

IB ENGLISH LEVEL II
2011 SUMMER ASSIGNMENTS
Ms. Krauchi (Cynthia_Krauchi@mcpsmd.org)

General Instructions:

- **Carefully** and **closely** read the following:
 1. *Beloved* by Toni Morrison (novel)
 2. *Holy the Firm* by Annie Dillard (essay)
 3. “The Soul has Bandaged moments...” 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.
- 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 a 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 a brief proposal for your paper, which will be written during first semester.

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 When a date, a character’s age, or a historical reference is mentioned, add any corresponding event to the timeline.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: *Holy the Firm* and Dickinson’s poem

1. Write an essay drawing a focused comparison between Dickinson’s poem and Dillard’s tripartite essay. Consider content and style in your analysis—both what the essay and poem mean and *how* they communicate their meanings (focused on (a) specific aspect(s)). Your essay may include both comparison and contrast. 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 and print your reader's journals and submit a copy to turnitin.com by the end of the due date. 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. Bring the hard copy to class with you on the due date.
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, or any other effects the image may have. You will also address the larger meaning—the themes—to which the images contribute.
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.
4. Please head your reader's journal with the title of the piece of literature and the 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 twenty points. The following scale indicates how they will be evaluated:
 - 20—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
 - 18/19—an RJ such as a 20, but which is less thorough in analysis, uses fewer quotations, fails to interpret the piece adequately, or contains more grammatical and mechanical errors
 - 16/17—an RJ which addresses the focus and is of sufficient length, but which demonstrates two of the four weaknesses listed under score 18/19 above
 - 14/15—an RJ which addresses the focus and is of sufficient length, but which demonstrates three of the four weaknesses listed under score 18/19 above
 - 12/13—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
 - 10/11—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