

IB English 11 Summer Assignment

Welcome to IB 11. We look forward to meeting you and working with you over the year. Let's begin the year with the best academic attitude. Please come prepared to the first day of class with each of the parts detailed in this packet completed to the best of your ability with careful attention to the directions. Do not wait until the last minute to begin this assignment. Being an earnest IB student means taking pride in work well done and turned in on time.

Once you have thoroughly read the packet, if you have questions, please contact either Ms. Niki Holmes, Nholmes@fcps.edu, Ms. Julia Hanneman, Jehanneman@fcps.edu, or Ms. Stephanie Long, Smlong@fcps.edu. We only check email once a week over the summer, so don't wait until the last minute and be patient until we can respond.

Responding to Poetry

You will consider the three pieces of poetry in the packet. First you will mark each poem and then you will write up your findings for each poem. (You will earn 25% of your grade for a thoroughly marked / analyzed poem and 75% of your grade for your one-page response to the poem). **You will mark (annotate) and respond to all three poems.** This assignment is worth 300 points overall. The packet you turn in on the first day of class will include **three, one-page essays** responding to the **three annotated poems**.

Begin by reading and rereading the poems. Look up any words you do not know and consider any unusual expressions. Then follow the suggestions to explicate each poem. (Explication means to analyze logically and explain every aspect—this is best completed with thorough marking of the text). After explicating the poem you will write a one-page response summarizing and explaining your results.

Suggestions for Explication—Mark responses to each of the following questions directly on the poem.

This marking is done as preparation for your written response.

- What is the situation or predominant feeling? Who is the speaker?
- What do you think is the author's purpose? (to describe? to explain? to express a feeling?)
- Consider the connotations of the words. In the margin of the poem make a list of words with positive connotations and another with negative connotations. Do you notice any patterns?
- What is the attitude? Is there more than one attitude or slant being expressed?
- What effect did the author intend to achieve?
- How did the author achieve the effect?
- Highlight particularly effective diction in one color. Notice any patterns, motifs, symbols, or shifts in thought?
- Choose **at least three** literary features from the list below and highlight evidence of each in different colors. Make a legend of your colors. Summarize what you have found in brief notes in the margins to further identify patterns.

Imagery	diction/tone	rhythm	form
Syntax	mood/atmosphere	motif	symbolism
Speaker	juxtaposition	theme	sound devices

- Looking again for any patterns in colors, reread the poem and formulate your thesis. (A thesis must be a complete thought and not a one-word answer).

Writing About Your Findings--Now you are ready to begin your **one page typed response** (one for each poem). Organize your thoughts and refer to specifics in the poem. Quote directly from the poem identifying the line number. Ex: (line 3) means you are identifying a feature from line 3. Your assignment is to write about your findings, gathering all of the questions answered in your explication into logical sentences and

paragraphs. A thorough response will include a discussion of the theme, the use and impact of the three literary features you highlighted, and any other significant discoveries you have made. Remember to **bold any literary feature you write about in the response.**

Specifics for Formatting--Format your paper to the following specifications. Please read carefully and format exactly as prescribed:

- Each page will be word processed, using 12-point type and Times New Roman or Courier font. Your name should appear at the top right-hand corner of each page; first name last name page #
- Print on one side of paper only and number your pages
- Double-space the document and set margins to one inch on all sides
- Respond to each poem in order and label each section.
- Use **bold text** to identify your use of each literary terminology
- Do not use first person
- Write in present tense
- The response to each poem should begin on its own separate page.

*Each response should be **one full page** –do not exceed this by more than ½ page.

Grading Rubric for each written response

4 Follows directions Pays careful attention to the poem by using the wording of the poem in the response Produces a well organized, clearly written response Successfully uses literary terms throughout Formats correctly	2 Follows directions somewhat Pays some attention to the poem by using the wording of the poem occasionally in the response Produces a somewhat organized, somewhat clear response. Uses literary terms occasionally Formats somewhat correctly
3 Follows directions Pays attention to the poem by using the wording of the poem somewhat in the response Produces a mostly organized written response. Uses literary terms somewhat Has format errors	1 Follows few or none of the directions Pays little or no attention to the poem — does not use the poem or infrequently uses the poem Produces a disorganized, confusing response Uses few or no literary terms Formats incorrectly
	0 Fails to reach the minimum requirements

*** Due to copyright laws, we cannot post the poems online. If you did not receive an assignment packet with the poems in it at the end of the school year, you will need to carefully find the poems elsewhere. ***
The Poems – “Choices” by Niki Giovanni, “The Size of Spokane” by Heather McHugh, and “Happiness” by Michael van Wallegghen

A Note On Books We Will Be Reading--We will begin the year reading the fan-fiction, parody-novel, *Pride and Prejudice and Zombies* by Jane Austen, Seth Grahame-Smith. We will have some copies that might be borrowed; however, it is recommended that you purchase your own text as soon as possible so you can annotate it as you read and study it. With a little effort, you might be able to find all the titles at a reduced rate (check Amazon, half.com, and used book stores). You MUST have the same copy as everyone else (verify with the provided ISBN numbers). Pagination and translation will not be correct if you do not have the correct edition. Order early to ensure your books are available to you when you need them. We

have provided the most current ISBN for each book. Take this number with you to the bookstore to purchase the correct editions.

Advanced Preparation--As an IB student, you will be using the following list of literary terms throughout the year. It is expected that you will have a working knowledge of the terms. If you are not familiar with any of the words listed below, it is recommended that you look them up to gain familiarity. Use a literary glossary or literary dictionary, as a regular dictionary will be insufficient.

