IB English HL 1 (11th Grade)  
Summer Assignment 2019  
Mr. DeBarberie

SUMMER ASSIGNMENT OVERVIEW

1. Read *Brave New World* by Aldous Huxley.
2. Thoroughly annotate the novel as you read.
3. Write six reader-response journal entries as you read the text.
4. Read and summarize a secondary source article related to the novel.
5. Journal entries and research summary are due the first day of English class.

GOOGLE CLASSROOM

1. CLASSROOM CODE: fvycebb
2. 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 to Classroom for the entire group to see.
3. 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.
4. ORGANIZATION: You must use your school Google account to complete this assignment. 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 - ANNOTATING THE TEXT

1. As you read *Brave New World* by Aldous Huxley you must annotate the text. Invest in a pad of Post-it notes, tear up a sheet of scrap paper, or use note cards to take notes as you read.

2. Consider the following as you ask yourself, “What do I write?”
   a. Write down general comments and reactions to specific points in the text.
   b. Keep a list of words you need to define to enhance your comprehension.
   c. Track the development of characters throughout the text.
   d. Write down questions that relate to points of confusion.
   e. Summarize the events that have transpired throughout the chapter.
   f. Write down your comments about specific literary elements:
      i. Diction (word choice)
      ii. Syntax (the way words are arranged into sentences and paragraphs)
      iii. Literary devices (metaphor, simile, personification, synecdoche, onomatopoeia, symbolism, etc.)
      iv. Patterns or repeated elements
      v. Point of view, perspective, and narrative voice

3. Please record at least one annotation per chapter.
ASSIGNMENT #2 - JOURNAL ENTRIES

DUE DATE: First Day of English Class

Before you begin reading *Brave New World* by Aldous Huxley, break it up into six sections of three chapters each. After reading three chapters, go back through your annotations and decide how you would like to craft your journal entries.

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 six entries
- ¾-1 page 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.

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 #3 - RESEARCH

DUE DATE: First Day of English Class

FINDING A SECONDARY SOURCE: After you finish reading the novel and completing at least six journal entries, find a secondary source essay 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 Literature Resource Center
2. Literary Reference Center
3. Bloom’s Literature (Infobase)

Accessing Databases:

1. Scroll through the student links to find Media Center.
2. Choose one of the research databases listed above.
3. The username and password is 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 hard copy. You should try to write one piece of information after each paragraph in the margin of the text or using the comments feature of Google Docs. After you read and annotate the text, compose a one-page summary of the article and explain how it relates to the text.

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 Literary Reference Center:*

“Science and Conscience in Huxley’s *Brave New World*” Peter Firehow

*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

“Deconstructing the Savage Reservation in *Brave New World*” Katherine Toy Miller

*From Bloom’s Literature:*

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

“‘Fordism’ in Brave New World” Scott Peller

**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.