

**Welcome to IB LITERATURE YEAR 1 – Class of 2023    TEACHER: MRS. J.HARRIS**

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Remind: [www.remind.com/join/46a9e](http://www.remind.com/join/46a9e) / Send a text to 81010 text @46a9e

I am excited to embark upon this journey with you. The summer assignments are designed to give you a starting point into IB Literature. Work done now will allow us to focus on our rigorous syllabus during the school year. Work will be due the first week of class unless otherwise announced.

All work will be submitted to turnitin.com to verify academic honesty (information will be given out upon return to school).

Please be sure to actually do your own work and refrain from using outside sources (sparknotes, other websites, etc). Failure to do this could result in a low score.

Please email me at [Jandi.harris@atlanta.k12.ga.us](mailto:Jandi.harris@atlanta.k12.ga.us) or use our class remind if you have any questions and I will be sure to get back to you.

**All grades will count!!** Additionally, there will be other assessments related to these texts once school starts.

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The learning opportunities below will allow you to preview the IB literature curriculum / expectations and in turn, give you a head start on your junior year. The assignments WILL be graded and will be put into Infinite Campus.

1. **Choose ONE of the books below. Read the entire text and annotate the text. As you annotate:**

As you carefully read the texts, rather than annotating for anything and everything, annotate/make marginal notes that pertain to any of the following:

- o the cultural setting of the work(s) and related issues
- o thematic concepts (author's purpose for writing) / connections to the field of inquiry
- o characterization
- o techniques and style
- o the author's attitude to particular elements of the works (for example, character(s), subject matter)
- O Literary elements (symbolism, theme, foreshadowing, etc.) & how it adds meaning to the text (character, setting, conflict, theme, purpose, etc.)

- Figurative language (similes, metaphors, personification, etc.)
- Plot elements (setting, mood, conflict, etc.)
- Diction (effective or unusual word choice)

- Images (striking imagery that helps to create meaning)
- Highlighting key words, phrases, or sentences and passages that are important to understanding the work
- Writing questions or comments in the margins
- Bracketing important ideas or passages
- Connecting ideas with lines or arrows

*Between the World and Me* by Ta-Nehisi Coates (memoir)  
*The Nickel Boys* - Colson Whitehead  
*Woman at Point Zero* by Nawal El Saadawi (novel) (translated)  
*Where the Crawdads Sing* - Delia Owens  
*Educated* by Tara Westover (memoir)

**2. Choose one page from the last third of your selected text that you think represents the essence of the author’s writing style and/or theme/message.** (The “field of inquiry” might give you a hint of where to start.)

**3. In 300-400 words (double spaced), write a detailed reflection analyzing this passage.** A reflective analysis requires you to analyze authorial purpose and style. (\*consider WHAT is the function of this passage in relation to the author’s purpose or thematic focus; HOW the author is developing meaning throughout the passage--literary techniques, tone, character development)

AND

**4. Complete a dialectical journal (7 entries) in which you explore parts of the text where the author explores aspects (be specific about which aspects) of the field of inquiry AND literary techniques.**

For example, if you read *Between the World and Me*, you should specify what particular aspects of culture, identity and community Coates addresses in the text. What assertions does the author make about the issues that are explored? Cite strong and thorough evidence from the text to support your claims. Be sure to utilize MLA format (author’s last name and page number) when citing evidence (i.e. Coates 22). AFTER each quote you use, please be sure to explain how the evidence asserts/supports the specific issue.

Your response should include: What specific aspects of a given field of inquiry are explored in the text, the assertions the author makes about the issues explored, the significance of the passage to the character, theme, author’s purpose, etc.

**5. In the fall, your teacher will ask you to submit a copy of the page you chose and your reflection to Google Classroom and Turnitin.com. Any evidence of plagiarism or cheating will result in no credit for the assignment.**

Field of inquiry + brief explanation (from IB guide)	Related titles/authors/genre
<p><b>Culture, identity and community</b> the way in which works explore aspects of family, class, race, ethnicity, nationality, religion, gender and sexuality, and the way these impact individuals and societies; issues concerning migration, colonialism I and nationalism</p>	<p><i>Between the World and Me</i> by Ta-Nehisi Coates (memoir)  <i>The Nickel Boys</i> - Colson Whitehead (novel)  <i>Woman at Point Zero</i> by Nawal El Saadawi (novel) (translated)</p>
<p><b>Beliefs, values and education</b>  the way in which works explore the beliefs and values nurtured in particular societies and the ways they shape individuals, communities and educational systems; tensions that arise, conflicts of beliefs and values, and ethics.</p>	<p><i>Educated</i> by Tara Westover (memoir)  <i>Woman at Point Zero</i> by Nawal El Saadawi (novel) (translated)  <i>Between the World and Me</i> by Ta-Nehisi Coates (memoir)</p>
<p><b>Politics, power and justice</b>  ... the ways in which works explore aspects of rights and responsibilities, the workings and structures of governments and institutions, hierarchies of power, the distribution of wealth and resources, the inequality, human rights, and peace and conflict.</p>	<p><i>Woman at Point Zero</i> by Nawal El Saadawi (novel) (translated)  <i>Between the World and Me</i> by Ta-Nehisi Coates (memoir)</p>
<p><b>Art, creativity and the imagination</b>  ...the ways in which works explore aspects of aesthetic inspiration, creation, craft, and beauty; the shaping and challenging of perceptions through art, and the function, value and effects of art in society</p>	<p><i>Where the Crawdads Sing</i> by Delia Owens (novel)</p>
<p><b>Science, technology and the environment</b>  ...the ways in which works explore the relationship between humans and the environment and the implications of technology and media for society; the idea of scientific development and progress.</p>	<p><i>Where the Crawdads Sing</i> by Delia Owens (novel)  <i>Educated</i> by Tara Westover (memoir)</p>

