

IB ENGLISH HL SUMMER WORK

Your completion of the summer assignments is a pre-requisite for entering the class in August. Remember, you have extended essay appointments to keep throughout the summer and additional work for your other IB classes. Please budget your time accordingly. It is ALWAYS obvious who does the summer work the week before school starts!!

ASSIGNMENT ONE: BREADTH OF LITERATURE, DIALECTIC JOURNAL

READING TASK: Read and annotate JANE EYRE, by Charlotte Brontë (BARNES AND NOBLE EDITION)

*** We will be studying Jane Eyre during Aug/Sept and Tess of the D'Urbervilles during Sept/Oct. It is required that you read Jane Eyre during the summer.*

Note: It is also suggested that you purchase Tess of the D'Urbervilles (Barnes & Noble edition) as soon as you can so that you can better prepare for the comparative work. It is YOUR choice if you read Tess during the summer as well. At 465 pages, it is lengthy. Only you know if you will be able to read it successfully and carefully in September, while balancing other class work. **IB students are expected to study one text while reading another; this is expected and should be planned for in your regular homework schedule.**

TASK A: JOURNAL: Create a word-processed dialectical journal: a log of **20 carefully chosen passages** for Jane Eyre.

→ Quote the passages and then write an insightful response to the passage. Please select moments in the book that moved you. Please see the IB Close Reading/SQUIDS handout which is on Google Classroom. This kind of depth and critical analysis is the basis of the HL Senior class. It is imperative that you formulate your dialectical journals.

- a) The first entry (#1) should feature the BEST passage from the book. Commentary should argue WHY this was the best passage AND how it is critical to the study of the characters, the story, and the overall message the book communicates.
- b) Transition from there to your 18 meaningful reflections (U, DS) on passages/sections (S) drawn from the whole book. You should utilize both formative questions and direct quotes (Qs) to shape the commentary/reflection (I, D.S).
- c) The last entry of the journal (#20) should feature the last chapter of the book, and your commentary on the closure of the story. How does the last chapter represent Jane Eyre and Rochester? How does it appropriately or not appropriately satisfy you, the reader? What is the author trying to communicate with Jane's closing chapter?
- d) Avoid facile comments; be thoughtful and thorough. It is EXPECTED that the SQUIDS/Commentary be long and rich—not filled with air. A ½ to ¾ page response is a good measurement. A commentary COMMENTS... it does NOT SUMMARIZE.

YOU MAY PRINT OR UPLOAD TO TURNITIN.COM. DUE THE FIRST FRIDAY OF CLASS.

TASK B) ORGANIZE YOUR TEXT: The text can be divided into Volumes and Phases. You may want to use colored plastic POST-IT tabs to mark:

Color 1) **Volume 1:** 11-181; **Volume 2:** 182-346; **Volume 3:** 347-524.

Color 2) "Five Phases" matches the 5 settings: **Gateshead** (pg 11), **Lowood** (pg 50), **Thornfield** (pg 111), **Moor House** (pg 384), **Ferndean** (pg 498)

Annotate for: structure: section, volume, chapter

TASK C: ANNOTATE: Throughout the course you will mark up your text. It is expected that you annotate insightfully as you read the text for all upper-level honors literature classes. Use your summer to learn HOW to see a text as a tool.

As you read, write at the header of EACH **Volume** and EACH **chapter**: plot, significant events, themes/topics, symbols, POV, lit filters, etc.

At the end of each **chapter**, summarize the plot. ANNOTATION IS YOUR FRIEND!!

ANNOTATE FOR AT LEAST **FIVE** OF THESE TOPICS THROUGHOUT THE TEXT: Consider these topics as you **annotate the text**: *discovering love, love vs. autonomy, gender relations, man's search for identity/individualism, setting(s) and their impact, appearance and attractiveness, dreams and visions, narrative voice (character as narrator), fire and ice, isolation, passion vs. restraint, supernatural/gothicism, bias and judgment, religion, the damage family causes, definitions of family, lack of freedom, societal expectations, internal struggles, weather, the role of education, life's demands, religion, the English caste system, Rochester as a Byronic hero. Outside of the FIVE, you should also annotate where you are moved for style, language, imagery, description, powerful quotes, etc.*

*(** I will check this when you arrive to class in August.)*

I do NOT expect the book to be fully annotated in August when you arrive, but **SOME WORK** should have been done to show your brain/thinking process. Annotation is NOT highlighting or underlining alone. There MUST be marginalia, comments, questions, summations, connections, observations, epiphanies, literary identification for a result, etc. Senior year is about THINKING!

TASKS:

[] Join the Google Classroom Summer Café as soon as possible. Join code is: **c5v75k** You will find handouts, announcements, links here.

[] Join the turnitin.com class page as soon as possible. Class id is: 21283127 Password is: **explicat1on**

[] Contact Mrs. Shockey: **bshockey@cousd.net**