

Pre-IB English I Summer Reading Assignment (17-18 School Year)
Due on 08/21/17

This summer you will have two required texts to read with corresponding assignments to complete. Each of these texts will help you build the foundational knowledge and skills that you will need to be successful in this course. It is highly suggested that you purchase your own copy of *Persepolis* so that you can annotate as you read. There is a rubric for the assignments at the end of this document. Please review it before you begin working.

For each text there are learning objectives listed below. Read each objective so you have an idea of what you are expected to focus on.

**Please note that no student will be exempt from this assignment, even upon late admission to the program. This will be the first graded assignment of the quarter. Each student is expected to submit all elements of the summer assignment by the due date. Failure to do so will result in a zero.*

If you have any questions or concerns about how to complete the summer assignment, please e-mail Ms. Settle at ssettle@pasco.k12.fl.us and you should receive a reply within 48 hours.

Persepolis: The Story of a Childhood by Marjane Satrapi

- Learning Objectives:
 - How we make meaning out of images
 - The importance of learning about other cultures
 - Visual literacy and how it can help us learn
 - How literature can challenge our perceptions of other cultures
 - How cultural and historical events shape a person's identity

Assignment: Genre Translation and Companion Analysis

Choose a scene from any part of the graphic novel *Persepolis* that you find particularly compelling in terms of its content and visual representation. Taking your cue from the individual panels and sequence of frames in this scene, write a 2-page narrative (500 words) in MLA format. This narrative will be a translation of the scene from graphic mode to narrative mode. Try to let your powers of narration and description capture the action, characterization, mood, and meaning of the graphic original.

In addition, you will write a 1-page (250 word) companion analysis of how your genre translation captures the primary elements of the graphic original. What information, details, images, etc. are lost in translation? What information, details, images, etc. are found?

Include a works cited page if you utilize any outside sources as reference (i.e. if you research political and historical events that are referenced in *Persepolis* to enhance your understanding of context, be sure to cite them).

Advanced Language and Literature—Chapter One (PDF file on GHS.com)

- Learning Objectives:
 - To think and talk about “literacy” and to recognize that literacy is connected to the world around you
 - To improve literacy skills
 - To know and understand the process of analyzing texts

Assignment: Required Reading and Activities

Students will read Chapter One of *Advanced Language and Literature*. You will complete the activities throughout the chapter that are identified below. In addition, at the end of the chapter there is a Culminating Activity in which students can demonstrate their current abilities in analyzing three types of texts: a poem, a non-fiction argument, and a graphic novel. All assignments will be typed in MLA format, clearly labeled, and submitted as a packet.

Complete the following activities:

- **Respond to all question prompts tied to the figures in the text.** For example, page 2 of the packet depicts a painting and asks: “How would the fact that books are copied by hand affect who had the opportunity to become literate?” You will respond to each of the questions throughout the chapter in complete sentences.
 - **Activities—these are featured on specific pages of the chapter. See below:**
 - Page 5—Thinking About Literacy Communities
 - Page 7-10—Recognizing Different Literacies
 - Page 11—Literacies In and Out of English Class
 - Page 13—The Analysis Process
 - Page 15—Considering Context
 - **Culminating Activities** (page 17-24)
 - Eating Poetry—respond to “Questions for Analysis”
 - *From The Shallows*—respond to “Questions for Analysis”
 - *From Persepolis*—respond to “Questions for Analysis”
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MLA Format Quick Reference: <https://owl.english.purdue.edu/owl/resource/747/24/>

Your paper should be formatted with the following:

- 1” margins
- 12 pt font
- Double-spaced
- Name, teacher's name, course, and date in the upper left hand corner
- Title of assignment centered

Rubric—Genre Translation—*Persepolis*

Score	LAFS.910.W.1.3 “Narrative” (2 pg)	LAFS.910.RI.3.7 “Companion Analysis” (1 pg)
4	Narrative goes beyond the 3.0 and is able to make connections based on the images in the novel and incorporate relevant historical events to support their analysis of the text.	Analysis goes beyond the 3.0 and is able to explain why changing the medium impacts the message and what specific details are able to be enhanced, as well as what specific details are lost in translation. Student is able to explain how medium determines what can be conveyed and what cannot. Explains the role of the reader and author in each medium.
3	Narrative includes effective technique (logical flow of ideas and cohesive), well-chosen details and well-structured event sequences.	Analysis includes which specific details are emphasized in translation and which specific details are absent/lost.
2	Narrative has a sequence of ideas but it may not flow logically and be cohesive. Details may not be specific enough or well-chosen to convey the meaning of the selection.	Analysis includes which details are emphasized in translation and/or which details are absent/lost but may not be specific and thorough enough to convey true meaning. The analysis lacks elaboration and specificity.
1	Narrative is poorly written; it does not have a logical flow of ideas sequenced in a way that mimics the graphic original, it does not include specific details.	The analysis may include information about general details that are emphasized and/or lost but shows a lack of understanding of the text, the task or both.