

Summer Assignments

General Information

This summer you will be reading essays by Emerson, the first author who will be part of your official IB assessments. You will also read related essays by Thoreau and Dr. Martin Luther King, Jr. As you read these works, you will, of course, use the skills you have practiced for the last two years in your Pre-IB English courses. This means that you will read actively, paying special attention to such literary items as tone, style, argumentation, and you will be prepared to discuss these elements when you return to school. In addition to the reading, you will be expected to complete an assignment to demonstrate your critical awareness of the literature. Please be aware that all work you turn in must be your own. No research is needed for this assignment; you do not have to go online or consult literary criticism of any kind; therefore, all analysis you present must be based solely on *your* interpretation of the text.

During your first year in Language A1 of the IB Program, you will maintain a journal. This must be either a composition notebook or a spiral-bound notebook. I will not accept loose pages. REPEAT: I WILL NOT ACCEPT LOOSE PAGES. If you turn in loose pages, you will fail this assignment. Your work this summer will be the first entry in your journal. During the school year, you will add typical journal assignments such as responses to critical questions, as well as a variety of other responses. These may include question papers, formal critical essays, general questions and answers, critical commentaries on color-marked passages, or even charts and outlines that you create. Our purpose is twofold: First, this use of your journal will neatly organize your work for my review and evaluation. Second, you will maintain your information, ideas, and critical thoughts about a work for use during your IB candidacy assessments: the Individual Oral Presentation (IOP) and a supervised World Literature paper. In short, the time you invest in your journals this year will help or hinder you later.

Assignment

Read the following essays. You may borrow a copy of Emerson and Thoreau from me until my copies run out, or you may download the pages from the internet. These essays are not copy-right-protected and are easily available online.

Emerson

- Nature [Read the correct essay. Our selection begins, "Our age is retrospective. It builds the sepulchers of the fathers." It is broken into such sections as "Introduction," "Nature," "Commodity," "Beauty," etc.]
- "American Scholar"
- "Self-Reliance"
- "Experience"
- "The Transcendentalist" ["The first thing we have to say..."]

Thoreau

- “Civil Disobedience”
- “Where I Lived, and What I Lived For” (from *Walden*)

King

- “Letter from a Birmingham Jail” (the entire letter, not the short excerpt in the American literature textbook)

In addition to reading these essays, you have one assignment to complete. As you read the essays, create a detailed chart to help you navigate through the works later during class discussions or during the creation of a group PowerPoint presentation. At a minimum, you **MUST** list the work, key ideas, important quotations by the author, personal ideas that arise, and literary elements you recognize. To show your creativity and ambitiousness, feel free to add any other categories that come to mind. You can determine how extensive or limited your chart is. (Be sure to read the grading descriptors that are attached.) If you prefer, you can create the chart on separate paper and then paste/tape it into your journal. Do not forget to provide an MLA citation for EACH of your DQs (direct quotations). If you are using an internet source, pay careful attention to how to cite accurately. Note that you will lose points for each citation error.

Your assignment is due no later than Monday, August 29. **No late work will be accepted.** If you will be out of town on the due date, turn the work in before you leave. Every year several students fail to turn in this work, and every year several students fail the first grading period as a result. Do not begin your diploma candidacy this way.

Evaluation

Your responses will be scored according to the rubric that is attached.

Contact Information

If you need to contact me during the summer, you may call me at 545–9169 or email me at john.kraemer@cpschools.com. Since I will be out of town for several periods during the summer, please be patient. I will respond as soon as I return. Missing the due date because you could not contact me is NOT a reasonable excuse. Read the assignment and ask your questions well in advance of the due date.

Evaluation

Score	Descriptor
100–90	The student's work is thorough and detailed. The student demonstrates persuasive critical awareness of ideas, concepts, and literary features within the works.
89–80	The student's work is detailed. The student demonstrates very good critical awareness of ideas, concepts, and literary features within the works.
79–70	The student's work is generally detailed. The student demonstrates adequate critical awareness of ideas, concepts, and literary features within the works.
69–65	The student's work has some detail. The student demonstrates some critical awareness of ideas, concepts, and literary features within the works.
64 and below	The student's work has limited or no detail. The student demonstrates little or no critical awareness of ideas, concepts, and literary features within the works.

READ THIS NOTE CAREFULLY: You must show evidence of **EACH** of the features of the descriptor in order to achieve a score within that range. For example, if you only show “adequate” critical awareness of literary features, regardless of how aware you are of ideas and concepts, you cannot score above the 79-70 range. You must show “persuasive” critical awareness of ideas AND concepts AND literary features to place your work in the top category.