

SUMMER ASSIGNMENT OVERVIEW

1. Join the IB English Summer 2017 class via Google Classroom.
2. Read *Brave New World* by Aldous Huxley.
3. Compose at least five journal entries as you read the novel.
4. Read and summarize a secondary source article related to the novel.
5. Journal entries and research summary due on the first day of English class.

GETTING STARTED

Joining Google Classroom:

Go to classroom.google.com

Username: first initial + last name + graduation year @students.rbrhs.org
Example: John DeBarberie's username is jdebarberie19@students.rbrhs.org

Password: Student ID + * + Graduation Year
Example: 19999*19

After you login:

1. Click the Plus Sign
2. Enter Class Code: f94ldn
3. You will now be a member of IB English Summer 2017.

GOOGLE CLASSROOM

1. **QUESTIONS:** Post questions and find answers to questions throughout the summer. I will check in frequently to address any points of confusion or other questions about the text or the summer reading assignment. You may also email me at jdebarberie@rbrhs.org and I will post my response on Classroom for the entire group to see.
2. **CONTENT:** Did you lose your summer assignment? Good news. It's available on Google Classroom. Having trouble accessing the online databases? Good news. The articles are available on Google Classroom. You may also find Screencasts with valuable "How To" information.
3. **ORGANIZATION:** Though not mandatory, you may use your school Google Drive to organize your journal entries and secondary source summary (more information below). You may choose to create separate Docs or organize them in one Doc. Either way, you will find the work easily accessible at home, at play, or in school. You may also submit your work to me if you would like feedback.

ASSIGNMENT #1 - JOURNAL ENTRIES

DUE DATE: First Day of English Class

Before you begin reading *Brave New World* by Aldous Huxley, break it up into at least five sections. If you would like to break up your reading further, that's a good idea. This will ultimately help you participate in class discussions more confidently in September.

The content of your entries is up to you. The most meaningful journal entries relate to the reader's experience with the text. Instead of trying to analyze the novel for literary significance or focusing on character archetypes, write about your reactions to the text. If you like a certain part, great. Refer to specific passages and page numbers as you explain what you like about the text. If something interests or confuses you, write about it. If you hate the novel - I don't think you will, but if you do - write about the reasons you dislike the text. Does the narrative structure confuse you? Do the protagonist's actions seem unrealistic? It. Is. Up. To. You.

Requirements:

- At least five entries
- At least one well-developed paragraph each

- Typed, double-spaced
- Font: Size 12 Times New Roman
- Heading for each entry including page numbers, date, and a topic of your writing.
- Refer to specific passages and page numbers as you write.

Do: Annotate the text by using Post-It notes, a separate notebook, creating a Google Doc with page numbers, etc. while you read. Then compose your journal entry.

Do Not: Complete all of your journal entries at once. Spread out your reading and writing sessions.

Do: Look up words you do not understand.

Do Not: Summarize the portions of the text you read in your journal entries.

Do: Check into Google Classroom periodically to see if your teacher or classmates have posted questions related to the novel.

Do Not: Wait until the last minute to complete this assignment.

JOURNAL SENTENCE STARTERS

Sometimes the best way to begin writing is by using the words of others. Physically copy one of these prompts and finish the sentence if you are experiencing writer's block. You can thank Ms. Dorn for these jazzy examples.

1. I like the way the author...because....
2. I wonder if....
3. My favorite part has been....because....
4. I felt _____ when....
5. I was confused when _____ because....
6. If I _____ I think I would have....
7. I never would _____ because....
8. Why did....? My guess is that....
9. I really liked/disliked....because....
10. I agree with the idea of....because....
11. I disagree with the idea of....because....
12. I feel sorry for/ angry at/ disgusted with, etc. _____ because....
13. I would like to meet _____ because....

ASSIGNMENT #2 - RESEARCH

DUE DATE: First Day of English Class

FINDING A SECONDARY SOURCE: After you finish reading the novel and completing at least five journal entries, find a secondary source article related to *Brave New World* using the Media Center's online databases. Links to the databases and sample articles may be found on the Google Classroom stream and in this document.

Suggested Databases:

1. Gale Virtual Reference Library
2. Gale Literature Resource Center
3. Literary Reference Center
4. Facts on File: Bloom's Literary Reference Online

Accessing Databases:

1. Visit www.rbrhs.org
2. Click Departments
3. Click Media Center
4. Click Research Resources

Login Information:

Username and Password: rbrhs

SUMMARIZING THE ARTICLE: Download or print the article you choose to read related to the novel. Take notes using Google Docs or by annotating the hardcopy. You should try to write one piece of information after each chapter in the margin of the text or using the comments feature of Google Docs. After you read and annotate the text, compose a one-paragraph summary of the article and explain how it relates to the text. This is what you must do when you write an annotated bibliography before writing a research paper.

Requirements:

- Typed, double-spaced
- Font: Size 12 Times New Roman
- Include the title of the article and the author if applicable.
- Do not use websites like Sparknotes or Bookrags. Use the databases provided by the school.
- Do not use author biographies, book reviews, or summaries. If you are not sure if your article is suitable, email me at jdebarberie@rbrhs.org.

SAMPLE ARTICLES: Though you do not have to choose these essays/articles, they are good examples of the types of sources for which you should look.

From Literature Resource Center:

“The Provocations of Lenina in Huxley's Brave New World” David Leon Higdon

“The Classic: Aldous Huxley's 'Brave New World'” Thomas D. Clareson

From Bloom's Literary Reference Online:

“State Versus the Individual: Civil Disobedience in Brave New World” Jake Pollerd

“‘Fordism’ in Brave New World” Scott Peller

From Gale Virtual Reference Library:

“Brave New World” *Novels for Students*

A Note About Technology

If you use Google Drive/Google Docs, you may access your work nearly anywhere using Google Apps.

If you do not have access to a computer or if your WiFi is down or if you spend your summer vacation in Antarctica to escape the heat, email me and we can work out a solution. Wait, email won't work in these scenarios. Try this. Visit the school Monday-Thursday, visit your local library, go to a public place with free WiFi, or handwrite your assignments and type them up when school starts. If you have a specific concern, please visit me at RBR. I'm here throughout July and for three weeks in August on certain days.