6. We will refer to and utilize ideas from [How To Read Literature Like a Professor](#). How To Read Literature Like a Professor by Thomas C. Foster.

To get ahead and actually help you with your summer assignment, read and annotate the following chapters: Make connections to films and texts you have read and see how the concepts in the chapters might apply.

- Every Trip is A Quest

-Nice to Eat With You

- It's More than Just Rain or Snow

-If She Comes Up, It's Baptism

-Geography Matters

-...So Does Season

**Read and annotate** one of the texts listed above (page 2) and complete a dialectical journal for the text. Follow the instructions below for how to do a dialectical journal. Your journals should be typed as they will be submitted to turnitin.com to verify academic honesty.

**Provide seven typed dialectical journal entries** that are evenly spaced throughout the novel (i.e. divide the pages in the novel by ten and then discuss a passage from each of the ten sections). Your entries should reflect even coverage of the entire text. Each entry must include a passage from the novel (on the left), and an explanation, response and analysis on the right.

### DIALECTICAL JOURNAL

The purpose of a dialectical journal is to identify significant pieces of text and explain the significance. It is another form of highlighting/annotating text and should be used to think about, *digest, summarize, question, clarify, critique, and remember* what is read.

To set up a dialectical journal, you may simply create a document with 2 columns and 8 rows. On the left hand side of the page, title the column, *Note Taking*. On the right hand side of the page, title the column, *Note Making*. The left hand column is where you will write the sentence/s or phrase/s from the text that you believe illustrates a significant idea. You should put quotation marks around the sentence/s to show that they are someone else's words. If the passage you use is more than one or two sentences, you may abbreviate it in the following manner, using ellipses (three dots in place of the words that are missing at the end):

*“Like the keeper of the lighthouse, she regarded it as a mooring, a checkpoint, some stable visual object that assured her that the world was still there; that this was life and not a dream...” (11)*

Feel free to play with the topics for your dialectical journals; you may pull out passages you have questions about, passages on specific characters, passages on specific symbols, passages which build themes, or passages that demonstrate the style of the specific author. Feel free to comment on diction, tone, style, voice, etc. The important thing is that you have **something to say** about the passage. Your comments should be developed and demonstrate higher level thinking which goes well beyond plot summary. **Please AVOID plot summaries.** We are looking for evidence that you are thinking as you are reading. The IB Literature course is focused on *close reading of works*. This summer, we want you to practice *close reading*. The dialectic journals will provide an organized way for you to record your thoughts. We challenge you TO THINK. There are no wrong answers. **Avoid using Spark notes during your reading, instead, use YOUR BRAIN! We have attached some sample “journals” to guide you.**

### Dialectic Journals in a Nutshell!

1. You need a minimum of 7 entries for your text. Each entry should be minimally one to two paragraphs in length. Your entries must cover the following topics: (ALL OF TOPICS SHOULD BE COVERED)

Fields of Inquiry (at least 4 ENTRIES),

Symbol/Motif,

Character,

Literary Technique (choose from several options)

2. Please use the format attached.

3. For the TEXT ("*note taking*") column, your entries may include the following:

- Places where the author addresses his/her view of the field(s) of inquiry
- Meaningful or striking quotations
- Confusing or difficult quotations or passages
- Evidence of theme, tone, mood, character development, plot complication, setting significance, etc.
- Figurative language such as metaphors, similes, personification, etc.
- Effective &/or creative use of stylistic or literary devices
- Structural shifts or turns in the plot
- A passage that makes you realize something you hadn't seen before
- Examples of patterns: recurring images, ideas, colors, symbols or motifs.
- Passages that illustrate a particular character or setting

\*\* YOU MUST CITE WHERE THE PASSAGE IS FROM: (page number) i.e. (323)

4. For the RESPONSE ("*note making*") column, you have several ways to respond to a text:

- Raise questions about the beliefs and values implied in the text
- Give your personal reactions to the passage (1 sentence only)
- Discuss the diction (vocabulary) used
- Discuss what makes the quote or passage meaningful, striking, or important
- Discuss how theme is shown
- Discuss the meaning and/or effect of figurative language
- Discuss the character's role and/or the values of the character
- Discuss the importance of setting
- Argue with or speak to the characters or author
- Comment on the relevance of a passage to its historical context or to the present
- Identify recurring symbols or images

Sample dialectic journal from *Their Eyes Were Watching God*Dialectical Journal *Their Eyes were watching God* (Hurston)

