

Mid-Atlantic Regional Coalition of International Baccalaureate Schools

www.ibmidatlantic.org

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MARC IB ENGLISH A1 NETWORKING SESSION

MEADOWBROOK HS

WEDNESDAY, OCTOBER 29, 2008

Some titles in use:

Novels and Drama

The Lion and the Jewel (Soyinka;
written in English)

Crucible

Kite Runner

Their Eyes Were Watching God

Great Gatsby

Doll's House (World Lit)

The Stranger (World Lit)

Crime & Punishment (World Lit)

House of the Spirits (World Lit)

Like Water for Chocolate (World Lit)

Glass Menagerie

The Road—Cormac McCarthy
(Recommend: listen to on CD)

The Visit (World Lit) Freidrich
Deurrenmatt

Perfume (World Lit) –Patrick Suskind

Mother Courage and Her Children

(World Lit) Brecht

Cyrano de Bergerac (World Lit)

So Long a Letter (World Lit) Mariama

Bâ

The Assault (World Lit)

Poets:

Langston Hughes—progression before
Harlem Renaissance, during, and
frustration when Civil Rights
movement isn't going anywhere;
“Trumpet Player”

Walt Whitman

Robert Frost

Elizabeth Bishop

Sylvia Plath

Seamus Heaney

Eavan Boland

John Donne

Derek Walcott

Gwendolyn Brooks

T.S. Elliot

Robert Browning

Lawrence Ferlinghetti

Mary Oliver

William Carlos Williams

ee cummings –“she be brand new”

Sigfried Sassoon—can do progression of

early war, middle war, and late war

Rupert Owen

Robert Browning

Shakespeare:

Macbeth

Hamlet

Much Ado About Nothing

Othello

Romeo and Juliet

Tempest

Midsummer Night's Dream

Winter's Tale

Louise Erdrich: Fiction, non-fiction, and poetry; recommended *Love Medicine* or *Tracks*

Pre-IB Preparation: Critical to success in 11th and 12th grade:

9th Grade Teachers:

Grammar & Basic Writing Skills (structure)

Lots of color blocking—Claims/Evidence/Warrants

Can have students begin thinking about their writing by writing questions to the teacher in the margins of the papers. (Continue in 10th grade)

10th Grade Teachers:

Oral presentations

More philosophical thinking

Oral commentary practice

Move away from repetition, plot summary

Preparing Students for World Lit and Paper 2 Assessments:

Approaches to novels (full-length works):

- Have students read the entire book before discussion; giving reading tests to check completion, then do Socratic Seminars.
- Some schools doing that only with summer reading. With Summer Reading, have them read two, then discuss both at the same time to work on comparison/contrast.
- Problems with students not reading—spending too much time re-covering plot
- DiscoverySchool.com source for reading quizzes/tests

Preparation for Commentary/Close Reading:

Reading Preparation Suggestions:

- Quotation quizzes—identification of important elements that are NOT listed in SparkNotes; not necessarily analytical (“tickler” from Great Expectations) “explain the significance of”
- 20-quote journal:
- Quotes on one column; analyze elements of literature in that quotation; third column: questions they have about the quotation, comments, ideas, how it ties in
- After seminars, revisit each quotation in fourth column (Charmaine will send copy to be posted)
- Quotation
- Elements of Literature
- Analysis/Philosophy/Questions
- Reflection after novel as a whole has been discussed
- Dominant Effect Statements:
- X is revealed through Y (structure: X = theme and Y = devices) or Y reveals X
- As they read, create a bank of patterns that they notice w/page numbers
- 7 passages chosen out of the whole work; include Typed version of a passage on left-hand page of notebook, color marked and annotated; facing page is written analysis. Everything in the color marking and annotations must be discussed in the analysis.

- **Color Marking:** can start by training students to look for basic things: color all the nouns in one color, all the verbs in another color etc.; do all the verbs make a pattern? Can also generate a list of ideas on the board of things that students MIGHT look for as they try to find patterns. The idea is for the student to find any pattern that occurs to him or her, so pushing them to think beyond obvious (weather imagery, color imagery, similes) is helpful. The best patterns are often the non-standard ones—“the use of prepositional phrases to distance the subject from the object”)

Writing Strategy:

Eliminate all verbs “to be” in one essay, then after that, they can have five.

Two-column format: subjects and verbs (even just one page); they will start to see patterns of heavily over-used phrases (“it is”) or subjects doing verbs that they cannot possibly do (“metaphor promises”)

Philosophical observation about IB scoring:

Emphasis in scoring is on reader thinking/reader response. If a student realizes partway through that he or she has been on an unfruitful track, and then thinks up something better, they can identify that they are off and say “here’s what I just realized,” and shift direction.

