

IB HL ENGLISH, YEAR 1 / JUNIORS

SUMMER READING ASSIGNMENT 2011

Welcome to IB! You are about to embark on an unforgettable journey, one that will be as great as you decide for it to be. Fishers High School offers English at the higher level only. This means you are required to take English for both years of the programme. You will spend your first semester with me and then "travel" to Mrs. Blamey to finish up your first year of English. Your senior year will be just the opposite, starting with Blamey and finishing with me. If you need to contact me about summer reading, I may be reached at my school email: lcornell@hse.k12.in.us. Please include your FIRST and LAST name in your correspondence as I do not yet know all of you! (By the way – a random thought here – do NOT throw away your pre-AP booklet. We will continue to use ideas out of it.)

PART I: THE IB LEARNER PROFILE

One of our primary goals in your first year, particularly early first semester is to mold you into a team. With that in mind, I want you to do some personal reflection work with the IB Learner Profile (**Get a copy outside Cornell's room, A238. It will be SMALL so you can TAPE/GLUE it INSIDE your reading journal.**).

TASK ONE:

INDEPENDENTLY of your peers, rank the 10 traits for YOU. You should do this independently of your peers! Rank them from 1-10 (1 is high/most important; 10 is low/least important) in terms of general importance to life/success/school/etc. Please format your list with #1 at the top (Please type.).

TASK TWO:

Still INDEPENDENTLY of your peers AND on the SAME sheet of paper (keep typing), rank the traits again (1-10; same scale as above) in terms of YOUR personal "ability." (Think personal strengths and weaknesses here.) If you are strongest as "knowledgeable," rank that as a 1. If you are weakest at being "open minded," rank that as a 10. Ranking the list twice should show you what you value yet where you might struggle.

TASK THREE:

Now write (TYPE) a reflection about your work with the learner profile. What did you learn about yourself? Were there any surprises? What internal struggles did you face? In traits where you consider yourself "strong," how might you be able to help others who might find this same trait a weakness? Where did you find yourself weak (BE HONEST)? What can you do to improve in this area(s)? You are NOT restricted to just these questions but should address these questions. I do not expect you to be strong in all areas, yet we (the collaborative IB group) will work toward that together. This should be approximately TWO-THREE pages double-spaced.

TASK FOUR:

Create a VISUAL that represents YOU. It needs to be "carry-able" but should NOT just be a sheet of posterboard. While I'm not "outlawing" posterboard, I want you to USE it CREATIVELY.

ALWAYS, ALWAYS, ALWAYS,
with **ANY** product you create,
have **PURPOSE** in mind.

What is the purpose of the assignment? (We need to get to know you -- or maybe just I need to get to know you. What makes you "tick"? What do you value? WHO ARE YOU???) This should be a mixture of pictures/images and WORDS. Yes, the words can be quotes.) What is YOUR purpose in your choices? (While you do NOT need to have this ON your visual, you need to keep this question in mind.) This "visual" needs to be physical AND hang-able, NOT electronic. **This will be due the FIRST MONDAY of school** ---- so you will have the first three days to ask questions and the weekend to finish. You ABSOLUTELY MAY get started before school starts!!

PART II: CHRONICLE OF A DEATH FORETOLD

Our focus for first semester is WORKS IN TRANSLATION. Our major works will have originally been written in another language, but we will be reading them in English. A main focus of this component of the curriculum is world culture and internationalism. Additionally, we will be "searching for truth." The text I want you to read to start this part of the curriculum is ***Chronicle of a Death Foretold*** by Gabriel García Márquez, translated from the Spanish by Gregory Rabassa. YOU are to read this in ENGLISH! The ISBN is 9781400064710. FHS has several in stock if you would prefer to purchase yours here; cost is \$9.26. These will be sold on a first come basis AT the bookstore. If you do not get one from the bookstore at FHS, you will need to purchase one from amazon.com, Borders, Barnes & Noble, etc..

"*Chronicle of a Death Foretold* is set against the backdrop of a small Colombian town and explores the chain of events, false accusations, petty errors and biases that lead to the unnecessary, yet pre-determined murder of a young man. It is a tightly woven tale that reflects García Márquez's inimitable spin on "magic realism," exploring the antiquated moral codes, the conspiracy of silence, and the explosive issues of race and class that lead the story to its tragic ending." (<http://www.repertorio.org/productions/index.php?area=ind&id=29>)

WARNING: This "story" is told in a NON-linear fashion, so you may have to read and re-read. Additionally, character names might seem similar, given the Latino background of the text. Take COPIOUS notes to be able to distinguish the characters from one another!

1. Purchase a COMPOSITION NOTEBOOK. It can be something plain that you decorate (or not), or something with a pretty picture, but it MUST be a standard "composition" size (smaller than notebook paper) and, thus, bound with thread along the edge. You will take ALL your notes in this book (ALL SEMESTER). You may need to purchase a second one later in the year.
2. Read *Chronicle*. You may wish to annotate the text, or you may choose not to, but you MUST track characters, strands/motifs, symbols, etc. This information can start as a list but needs to be further developed: brief description (particularly characters), the **purpose** of the character/symbol/motif, what "it" seems to represent (not just for symbols)
3. Keep different sections for
 - a. characters
 - b. thematic ideas & motifs
 - c. symbols

NOTE THE DEVELOPMENT of these elements – how they function in the beginning of the text and how they function as the text progresses.

5. IDEAS NOT TO MISS: honor, light vs. dark/good vs. evil, odors, doors & windows, dreams, birds, social class distinctions, traditional gender roles, virtue vs. vice (This is

NOT a comprehensive list!! I would expect you to branch out on your own and find some other traceable ideas.)

6. Expect an objective test over this work upon your return to school.

Please note: All summer assignments are mandatory and are due on the first day of school. Assignments turned in after that date will be subject to the English Department Late Policy which states that 20% will be deducted after one day and 50% after two days. An assignment will not receive credit following the second day late. Failure to meet the requirements of the summer assignment will result in a recommendation that the student be reassigned.

Plan to complete the assignments early, before summer vacations and/or work schedules produce a time crunch.

For your reading journals and book annotations, please write and attach a pledge affirming that you completed the assignment independently (no Cliffs notes, study guides, Internet sources, movies, etc.), read the work in its entirety, and did the reading/work this summer for the purpose of this assignment. SIGN THE PLEDGE. All work submitted should be original; plagiarized work will result in zeroes, possible removal from course, and referral for honor code violation, one penalty of which might be removal from National Honor Society.