ALLEGORY	FIGURE OF SPEECH	POINT OF VIEW
ALLITERATION	FLASHBACK	PROTAGONIST
ALLUSION	FOIL	REALISM
AMBIGUITY	FOLKLORE	REGIONALISM
ANALOGY	FORESHADOW	REPETITION
ANTAGONIST	GENRE	ROMANTICISM
ANTITHESIS	HYPERBOLE	SATIRE
APHORISM	IMAGERY	SIMILE
APOSTROPHE	IRONY	STREAM--OF--
ASSONANCE	JUXTAPOSITION	CONSCIOUSNESS
CADENCE	METAPHOR	STYLE
CHARACTERIZATION	MOOD	SUSPENSE
CHRONICLE	MOTIF	SYMBOL
CLASSICISM	NARRATOR	SYNTAX
CONNOTATION	ONOMATOPOEIA	THEME
CONSONANCE	OXYMORON	TOPE
CONVENTION	PARADOX	UNDERSTATEMENT /
DENOTATION	PARODY	OVERSTATEMENT
DICTION	PERSONIFICATION	VERNACULAR
FIGURATIVE LANGUAGE	PERSUASION	

IB ENGLISH A1 READING LIST FOR 2011-2012

These major selections were chosen by the instructors from the prescribed reading lists published by the International Baccalaureate Organization (IBO).

>These selections will constitute your literature study during **first semester**.

- *Pride and Prejudice and Zombies* by **Jane Austen, Seth Grahame-Smith**
Series: Quirk Classics Series ISBN-13: 9781594743344, ISBN: 1594743347
- *Jane Eyre The Graphic Novel* NOTE: must be "original text," Publisher: Classical Comics
ISBN-13: 9781906332471, ISBN: 1906332479
- *Wide Sargasso Sea (Norton Critical Edition) / Edition 1* by **Jean Rhys, Judith L. Raiskin**
(**Editor**) Series: Norton Critical Editions , ISBN-13: 9780393960129, ISBN: 0393960129

>These selections will constitute your literature study during **second semester**

- *The Thief and the Dogs* by **Naguib Mahfouz**, Pub. Date: June 2008
Publisher: Knopf Doubleday Publishing Group, Series: An Anchor Book
ISBN-13: 9780385264624
- Gabriel Garcia Marquez, *Chronicle of a Death Foretold*. Translator: Gregory Rabassa.
ISBN13: 9781400034710 **Series:** Vintage International Ser.
- The third text will be determined at a later date.

In addition to the major works, students will be assigned critical essays written by professional literary scholars and other authors. Students will be asked to do brief independent research related to the literary selections, and students could be asked to read from a focused free choice reading list compiled as needed in conjunction with the instructors.

Recommendations for Analyzing Poetry

- **Who is the speaker? What kind of person is he/she?**
- **To whom is he/she speaking? What kind of person is the audience?**
- **What is the occasion?**
- **What is the setting in time (hour, season, century, etc.)?**
- **What is the central purpose of the poem?**
- **State the central idea or theme of the poem in a sentence (remember one word is NOT the theme, it must be a statement).**
- **What is the tone of the poem? How is it achieved?**
- **Outline the poem so as to show its structure or development OR summarize the events of the poem.**
- **Paraphrase the poem.**
- **Discuss the diction of the poem. Point out words that are particularly well chosen and explain why (do this sparingly).**
- **Discuss the imagery of the poem. What kinds of images are used?**
- **Point out examples of simile, metaphor, personification, or metonymy and explain their appropriateness.**
- **Point out and explain any symbols. If the poem is allegorical, explain the allegory.**
- **Point out and explain any uses of paradox, overstatement, understatement, and irony. What is their function?**
- **Point out and explain any allusions. What is their function?**
- **Point out the significant examples of sound repetition and explain their function.**
- **Consider the rhyme scheme. Is there any significance about the words that are rhymed?**
- **Consider the title. Does it add to your understanding of the poem?**
- **Is there anything within the poem that reflect the poet's life?**

Tips on poetry analysis

1. The poem should be read at least twice before doing anything else. It is best to read it aloud for the rhythm and any sound effects.
2. Before beginning to write there are a series of questions to ask while taking notes about the poem. They are as follows:
 - WHAT is the poem about?
 - WHEN and WHERE is it set?
 - WHO is in it? Whose point of view is presented?
 - WHY was it written?
 - HOW is it written?

Check for imagery, metaphors, rhyme, rhythm, alliteration, language etc. This is probably a good time to think about the effects of rhyme and rhythm and also to look at diction/language. Tone is very important in most poems and it is worth discussing early on in your consideration.

3. Having made extensive notes now is the time to put them into some kind of order. There is no set pattern for writing or presenting commentaries: the order depends on varying literary conventions and, obviously, on the text to be analyzed.
Start with the whole piece by giving a brief summary of it. (In effect answering questions: what, where, when and who.

Secondly, analyze the features that are most significant or striking; these will vary from text to text. Significant aspects that occur often are: metaphor, alliteration, repetition and onomatopoeia, all of which contribute to the meaning, the tone and the lyricism of the poem.

Thirdly, having taken the text to pieces, try to look at it again as a whole. This might be an appropriate place to discuss its overall structure if it has not been mentioned earlier.

Finally, one can speculate on all the possible meanings. Is the style of the piece matched to its content? How effective has the piece been in conveying its message or vision?

Not all texts, and certainly not all poems, have a hidden meaning. Some meanings are obvious, and there are some where the poet is merely trying to present an image or sensation. An example is: Shakespeare's "When icicles hang by the wall", which presents a dramatic range of physical sensations: sight, sound, touch and texture (including warmth and cold and pain), taste, smell, physical effort.