



## Summer Assignments IB HL English Year 1

I'm so happy that you've chosen to take HL English! You won't regret it! :-)

Now let's talk about the summer assignment. This is designed to help you begin to see literary texts with a "new set of glasses" so to speak.

We only have one year together, and the class will be analysis heavy. My job is to give you a strong foundation of conceptual ideas so that when you go into Year 2 you have nothing but confidence. This assignment can help you start that path down the confidence trail. Here are the details of your assignment:

1. **Purchase, read, and annotate *How to Read Literature Like a Professor* by Thomas Foster.** Consider this book the foundation - the textbook - for the other texts throughout the year. We will refer back to it often. And let's talk annotations. Here's my philosophy on that - annotations are for YOU! I'm not going to ask you to have a certain number per page, and I won't take up your books and check your annotations. I'm starting the year trusting that you will indeed annotate. These are your own reflections about what you read.
2. **Read one fictional text that you haven't previously read, keeping a dialectical journal of the strategies you learned from Foster's book.** After reading Foster's book, put what you learned to use. Keep a dialectical journal for the novel you choose. Have 5 entries noting where you see Foster's ideas at work (you may see the same one several times - that's okay) and your reaction to them. Format your dialectical journals on a Google doc titled Summer Dialecticals (your last name). **You'll use these on the first full day.**

**Here’s how I would like you to format the dialecticals (with my own attempt at reflection):**

Title of Book: \_\_\_\_\_ Author: \_\_\_\_\_

Foster’s strategy	Page number and quote	Your reflection
<p>The “Indiana Jones Principle” (from chapter 22 - “He’s Blind for a Reason, You Know”)</p>	<p>“Leteo Institute - Here today, gone tomorrow! Suffering from unwanted memories? Call the Leteo Institute at 1-800-I-FORGET to learn more about our cutting-edge memory-relief procedure!” (preface)</p>	<p>This is the very beginning of the book - before even the first word of chapter 1. Clearly, this Leteo Institute is going to play a large part in this story. I’m especially intrigued by the “unwanted memories” part. The title of the book is <i>More Happy Than Not</i>, so I’m wondering if the “not” part is what the character(s) want/s erased. Someone, though, will undoubtedly visit this institute (that’s why we see it first), which raises another set of questions around memory. Are all memories important? Should we erase those that bring us unhappiness and pain? The phrasing of “here today, gone tomorrow” makes the whole process seem trivial, like it’s something that’s no big deal. But memories are a part of who we are as people. Is it okay to erase part of ourselves?</p>

**Dialectical Journal Rubric**

At Standard (5-4)	Approaching Standard (3-2)	Below Standard (1-0)
<ul style="list-style-type: none"> <li>● 5 entries present</li> <li>● Foster’s strategy identified</li> <li>● page number and quote are included on all entries</li> <li>● reflections are thoughtful and detailed</li> </ul>	<ul style="list-style-type: none"> <li>● 4 entries present</li> <li>● Foster’s strategy identified</li> <li>● page number and quote are included on most entries</li> <li>● reflections are present, but may lack thoughtfulness and detail</li> </ul>	<ul style="list-style-type: none"> <li>● 3 or fewer entries present</li> <li>● Foster’s strategy identified</li> <li>● page number and quote is included on few entries</li> <li>● reflections are present but don’t exhibit thoughtfulness and lack detail</li> </ul>

I cannot even begin to tell you how EXCITED I am about our texts this year! I've listed them below in the order we'll read them. **Get these texts now so you're not scrambling for them at the last minute. The expectation is that you have a copy of the text with you on the day we begin studying it (these dates will be added to the calendar in Canvas in August).**

**Fall Semester: Options Unit (Part 4)**

**Guiding question: What does it mean to be an American?**

For Part 4, we're going to take a look at immigrant stories, focusing on immigration from different countries. In addition to the novels we analyze, we'll read short stories, excerpts from nonfiction, and poems; listen to podcasts; and examine art. The three anchor texts that you'll need for this unit are:

*The Joy Luck Club* by Amy Tan

*The Book of Unknown Americans* by Cristina Henríquez

*Audacity* by Melanie Crowder

**Spring Semester: Works in Translation (Part 1)**

**Guiding question: How can we find the humane in the inhumane?**

This unit is dedicated to texts that were written in a language other than English. Each of the texts listed is from a prescribed list of titles given to us by IB. These novels show how we can find the humane in seemingly inhumane situations, specifically war. The three anchor texts that you'll need for this unit are:

*The Complete Persepolis* by Marjane Satrapi

*The Garden of the Finzi-Continis* by Giorgio Bassani

*The Sorrow of War* by Bao Ninh