Note-taking	Note-making
<p><i>“Ships at a distance have every man’s wish on board. For some they come in with the tide. For others they sail forever on the horizon, never out of sight, never landing until the Watcher turns his eyes away in resignation, his dreams mocked to death by Time. That is the life of men.</i></p> <p><i>Now, women forget all those things they don’t want to remember, and remember everything they don’t want to forget. The dream is the truth. Then they act and do things accordingly.” (1)</i></p>	<p>The opening lines of the novel focus on a major motif in the text – journeys and pursuing one’s dream. Janie’s journey/dream will either sail come in with the tide or sail forever. Hurston also focuses on the motif of the horizon here, something that will always have a presence in Janie’s story. Additionally the “Watcher” in present. Is the watcher God or is the watcher one of the townspeople who are focused on tearing down the dreams and hopes of others? Hurston also establishes the different types of wishes – the ones that come in with the tide and the ones that are never fulfilled. This allows us to question what kind of tale this will be. Hurston also introduces her style of writing – one that will be filled with figurative language (The ships, the horizon).</p> <p>This passage also distinguishes men from women. Men seem to be focused on the dream while women focus on the truth. They focus on what is before them and act accordingly while men seem to act based on the dream or what they wish.</p>

## Grading Rubric for Dialectical Journals.

<b>Knowledge and Understanding</b>	Includes in-depth discussion of literary elements; addresses how elements such as tone, diction, organization and context contribute to purpose and meaning 35-32	Includes discussion literary elements; does not completely address how they contribute to meaning 31-28	Includes some identification of literary elements; has virtually no discussion of contribution to meaning 27-25	Includes few literary elements; has virtually no discussion of contribution to meaning 24-0
Quality of Commentary	Commentary provides thoughtful insight and connection to themes 35-32	Commentary intelligently addresses thematic, character connections 31-28	Commentary is vague and/or unsupported with little connection to theme 27-25	Commentary involves paraphrase or plot summary 24-0
Language	Language is very clear, effective, carefully chosen and precise, with a high degree of accuracy in grammar, vocabulary and sentence construction; register and style are effective and appropriate to the commentary. 15-14	Language is clear and carefully chosen, with a good degree of accuracy in grammar, vocabulary and sentence construction; register and style are consistently appropriate to the commentary. 13-12	Language is sometimes clear and carefully chosen; grammar, vocabulary and sentence construction are fairly accurate, although errors and inconsistencies are apparent; the register and style are to some extent appropriate to the commentary 11-10	Language is rarely clear and appropriate; there are many errors in grammar, vocabulary and sentence construction, and little sense of register and style. <sup>9</sup>
Number/Quality of selected passages	Selected passages are detailed, complex, and meaningful; reflect a variety of plot and quotation selections (at least 7)7-6	Selected passages are meaningful; include both plot and quote selections (6) 5	Selected passages include few meaningful details or only (5-4 quotes are chosen) 4	Selected passages have little or no apparent significance or meaning or only six or fewer quotes are chosen. (4-0) 3-0
Correct Citations	All Lines cited correctly 8-7	Most of lines cited correctly with a few minor errors. 6-5	Some of lines cited correctly with many errors 4	Many of lines incorrectly cited or no citation exists. 3-0

## Rubric for 300-400 Word Writing Assignment

<b>Knowledge and Understanding of text</b>	Includes in-depth discussion of literary elements; addresses how elements such as tone, diction, organization and context contribute to purpose and meaning 35-32	Includes discussion literary elements; does not completely address how they contribute to meaning  31-28	Includes some identification of literary elements; has virtually no discussion of contribution to meaning  27-25	Includes few literary elements; has virtually no discussion of contribution to meaning  24-0
Quality of Commentary	Commentary provides thoughtful insight and connection to themes 35-32	Commentary intelligently addresses thematic, character connections 31-28	Commentary is vague and/or unsupported with little connection to theme 27-25	Commentary involves paraphrase or plot summary  24-0
Language	Language is very clear, effective, carefully chosen and precise, with a high degree of accuracy in grammar, vocabulary and sentence construction; register and style are effective and appropriate to the commentary. 15-14	Language is clear and carefully chosen, with a good degree of accuracy in grammar, vocabulary and sentence construction; register and style are consistently appropriate to the commentary. 13-12	Language is sometimes clear and carefully chosen; grammar, vocabulary and sentence construction are fairly accurate, although errors and inconsistencies are apparent; the register and style are to some extent appropriate to the commentary 11-10	Language is rarely clear and appropriate; there are many errors in grammar, vocabulary and sentence construction, and little sense of register and style.9-0
Quality of selected passage	Selected passage is detailed, complex, and meaningful; Writing addresses in detail the significance of this passage to the text 15-14	Selected passage is meaningful; Writing addresses the significance of this passage to the text  13-11	Selected passage does not meet the requirement; writing may address a few meaningful details 10	Selected passages have little or no apparent significance 9-0
Correct Citations	All Lines cited correctly  8-7	Most of lines cited correctly with a few minor errors. 6-5	Some of lines cited correctly with many errors 4	Many of lines incorrectly cited or no citation exists. 3-0