

**IB ENGLISH LEVEL II**  
**2009 SUMMER ASSIGNMENTS**  
**Ms. Krauchi ([Cynthia\\_Krauchi@mcpsmd.org](mailto:Cynthia_Krauchi@mcpsmd.org))**

General Instructions:

- **Carefully** and **closely** read the following:
  1. *Beloved* by Toni Morrison (novel)
  2. “The Soul has Bandaged moments...” (#512) by Emily Dickinson (poem)
- Following the specific instructions given below, complete the written assignments by **typing** them on 8½ x 11 white paper. Use Times New Roman font (12) and one-inch margins. Do **not** place your work in a notebook or composition book.
- Create a cover page that includes your name, the date of completion, and a title appropriate to the contents of what you have produced.
- Complete all the reading by the first day of school.
- Turn the written assignments in on the first Friday of the school year (the deadline for late work will be one week later).
- Be prepared for timed writing and/or a test on these books.

**Assignment#1: World Literature Essay #2**

1. Using the guidelines given for the World Literature Paper #2, write the abstract presenting your proposed topic and resources.
2. Write a thesis statement (if appropriate) and outline for your paper.
3. The rough draft of the 1000-1500 word essay/paper will be due in late September.

**Assignment #2: *Beloved***

1. Before you begin reading, make sure you are familiar with the following historical events and concepts. Some quick internet or encyclopedia searches should do the trick. You do not need to write anything for this research, but this novel depends greatly on its historical context, and your knowledge of these will make your reading more thoughtful: The Missouri Compromise (1820), the Compromise of 1850 and the Fugitive Slave Act, the Gettysburg Address, the Trail of Tears, the Underground Railroad, and the importance of the Ohio River.
2. Keep a timeline listing important events mentioned in the book. The structure of *Beloved* is non-linear and potentially confusing, so keeping track of dates will help you piece together the puzzle that is Sethe’s life. When a date, a character’s age, or a historical reference is mentioned, add any corresponding event to the timeline. You may structure your timeline however you like, as long as it is logical and depicts the important events of the book.
3. Write a reader’s journal for **each** section of the novel. You may choose any literary foci that seem appropriate to you for these three journals.

**Assignment #3: Dickinson’s poem**

Write an essay drawing comparisons and/or contrasts between Dickinson’s poem and Morrison’s novel. Consider content and style in your analysis—both what the novel and poem mean and how they communicate their meanings. Criteria for evaluation include the following:

- structure
- clarity and logic of organization/paragraph structure
- smooth transitions
- thorough explanation and development of ideas
- support for assertions (particularly quotations)
- grammatical correctness
- effective diction

## IB ENGLISH LEVEL II WRITING READER'S JOURNALS

In IB English, you will frequently have a reader's journal due. A reader's journal is a response to the literature you have been assigned to read and should be more than simple evidence that you have in fact done the reading. It should reflect that you have read, interpreted, and analyzed the assignment. An example is attached. Please observe the following guidelines:

1. Type your reader's journals. I understand that there are times when you do not have access to a computer, but most of the time this should not be a problem. Please discuss this expectation with me if it is a problem for you.
2. A good reader's journal will respond to the assigned (or selected) focus and will use frequent quotations and direct references to the text as support for your points. If, for example, the focus is imagery, you will quote several (at least, say, five) examples of images *and you will DISCUSS each example*. In your discussion, you may explain what is meant by each image, what mood each image contributes to, how the image helps to communicate the writer's themes, or any other effects the image may have.
3. Sometimes, more than one poem or story is assigned. You are responsible for reading **all** assignments, but you may select one of them to write a reader's journal about. For the other selection(s), please be prepared to discuss themes, techniques, and the assigned focus. (**This does not apply to summer assignments!**)
4. Please head your reader's journal with the title of the piece of literature and the assigned focus.
5. Your reader's journals should be 250-500 words (your computer will count them for you; please indicate the number in parentheses at the end of the journal).
6. Each RJ is worth ten points. The following scale indicates how they will be evaluated:
  - 10---a good, well-written (few significant grammatical or mechanical errors) RJ of 250-500 words which interprets the piece, analyzes the assigned area of focus, and uses sufficient quotations
  - 9----an RJ such as a 10, but which is less thorough in analysis, uses fewer quotations, or contains more grammatical and mechanical errors
  - 8----an RJ which addresses the focus and is of sufficient length, but which demonstrates two of the three weaknesses listed under score 9 above
  - 7/6--an RJ which addresses the focus at least in part and is of sufficient length, but which is insufficiently thorough in analysis, does not interpret the piece, uses few or no quotations, and/or is poorly written
  - 5-----an RJ of fewer than 250 words or an RJ that is off topic or **simply plot summary**

#512

The Soul has Bandaged moments —  
When too appalled to stir —  
She feels some ghastly Fright come up  
And stop to look at her —

Salute her — with long fingers —  
Caress her freezing hair —  
Sip, Goblin, from the very lips  
The Lover — hovered — o'er —  
Unworthy, that a thought so mean  
Accost a Theme — so — fair —

The soul has moments of Escape —  
When bursting all the doors —  
She dances like a Bomb, abroad,  
And swings upon the Hours,

As do the Bee — delirious borne —  
Long Dungeoned from his Rose —  
Touch Liberty — then know no more,  
But Noon, and Paradise —

The Soul's retaken moments —  
When, Felon led along,  
With shackles on the plumed feet,  
And staples, in the Song,

The Horror welcomes her, again,  
These, are not brayed of Tongue —

by Emily Dickinson