

Dear my-soon-to-be students,

Hello! I want to welcome you to IB junior English. Normally I would have a day where I would invite you to my room during lunch so those of you who wanted to could stop by, see who I am (it's nice to put a face to a name, I know), ask questions about next year, etc. Alas, that is not going to be an option this year.

So, this will have to do as an introduction. I am looking forward to getting to know you all next year. I have been teaching IB junior English for a little while now, and I have to say I look forward every year to the journey I get to go on--and this year I get to go on it with you! C.S. Lewis once said, "Literature adds to reality, it does not simply describe it." We're going to explore how literature helps shape reality--both during the time it was produced, and the continuing effect it can have on our current reality.

Before we get to the assignment, though, I want to make it clear that I do not expect you to get started on the book right away. This year has been challenging, believe me, I know. You need some time without homework. However, I do expect you to read the novel in its entirety and not wait until the week before we come back to skim over someone else's summary (that you may find on the internet) of what *they* think is important. Trust me, there is no substitute for the actual words of the author. Robert Louis Stevenson said, "The difficulty of literature is not to write, but to write what you mean; not to affect your reader, but to affect him precisely as you wish." Let ALL the authors we read this year affect you. Allow yourself the joy of figuring out what they were trying to say, what they want the reader to learn, and what you yourself can take away from the work. I'm not saying you're going to love everything we read. But you can be affected by it and find something in it to appreciate. For the past two years, you've been developing, refining and perfecting skills, which you will continue to do for the next two years. The goal when you leave here is that you will head off in the direction of your choice, taking the lessons learned here and using them to move on to bigger, better, and more brilliant things. Don't short-change yourself by cutting corners and not putting forth your best effort. That goes for all classes, not just mine...okay, but maybe especially mine. :-)

I am looking forward to being a part of your four-year journey, to our time together next year, and all the amazing things we will learn! If you have any questions, my e-mail address is below.

The summer read assignment is attached. If you have any questions during the summer, email me. I will be around all of July. It may take a day or two for me to respond, but I promise that I will. If you are not sure about something in the assignment, or if you want to check and see if you are doing it 'right,' reach out.

Best wishes for a safe, healthy, and relaxing summer,

Ms. Brown

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Summer Reading Assignment – IB 5-6

We by Yevgeny Zamyatin **Due Friday, August 20, 2021**

ISBN is 978-0-380-63313-5 (it is also in the NC bookstore so you can check it out)

To prepare for class discussions and written response assignments, please complete the following charts. Here is a [link](#) to a document that has the charts in a landscape format (please do not change the font). You should make a copy to fill out (I thought that would be the easiest thing). When school starts, you will have a chance to ask clarifying questions before the assignment is due.

1. Character Chart - complete the columns for each character listed

Character Name	Symbols associated with the character and how they are symbolic	Significance of Letter that begins name	Characteristics/ Traits associated with the character	at least 3 important quotes that provide insight into the character	Your personal response to the character
D-503					
I-330					
O-90					
R-13					
S-4711					
U					
The Benefactor					

2. Theme Chart - provide examples of quotes or references to the text that illustrate the themes listed. In addition, identify two themes you found in the novel and provide examples/references

***A statement of theme is a sentence explanation of what the author is saying about that particular concept or motif. For example, a statement of them for freedom could be: People are not happy unless they have freedom. (this is not very specific, but hopefully it serves as an example).

Concept/Motif	Statement of Theme	At least 3 quotes/references	Significance of the theme
Individuality			
Freedom			
Rationality			
Power			

Characteristics Associated with a Dystopian Society.

1. A futuristic, imagined society that may or may not be on Earth.
2. Propaganda is used to control the citizens of society.
3. Independent thought and freedom are restricted.
4. A figurehead or concept is worshipped by the citizens of the society.
5. *Cityscape is dehumanized (cold, concrete, formal).*
6. Citizens are perceived to be under constant surveillance.
7. Citizens are not permitted to be alone or out of public view.
8. Controlling agent gives the illusion of utopia (perfect world).
9. Citizens have a fear of the outside world.
10. Enforced egalitarianism (everyone is forced to be equal in every way).
11. Citizens are coping with technology that has progressed too rapidly.
12. The natural world is banished and distrusted.
13. Citizens are encouraged to be anti-social; the state enforces anti-social behavior.
14. Citizens conform to uniform expectations.
15. Information is limited or withheld from the general populace.
16. People are dehumanized—given numbers or referred to using terms other than “person”.
17. Society is controlled by a philosophical or religious ideology.
18. Individuality is bad.
19. Dissent or disagreement is punishable; often, these are a crime.
20. Society has regressed to earlier stages of civilization.
21. Corporations have taken control and run the lives of the individuals.
22. State/government depicted as unfeeling and uncaring, perhaps even brutal (dehumanized state).
23. Widespread pollution or privations.
24. Private corporations have replaced the government, but function as the government.
25. No formal religion or worship practiced.
26. There is a group or area not under complete control of the state.
27. Censorship used to limit critical thinking.
28. Story is often unresolved, and society is not changed (though individuals may be).
29. Absence of traditional family structure.
30. Caste system divides citizens by social or economic means or by job
31. Society is controlled by technology (computers, robots and/or scientific means).
32. Police state, where the government has unlimited power over citizens.
33. Nation-state is ruled by an upper class with few democratic ideals; an unjust and oppressive political system.
34. History has been altered to support the government.
35. A common view of traditional life, particularly organized religion, as primitive and nonsensical.
36. The political system seeks to enforce a specific ideology to the exclusion of others.
37. Citizens have “started over” and re-made society.
38. A penal system that lacks due process laws and often employs psychological or physical torture.
39. A back story of a natural or ecological disaster, war, revolution, crime peak, uprising, outbreak of an epidemic, spike in overpopulation or some other event which resulted in dramatic changes to society.

40. A standard of living among the lower and middle class that is generally poorer than in contemporary society.
41. There is a planned economy under state/government control.
42. A protagonist who questions the society, often feeling that something is terribly wrong.
43. The society echoes patterns or trends in real society that would lead to the dystopia; trends are taken to the extreme as a warning.
44. Pressure to conform, even to the point of not excelling.
45. Freedom from responsibility has created a world where people are no longer self-reliant.
46. State/government controls access to goods and services.
47. No social groups other than those that are government controlled.
48. Humans caused catastrophic disaster, and the world has regressed to primitive conditions.
49. Members of the society have willingly turned over control to a government/ corporation/individual.
50. Depicts a society that, generally speaking, most would fear to live in.