



# Albert Einstein High School

## Summer Task Cover Sheet



**Teacher(s): Bethany Shaffer**

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**Course:**

- ✓ **Purpose of the Summer Assignment:** Apply skills learned during junior year to IB Written Assignment; prepare for oral and written commentary exams
- ✓ **Relationship between Summer Task and 1st Quarter Objectives:** Summer task involves a written commentary on a poem in preparation of a poetry unit that builds up to an oral commentary of a poem.
- ✓ **Description of the Task:**
  1. Write your draft of the Written Assignment essay based on one of the three World Lit texts. You will have your topic/thesis approved by me before you start your outline and then write the draft. **This draft essay is due on Friday, September 7, 2018.**
  2. Choose one text from the provided list, AND a text of your choosing. Read the texts and write a Readers' Journal for each work. Choose an aspect of the work (character, theme, style, device, etc.) and write 300-500 words to examine the significance of the chosen aspect on your understanding of the text. **These TWO journals are due on Wednesday, September 5, 2018.**
  3. Read the five sonnets attached. Complete SOAPStone for each poem (see attached) and identify a central focus for the poem. Choose ONE Poem and write a commentary (2-3 pages) for the chosen poem. **This work is due on Wednesday, September 5, 2018. The commentary will be submitted to Turnitin.com when we are back to school.**
- ✓ **Supportive Resources:** Handouts and notes from junior year. Attached SOAPStone guide.

**Grading:**

- ✓ **DUE DATE:** Written assignment draft – September 7; Reader's journals and commentary – September 5
- ✓ **DEADLINE:** Written assignment draft – September 11; Reader's journals and commentary – September 7
- ✓ **Grading Category:** Written Assignment - Evaluated Work
- ✓ **Points:** 100 Completion Points
- ✓ **Extent to which the summer task counts towards the marking period grade:** 5%
- ✓ **Grading Criteria and Rubric:** *(can be attached as a separate sheet)*

**2018 SUMMER READING ASSIGNMENTS**  
Ms. Shaffer [Bethany\\_L\\_Shaffer@mcpsmd.org](mailto:Bethany_L_Shaffer@mcpsmd.org)

Congratulations on completing the first of two years in IB English!

In order to keep our momentum and to prepare for IB English 12, you will need to complete three assignments over the summer.

1. Write your draft of the Written Assignment essay based on one of the three World Lit texts. You will have your topic/thesis approved by Ms. Malone before you start your outline and then write the draft. **This draft essay is due on Tuesday, September 11, 2018.**
2. Read one text from the list provided and write a Reader's Journal. For the reader's journal, choose an aspect of the work (character, theme, style, device, etc.) and write 300-500 words to examine the significance of the chosen aspect on your understanding of the text. Follow the guidelines and rubric on the attached handout. **This assignment is due on Wednesday, September 5, 2018.**
3. Read the attached poems by Gwendolyn Brooks and write a Reader's Journal on ONE. **This assignment is due on Wednesday, September 5, 2018.**
  - Following the specific instructions given, complete the written assignments by typing and printing them on 8½ x 11 white paper. Use Times New Roman font (12) and one-inch margins.
  - You will submit all work to turnitin.com during the first week of school.

**Choose ONE TEXT from the following list for Assignment #2.**

*Macbeth* by William Shakespeare

*Metamorphosis* by Franz Kafka

*Oedipus Rex* by Sophocles

*Antigone* by Sophocles

*The Great Gatsby* by F. Scott Fitzgerald

*Chronicle of a Death Foretold* by Gabriel Garcia Marquez

*Beloved* by Toni Morrison

Choose ONE POEM from the following poems by Gwendolyn Brooks for Assignment #3.

Gay Chaps at the Bar

*...and guys I knew in the States, young  
officers, return from the front crying and  
trembling. Gay chaps at the bar in Los  
Angeles, Chicago, New York...*

--Lt. William Couch  
in the South Pacific

We knew how to order. Just the dash  
Necessary. The length of gaiety in good taste.  
Whether the raillery should be slightly iced  
And given green, or served up hot and lush.  
And we knew beautifully how to give to women  
The summer spread, the tropics of our love.  
When to persist, or hold a hunger off.  
Knew white speech. How to make a look an omen.  
But nothing ever taught us to be islands.  
And smart, athletic language for this hour  
Was not in the curriculum. No stout  
Lesson showed how to chat with death. We brought  
No brass fortissimo, among our talents,  
To holler down the lions in this air.

Still Do I Keep My Look, My Identity...

Each body has its art, its precious prescribed  
Pose, that even in passion's droll contortions, waltzes,  
Or push of pain-or when a grief has stabbed  
Or hatred hacked- is its and nothing else's.  
Each body has its pose. No other stock  
That is irrevocable, perpetual,

And its to keep. In castle or in shack.  
With rags or robes. Though good, nothing, or ill.  
And even in death a body, like no other  
On any hill or plain or crawling cot  
Or gentle for the lilyless hasty pall  
(Having twisted, gagged, and then sweet-ceased to bother),  
Shows the old personal art, the look. Shows what  
It showed at baseball. What it showed in school.

## WRITING A READER'S JOURNAL

**How is a reader's journal evaluated?** Your RJ should be a **minimum** of 300 words, a **maximum** of 500 words of response, analysis, interpretation, and/or evaluation with an assigned or self-selected **focus**. It is worth 30 formative points. If I do not assign a topic for you to focus on, you may choose your own focus. Regardless of the focus you choose or are assigned, your RJ should **at least indicate a thematic meaning** you take from the work. Scores will be given as follows:

- 30—a good, well-written RJ (one containing few significant grammatical or mechanical errors) of at least 300 words which analyzes the assigned or selected area of focus, explains and supports ideas thoroughly and persuasively, and uses sufficient, well-integrated and appropriate quotations (at least 3)
- 27-29—an RJ such as a 30, but which is somewhat less thorough in analysis and/or explanation, is less persuasive, uses fewer quotations, or fails to state the meaning of the piece
- 24-26—an RJ which addresses the focus and is of sufficient length, but which demonstrates two of the following weaknesses: contains more grammatical or mechanical errors, is less thorough in analysis and/or explanation, is less persuasive, uses fewer quotations, or fails to state the meaning of the piece
- 21-23—an RJ which addresses the focus and is of sufficient length, but which demonstrates three of the four weaknesses listed above
- 18-20—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 no quotations, and/or is poorly written
- 15-17—an RJ of fewer than 150 words or an RJ that is off topic or **simply plot summary**

**How should my reader's journal be written?** Preferably, type your reader's journals, copying the format used on the RJ handout. If you are writing by hand, please write legibly in pen. Whether typed or written, every RJ should include your name, the due date, the title of the work, the focus, a statement of a theme you see in the work, the journal itself, and the number of words. See the sample on the reverse side.