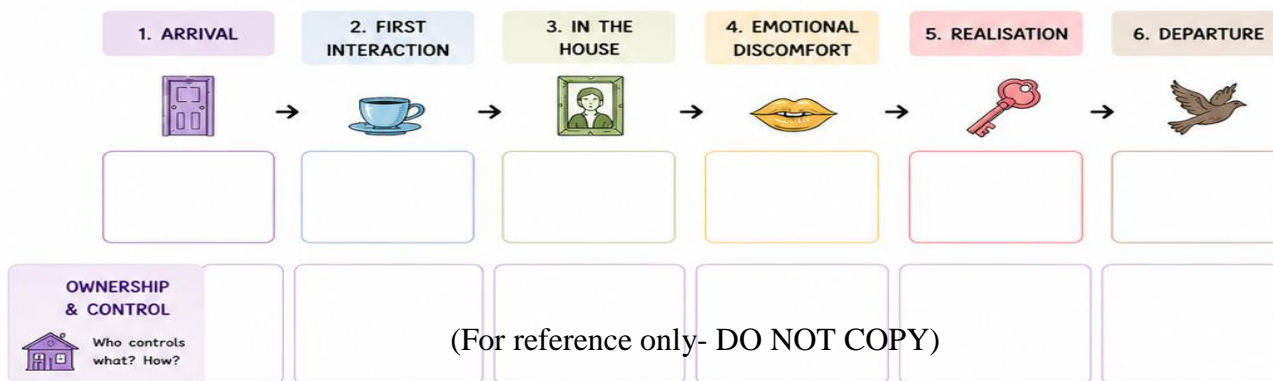


Narrator realises objects cannot bring back the past



Narrator gains emotional control by letting go

Changing relationships of power, memory & emotional control across the chapter

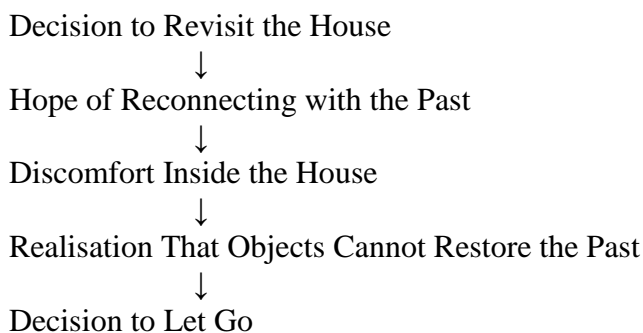


D. ALGORITHMIC THINKING

TASK 1- CHARACTER JOURNEY PATH

Design a **Character Journey Path Diagram** showing each important emotional stage as a step in the narrator’s journey from memory and hope to acceptance and detachment throughout *‘The Address’*.

Example Structure:



PART 3 - REFLECTIVE WRITING (150 Words)

1. War and Human Behavior

How does *‘The Address’* demonstrate that war not only destroys physical spaces but also damages trust, morality, and emotional relationships? Analyse how fear and survival instincts alter human behavior.

2. The Illusion of Possessions

Why do the objects stored in Mrs. Dorling’s house lose their emotional value for the narrator? Discuss how memories attached to material possessions can change over time due to trauma and emotional growth.

3. Letting Go as Emotional Freedom

At the end of the story, the narrator chooses not to reclaim the belongings. From a psychological and computational perspective, explain how this decision functions as an emotional “system reset” that allows healing and personal growth.

CONCLUSION

‘The Address’ is not merely a story about lost belongings; it is a profound exploration of memory, displacement, emotional trauma, and acceptance. Through Computational Thinking, students can interpret the story as a system of emotional processes shaped by war, nostalgia, betrayal, and healing. The project ultimately demonstrates that while memories may remain permanently stored within human consciousness, emotional growth often begins when individuals learn to detach themselves from the painful weight of the past.

2. “We’re Not Afraid to Die... if We Can All Be Together”

by Gordan Cook and Alan East

Navigating Chaos: Human Resilience, Collective Survival and Emotional Endurance in Extreme Conditions

PROJECT THEME

Literature often explores how people respond during extreme situations. In “We’re Not Afraid to Die... if We Can All Be Together”, the authors present a powerful account of survival, courage, teamwork, leadership, and hope during a dangerous storm at sea. The story highlights both physical survival and emotional strength in times of crisis.

Students will act as “Crisis Response Analysts,” exploring how fear, resilience, decision-making, and togetherness influence survival. Using decomposition, abstraction, pattern recognition, and algorithmic thinking, students will examine how humans manage chaos, solve problems, and maintain hope during adversity.

This project aims to merge:

- Literature
- Psychology of Survival
- Computational Thinking
- Human Behavior Analysis
- Crisis Management
- Emotional Intelligence and Leadership Studies

LEARNING OBJECTIVES

By the end of this project, students will be able to:

- ✓ Apply Computational Thinking concepts to literary analysis
- ✓ Analyse survival psychology and emotional resilience systematically
- ✓ Understand how teamwork and leadership function during crisis situations
- ✓ Develop analytical, reflective, and creative problem-solving skills
- ✓ Interpret survival as both a physical and psychological process
- ✓ Explore how adversity strengthens human relationships and emotional endurance

PART 1 – THE CORE THEMES MATRIX

1. Human Resilience and Survival

The family continues fighting against the storm despite fear, injury, and destruction.

