Summer Reading Project for IB

DUE MONDAY, SEPTEMBER, 9ᵗʰ
NO EXCEPTIONS

The text: Over the summer, you will be expected to pre-read one of the texts w will read later in the year: *Beloved* by Toni Morrison. The justification for pre-reading this text is that it is incredibly dense and really only understood after at least two readings. If you are lost after first reading this text, that is normal. If you hate this text after first reading it, that is normal too. However, it is the focus of your large internal assessment (IA) next year, so you need to know it well.

Written Component:

Step One: While reading *Beloved*, your job is to list five or more literary elements that come up in the text.

> **Literary elements to focus on:**
> - Motifs
> - Symbolism
> - Characterization
>   - first person, second person, third limited/omniscient, etc…
>   - dynamic versus static characterization
>   - character motivations
>   - indirect versus direct characterization
> - Setting
> - Use of language
>   - figurative language – similes, metaphors, personification, etc…
>   - repetition
>   - diction
>   - tone
> - Narrative style
>   - stream of consciousness
>   - unreliable versus reliable narrator
>   - Structure
>   - chapter organization or overall text organization
>   - syntax (i.e. sentence formatting)
>   - punctuation (or the lack thereof)
> - Overall themes (these are not motifs so don't confuse the two)

Step Two: Find at least three DTRs for **each** literary element to prove it comes up throughout the text. Provide an MLA citation for **every** DTR.

Step Three: You must find **two** non-literary texts that explores the same motif(s) or themes as *Beloved*. You must use the following formats for your non-literary texts:
- Documentaries
- Podcasts
- Interviews
- Photographs
- Advertisements
- Artwork

Step Four: Create an annotated bibliography for your non-literary text. If you don't know how to create an annotated bibliography, you need to use the Purdue OWL website and figure it out:

- https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/annotated_bibliography_samples.html

Step Five: For **each** of your non-literary texts, you must write a 5-sentence explanation of how the source connects to a motif from the novel. Your explanation may address one or more of the following topics:
- How the two works share a common theme or issue
- How the two works compare and/or contrast in the cultural perspective(s) they portray
- How the difference in literary form (i.e. fictional novel vs non-literary text) affects the portrayal of the works' motifs or themes.

Scoring: (30 points total)

Task	Points
Written component includes 5 literary elements	
Written component includes 10 DTRS with MLA citations	
Written component includes 2 non-literary texts	
Written component includes a properly-formatted annotated bibliography	
Written component includes 2 5-sentence responses explaining non-literary text.	
Written component is typed and double-spaced with an MLA heading	

Your written component will be due the first Monday of the school year. On that date, you will also be asked to write a practice Paper 1 *analyzing* Toni Morrison's writing style and WHY Morrison enlists these elements (consider the thematic connections you made to your nonliterary sources).

Last notes:
- Typing is mandatory so length requirements are consistent. Email me if this is a problem for you. *If it is not typed and printed when you come to class, I will ask you to type it and submit late, and you will be docked late points.*
- Beloved is available through our Bend High library or the Deschutes county library. You may want to purchase the book so you can mark it up, as we will use it extensively through the course.
- The written component will be due the first **full** day of class – Monday, September 9th.

Plagiarism Warning: Beloved is a hard text, and although you may be tempted to resort to resources like SparkNotes or other online literary criticism sites, not only is this prohibited, but the information found on these sites is actually very surface-level and does NOT lend itself well to the above assignment. The broad, generic, and sometimes incorrectly-identified symbols, themes, and motifs brought up on SparkNotes would not score well on an IB exam.

As such, you are expected to use your own brain. **Any material resembling information found on SparkNotes or other online resources will result in a zero on this assignment and possible further consequences as a result of your betrayal of the IB Honor Code.**