

**IB English Literature Year I  
Summer Assignments 2017  
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WKHS**

Hello, and welcome to International Baccalaureate English Literature! I am so excited to be a part of your learning community next year, and as promised, here are the summer assignments. Please do not hesitate to contact me if you have questions or need clarification regarding the summer work. You can reach me at my cell phone: (614) 570-7230, or you can contact me at [mhittepole@wscloud.org](mailto:mhittepole@wscloud.org)

**Required Summer Readings: (please purchase your own copies so you can annotate)**

***A Thousand Splendid Suns*, Khaled Hosseini—fiction, novel**

**Memoir Choice Read— see selection criteria below**

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**Assignment #1: *A Thousand Splendid Suns*, Khaled Hosseini**

In August we will begin our class together with a series of Socratic Seminars on Hosseini's novel *A Thousand Splendid Suns*. Below, I've provided a guide to assist you in your question writing. As you will see, the best discussion questions are "Inductive" and "Analytical," so I'm asking you to focus your energies there.

There are four parts to Hosseini's novel. Please write *at least* one (1) question per part; you must have a total of six (6) discussion questions, so you will write more than one question for some of the parts. Then, after you've drafted your thought-provoking discussion questions, follow them with their potential answer(s). Potential answers (I say potential, because sometimes your classmates might respond in surprising, unexpected ways) should be in complete sentences and in paragraph form. Quote text and cite page numbers whenever and wherever necessary (and it is necessary). Please do not scribble your questions and answers on this handout. I will only accept typed, final-draft quality questions and their answers.

**Due: The beginning of the second week of school**

**Points: 100**

**Types of Questions: Reproduced with permission from Jim Burke, author of the critical thinking book: *What's the Big Idea?***

**1. Factual Question**

Is verifiable—answers found on the page.

Responds to questions: *who, what, when, where, how?*

Takes the reader *into* the text.

*Examples*

Who does Romeo kill?

What does everyone in the book think Ultima is?

Where does George tell Lennie to go if he gets in trouble again?

When is the story set?

Write *your* factual question here:

Write the answer, cite the page number, and explain its importance below.

**2. Inductive Question**

Is verifiable—answers found *in* the text, based on details and examples.

Responds to questions: *why, how, and so what?*

Takes readers *through* the text, allowing them to evaluate and interpret evidence from the visual, spoken, or written text.

*Examples*

Why does George continue to care for Lennie after all the trouble he causes?

How does O'Brien convey his attitude toward the war in this story?

Why does Hamlet treat Ophelia as he does?

How does Ralph's relationship with the others change by the end of the story?

Write *your* inductive question here:

Write the answer, provide the examples, and explain its importance below.

**3. Analytical Question**

Connects the text to other texts, ideas, or situations through analysis.

Responds to questions: *How are these similar, different, related ?*

Takes readers *beyond* the text, allowing them to analyze the relationship between this text and other texts, ideas, events, or situations.

*Examples*

How is *Frankenstein* similar to certain modern problems we face today?

In what ways are *The Plague* and *Blindness* similar and different?

What does *Lord of the Flies* tell us about human nature?

Write *your* analytical question here:

Write the answer, provide the examples, and explain its importance below.

## **Assignment #2--Memoir Choice Read**

**The memoir you choose must meet at least two of the following criteria:**

Cultural significance

Fresh perspective (diversity=people who live a different kind of life than you)

Work in translation

Literary merit (awards and recognitions); beautifully crafted language

Length: no real guideline, except quality over quantity

Critical acclaim

**Here are some links from NPR and NYT where you can read reviews of memoirs. (Hint: be careful, some of them are biographies, and that's not what you want. Also, please be careful of fiction books that are written to look like memoirs.)**

<http://www.npr.org/books/genres/10101/biography-memoir/>

<http://www.npr.org/2012/07/05/156314475/a-world-on-the-page-five-great-travel-memoirs>

<http://query.nytimes.com/search/sitesearch/?action=click&contentCollection&region=TopBar&WT.nav=searchWidget&module=SearchSubmit&pgtype=sectionfront#/memoir>

**Assignment: Students will introduce themselves and the memoir they chose. Be prepared to identify important background information/ context as it relates to the memoir. Then conclude your presentation by reading a noteworthy or particularly likeable passage. The class and I will follow up with spontaneous questions. Presentations will be informal, and should be between 3-5 mins.**

**Due: First Day of School**

**And finally, a preview of the formal presentation you will be scheduled to make this fall. This is NOT actually summer work, because we will cover much material in class before you will have the information you will need to present. However, as you read your selected memoir this summer, it may be helpful for you to know our learning targets and presentation parameters.**

We can recognize the six modes of memoir writing (person, place, object, time and context, event, awakening) and analyze how they contribute and/or relate to theme.

We can identify universal theme(s) in a piece of creative non-fiction, and then relate the text back to our own experiences.

We can identify transition techniques used by memoir writers and then explain/analyze how those transitions work, and how the transitions contribute to theme.

**In order to demonstrate this learning, students will draft an instructive slide presentation for their classmates. Slides should cover the major points of the presentation:**

- I Overview of the work, including biographical information on the writer, historical context for the memoir, as well as the memoir's central themes and concerns.
- II Three passages for discussion, reproduced, quoted and parenthetically documented, (choose from person, place, object, time and context, event, awakening), [followed by a detailed explanation of how each passage works to develop theme](#)
- III One particularly notable transition passage, [followed by a detailed explanation of how it works to develop theme.](#)
- IV An explanation of new learning. What have you learned about yourself and/or your world as a result of reading this book?

**Presentations should be no longer than 15 minutes, and will be evaluated based on a rubric which will be discussed at a future date. These presentations will be due mid-September, after we have had a chance to learn all about memoirs as a genre.**

