



Largo High School
10th Grade Pre-IB English
Summer Reading & Assignments

2016-2017

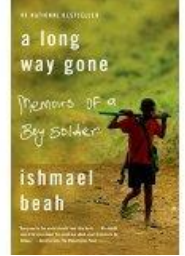
Welcome incoming sophomores! Please read and analyze the following text during the summer and complete the accompanying assignment. Book information is taken from Amazon.com and is provided for your shopping convenience, but it is completely acceptable for you to purchase a different edition of the text. You will be highlighting and annotating the pages of this text, so I do require paperbacks. Questions? arndthe@pcsb.org

***A Long Way Gone: Memoirs of a Boy Soldier* by Ishmael Beah**

Publisher: Sarah Crichton Books; 1st edition (August 5, 2008)

ISBN-10: 0374531269

ISBN-13: 978-0374531263



Color-Marking and Annotation

Requirements

In this book, interact with the text by **color-marking/highlighting** words and phrases that relate to the topics listed below. Highlight using at least 2 different colors per page to show analysis and completion of this part of the assignment.

- ~language (native language, definitions, figurative language, diction, new terms, concepts or ideas)
- ~historical/cultural elements
- ~narrative elements (author’s opinions, personal insights, thoughts, personal experiences, observations, etc)
- ~IB Learner Profile (traits of an IB Learner)

Make 2 annotations per page that relate to the color-marked/coded content listed above.

Three-Column Notes: *A Long Way Gone: Memoirs of a Boy Soldier*

After finishing the book and the color-marking and annotation requirement, complete a chart as depicted below. Use your color-marking to guide you in locating comparisons and quotations from the text and the IB Learner Profile. **Bring your book (highlighted with annotations) and typed chart on the first day of school in August.**

Requirements

Length: 3 pages, typed, 12 pt, single-spaced

IB Learner Profile: at least 1 quotation/example of each of the traits of the IB Learner.

Description/Definition of Trait provided by the IB Learner Profile, FLIBS/IBO document attached.

Quotation taken from *A Long Way Gone: Memoirs of a Boy Soldier*

<u>IB Learner Profile Trait</u>	<u>Description/Definition of Trait</u>	<u>Boy Quotation, Citation, Explanation</u>
Inquirers	“have a natural curiosity and learn to acquire the skills necessary to conduct inquiry and research and show independence in learning” (FLIBS 277)	“Quotation from text” (Beah). Explanation: Provide a two-sentence explanation of the quotation and its relevance to the Learner Trait. (Don’t write “This quote shows.”)

TREEES Paragraph:

Type one double-spaced TREEES paragraph including quotations to briefly delineate how Ishmael Beah’s personal experiences and his reactions to those experiences in *A Long Way Gone: Memoirs of a Boy Soldier* reflect traits of an IB Learner. Compose a thesis to claim this comparison and include required items in thesis. Use parenthetical citations for quotations. Provide a Works Cited for the book and the IB Learner Profile.

Works Cited

Beah, Ishmael. *A Long Way Gone: Memoirs of a Boy Soldier*. New York: Sarah Crichton Books, 2008. Print.

FLIBS Teacher Training Workshop Materials. International Baccalaureate Organization, 2004. Print.

The IB Learner Profile

The aim of all IB programs is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be:

Inquirers They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable They explore concepts, ideas, and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled They act with integrity and honesty, with a strong sense of fairness, justice, and respect for the dignity of the individual, groups, and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values, and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring They show empathy, compassion, and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas, and strategies. They are brave and articulate in defending their beliefs.

Balanced They understand the importance of intellectual, physical, and emotional balance to achieve personal well-being for themselves and others.

Reflective They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.