2. Leadership and Decision-Making

Jonathan’s calm thinking and quick decisions help the family survive the crisis.

3. Hope and Emotional Endurance

Hope, courage, and emotional strength prevent the family from giving up.

4. Teamwork and Togetherness

The family survives because they support, trust, and motivate one another.

5. Fear, Crisis, and Recovery

The storm creates fear and destruction, but the experience ultimately strengthens the family emotionally.

PART 2 - THE COMPUTATIONAL THINKING FRAMEWORK

A. DECOMPOSITION

TASK 1- SURVIVAL PROCESS BREAKDOWN

Explore how “We’re Not Afraid to Die... if We Can All Be Together” presents survival, resilience, leadership, and emotional endurance during extreme crisis situations.

- The dream voyage begins
- Preparations for the journey
- Signs of approaching danger
- The giant wave attack
- Physical destruction of the ship
- Emotional reactions of the family
- Leadership and decision-making
- Repairing the ship amidst danger
- Fighting hopelessness
- Reaching Ile Amsterdam safely

Create a **Disaster Management Dashboard** or **Emergency Survival Flowchart** representing the problems faced, emotional states, solutions attempted and outcomes achieved.

B. PATTERN RECOGNITION

TASK 1 - CRISIS BEHAVIOUR PATTERN IDENTIFICATION

Analyse how “We’re Not Afraid to Die... if We Can All Be Together” presents repeated human behavioral patterns and emotional responses during crisis situations.

- Fear → Panic → Courage
- Damage → Repair → Survival
- Leadership → Trust → Collective Strength
- Hope → Determination → Endurance
- Emotional breakdown → Emotional recovery

Compare Human Survival Traits with Machine/System Behavior through an **Infographic** or **AI Survival Model** and mention the action taken by the characters in the story.

C. ABSTRACTION

TASK 1- SURVIVAL MEANING EXTRACTION

Examine how “We’re Not Afraid to Die... if We Can All Be Together” highlights the deeper emotional and psychological meaning of survival beyond the physical adventure.

- Why the family never gives up

- How togetherness becomes emotional oxygen
- The role of children’s optimism during crisis
- Why hope functions as psychological survival energy
- How fear is controlled through purposeful action

Write a **reflection** with the title “**What Actually Keeps Human Beings Alive?**” in 200 words using innovative vocabulary and mention the sites visited.

Example:

resilience	fortitude	perseverance	composure	tenacity
solidarity	adaptability	resourcefulness	inner resolve	psychological endurance

Innovative Task: Create an **Emotional Fuel Meter** showing the strength levels of courage, hope, leadership, emotional stability and family support.

D. ALGORITHMIC THINKING

TASK 1- CHARACTER JOURNEY PATH

Construct a systematic **Survival Algorithm** titled: “**How the Family Survived the Storm**” based on the crisis-management strategies presented in “We’re Not Afraid to Die... if We Can All Be Together”.

- Detect danger signs
- Secure family members
- Assess ship damage
- Prevent panic
- Repair essential equipment
- Maintain morale
- Divide responsibilities
- Continue navigation
- Fight exhaustion
- Reach safe destination

Creative Extension:

Design a **Mobile App Interface** titled “**STORM SURVIVAL 1.0**” OR Create a **Survival Decision Tree**.

Draft a **descriptive paragraph** (200 words) highlighting its USP and explaining why the application can be considered an innovation breakthrough in crisis-management technology.

E. HEALING & REFLECTIVE TASK (REBUILDING THE MIND AFTER THE STORM)

Years after surviving the devastating storm, compose a **reflective letter** from the perspective of Jonathan or Suzanne (200 words), commencing with the line:

“The storm damaged our ship, but it rebuilt our understanding of life...”

- Emotional healing
- Gratitude
- Changed priorities

- Family bonds
- Resilience
- The meaning of survival

F. MINDFULNESS EXTENSION

Create a **Photo-Essay** titled “**My Personal Survival Kit**” highlighting practices, habits, and relationships that help individuals maintain balance, resilience, and inner stability during stressful situations.

- Journaling
- Meditation
- Gratitude practices
- Healthy friendships
- Digital detox
- Reflective writing
- Breathing exercises
- Time management
- Creative hobbies

BOOK TRAILER CHALLENGE (CHOOSE ANY ONE BOOK)

Create a 1–2 minute **Cinematic Trailer** for your chosen book. Your trailer should capture the emotions, conflict, mystery, and themes of the text without revealing the ending. Make the audience curious enough to read the book.

- A Beautiful Mind - Sylvia Nasar
- The Blind Side - Michael Lewis
- The Social Network - Ben Mezrich
- Life of Pi - Yann Martel
- The Theory of Everything - Stephen Hawking
- A Plastic Ocean - Craig

Creative Twist (Any ONE)

- News report scene
- Flashback/dream sequence
- Social media reactions
- Alternate ending glimpse
- Symbolic object montage

Guiding Reflection Question

“How did creating the trailer challenge, reshape, or deepen our understanding of human nature, society, resilience, identity, or reality?”

Reference Trailer: <https://youtu.be/nWD5fvAn5qU?feature=shared>