



Summer Assignment 2019-20

IB English A: Literature HL

Mrs. Cording - julia.cording@ocps.net

A Tale of Two Cities

Charles Dickens (England, 19th century)

Charles Dickens, Barnes & Noble Classics edition, Gillen D'Arcy Wood, editor. ISBN 13: 9781593081386

This novel is from Part III of the syllabus, meaning that you will need to know it thoroughly (and have means of reviewing it) for the May IB examinations.

PART 1: PREPARATORY RESEARCH - 50 points possible; due on Day 1 of class.

You should do this **prior to** AND early into your reading of the novel. Though the novel is fiction, the setting is historically significant. Read about the (1) French Revolution, (2) the Jacobins, (3) the king and queen of both England and France during the time period, (4) the significance of the French Revolution in the larger context of world history at that time, and (5) women's roles in Victorian England (This last issue will gain relevance as the course progresses). **Print out** and **read** the research before you begin the novel, and then go back and complete this research assignment.

Once you've read the novel, **annotate** your research. I expect to see meaningful highlighting and notes made on the printouts and **directly connected to specific ideas and details in the novel**. Write **page numbers** and/or details from the novel on the printouts at points where your research findings relate to what you are reading in the novel. **NO Wikipedia!**

Include an **MLA Works Cited page as your cover sheet**.

PART 2: READING THE TEXT – Due on Day 1 of class (Bring your book!)

"If you want to succeed, you gotta read!" (Nathan Rodriguez, class of 2018)

Read the novel. Find out what happens, and since you own the book, feel free to mark the text with your reactions or thoughts as you read. Annotating a text is, after all, a highly flexible and personal tool for study, but it's important that you do not annotate to such an extent that it destroys your enjoyment of the novel as a reading experience. Annotation is best done when you have a *purpose* for annotating (such as finding evidence to support a theory, or exploring the topic of a paper you want to write). The first time I read a novel for school, I tend to make light marks with a pencil on those passages that seem to be important and those I want to revisit later, such as:

- ✓ development of a themes, motif, or symbol
- ✓ physical description of a to specific character or setting
- ✓ speech/actions that reveal character
- ✓ indications of the narrator's tone
- ✓ significant aspects of the plot/ climax of the novel
- ✓ key passages or quotations

Use your best judgment. I do not have a specific requirement for annotation, but there will be a **READING QUIZ**—that is, a **quiz to be sure you've read the novel**—during the first week of school. (Date will be announced in class, but it will probably be on Day 3.)

PART 3: LITERARY ANALYSIS—150 pts – Due dates will be announced in class.

A. Creative Component – 50 points possible (25 per panel)

Choose any **TWO** of the literary “tasks” listed on the back of this page. For each task, you will create one “side” or section of what will become a dodecahedron (a 12-sided object), for a total of two sections. Your two sections will then be assembled with those of other classmates to create the finished object. (The assembly will be completed in class.)

On the outer edges of each section, **write the number of the task** that corresponds to the section you have created as well as your **name and period**. On each section you will create an artistic, creative & analytical “response” to the task chosen. Although space is limited, you can increase this space by using additional layers, fold-outs, attachments, and/or any other 3-D element. **Attachments MUST be securely fastened so that they won’t fall off when held upside down.**

Your goal is to “say” and suggest as much as possible in a small space and to consider the novel as a whole even as you focus on one aspect. It will be helpful if you consider this project as a way to show what you already know about literature rather than seeing it as a “creative project” (and the lack of rigor that such a phrase sometimes implies).

TASKS

1. Devise a way to **show the significance and impact** of one or more key settings in the novel.
2. Devise a way to **demonstrate the significance** of the structure of the novel.
3. Using words and images, **demonstrate** one or more major internal and /or external conflicts.
4. Devise a way to **explore an important theme** in the novel.
5. Depict and **show the significance** of a key passage or moment in the plot in the context of the novel as a whole.
6. Depict and **show the significance** of the opening and/or closing scene of the novel.
7. Devise a way to **show the development** of a key character in the novel.
8. Devise a way to **depict and explore** the breakdown of values in the novel.
9. Depict and represent the **significance of the relationship** between two or more characters.
10. Devise a way to **represent a comparison** of the two great cities as they are represented in the novel. (Remember, “comparison” always implies contrast as well, and you must reach a conclusion based on your comparison.)
11. Devise a way to **depict and show the significance** of a key symbol or motif **used throughout** the novel.
13. Devise a way to **explore the meaning/significance** of the book’s title as it relates to the novel as whole.
14. **Depict** the climax of the novel and its location in the plot structure.
15. Devise a way to present a setting, character, or event that, even though minor, is **highly significant** and **show why**.

B. Oral Presentation Component – 100 points possible

You will be asked to explain **in detail** the significance of **ONE** of your two panels. This presentation requires **4 minutes** of pertinent information/discussion and may be as creative as you like. The panel becomes the “prop” as you demonstrate your thorough understanding of the literary element addressed by the task and considered in the context of the novel as a whole.

EVALUATION CRITERIA:

- Part 1: Preparatory Research.** Up to 50 points; printouts are marked with notes/highlighted, page #s connect to the novel; covers 5 topics required; credible sources, MLA Works Cited included.
- Part 3A: Creative Component.** Up to 25 points per panel (50 total) for demonstrated literary understanding, care, and creativity (This piece is judged on its own merits, without hearing the oral presentation.)
- Part 3B: Oral Presentation Component.** Up to 100 points for remarks that are precise, concise, and pertinent to the novel as a whole as well as to the **literary significance** of the task addressed. Evidence of rigorous thought, understanding, and preparation should be apparent.