Structuring Oral Commentary:

- Highest scores are finding one central idea.
- Central idea that connects together the idea; NOT a search and find, but a layering in of ideas together. Line-by-line is not the preferred organizational technique, BUT can work, if the student has a sophisticated way of explaining how the various techniques in each line pertain to the lines preceding and following.
- “I think the most interesting thing about this passage is....”
- “The most important idea in this passage is....”
- Aiming for cumulative effect of all the elements of the passage on you, the reader. “This passage produces X effect”

Strategies for the 20-minute time preparation:

- Number the lines (teacher can provide the passage with line numbers already there)
- Read the passage; identify it—what work, what author, where in the work?
- Read it again and start identifying the important elements.

Preparation for Oral Commentary:

- Practice many times
- Practice WITH recording equipment
- Time the practices, so they know how long they are talking
- Can do a taped practice at home as an oral essay
- Full round of practice with teacher, if logistically possible, is very helpful

- Have 11th graders conduct oral commentaries for 10th graders—they choose the poetry, write the guiding questions, and tape and ask questions, then they take the rubric and evaluate the taped version.
- Practice w/microphones and headphones taping on computers; make them listen to their own tapes.
- Apply to be a grader—it’s a lot of work, but it’s invaluable experience in understanding what they are looking for.

World Literature

- Paper 1 MUST be written about two works from Part 1. WL Paper 2 MAY be written about the works from Part 2 or Part 3 (or the third work from Part 1).
- Get the scores on the individual essays, then you know which of your own essays you can use as models for various levels of achievement. Turnitin.com archives your files forever, and you can collect electronic versions from your students when they turn in the hard copies.
- Source use? Preferably NOT. This is not a research paper; it is supposed to be textual analysis by the individual reader.
- There should be a works cited page that cites the novel or novels that are being considered. A resource could be used to establish some definition (such as existentialism), but that would be for a brief mention, and not for anything that was the focus of the essay.
- Formatting style: not mandated by IB; can use MLA, APA, footnoting, etc. Must be consistent and correct all the way through.
- World Lit food day; research the food and bring it in and eat it.

What does “rigor” mean?

- Rigor is in expectations for critical thinking—precision, depth, accuracy;
- Rigor is in expecting thoughtful, detailed, well-justified personal response.
- Rigor is NOT in making students write 20-page research papers based on critical theory.
- Rigor is NOT in making students read 15 novels in one year.
- Rigor is in not telling students they have done something good when they haven’t.
- Rigor is expecting them to have their own opinions rather than settling for some “answer” that they heard from someone else.

Critical Thinking resource: Foundations for Critical Thinking

<http://www.criticalthinking.org/>

- Recommend particularly the frameworks for Intellectual Standards and Elements of Thought. You can download a free preview that contains charts of these at: <http://www.criticalthinking.org/store-page.cfm?P=products&ItemID=156&catalogID=224&cateID=132>
- Recommend starting with *The Miniature Guide to Critical Thinking Concepts and Tools* (these are very inexpensive).
- Lots of articles on the website that are free

- Lots of resources that can be used with students (*How to Read a Paragraph; How to Write a Paragraph*)

Strategies for Helping Students Develop Personal Voice:

- Weekly poetry response; when you get a good one, then grab that example and show them what it looks like
- A+ wrong answers
- College essay
- Cookie view essay—write a description of the room, then give them a sugar cookie with a hole in it. Now rewrite the description based on what you can see through the hole; it has to be as long as the original.
- React-respond-reflect: write down reaction, then in the reflection back up your initial responses with examination of the text to see how tenable your reaction was.
- Writer’s memo: reflect about their own essay in a memo to the teacher, about all the things that frustrated them in trying to write the essay, and then ask the teacher to look at some particular thing (“I really want you to look at verbs, because you really marked that down last time”; or “Please notice that I did a much better job on my conclusion this time.) Typed, no more than a page.
- Have students write questions in margins. You can answer the questions they ask; if they ask a yes-no question, give them a yes-no answer. “Is this good?” “No.” This will help them write better questions.
- Debriefing sheet after grading each essay with common problems from the class set. Spend a whole class period talking about writing and what makes for better writing.
- Another version: individual sentences on PPT slides, go through them with the class discussing what the problems are and how to fix them.
- Top 10 lists:
 - Top 10 things that made my wife go to the mall because I was screaming so loud.
 - Top 10 things never to say in a comparison/contrast thesis
 - Top 10 things in this set of papers that made me insane

Other Resources:

- *How to Read Literature Like a College Professor*—can be used with 10th graders; helps show what to look for.
 - Here is a link to a teacher’s notes outlining the books (could not identify the school)
<http://homepage.mac.com/mseffie/assignments/professor/ProfessorNotes.doc>
 - Here is a link to a review of the book:
<http://www.bookreporter.com/reviews/006000942X.asp>
 - Amazon has a bunch of used copies quite inexpensively
- Essay: “How to say nothing in 500 words”:
<http://www.mrgunnar.net/ap.cfm?subpage=348270>