



South Lakes High School

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Re: IB English I Jump Start Summer Reading Assignment 2018

Dear IB English I Student:

Over the summer, all prospective IB English I students are expected to read J.R.R. Tolkien's *The Fellowship of the Ring*.

We also suggest you procure a copy of Thomas C. Foster's guide, *How to Read Literature Like a Professor: A Lively and Entertaining Guide to Reading Between the Lines*. No reading from Foster's text will be required until the start of the year.

We suggest you purchase both books; you will need to peruse Foster's guide throughout the year. If you cannot purchase these books (or any others during the IB program), you may check out a book from your local library, school library, or English teacher.

There will be copies of *Fellowship of the Ring* available in the front office to borrow as well.

(1) Read *The Fellowship of the Ring*

- a. We recommend you highlight and annotate as you read for the purposes of enhancing comprehension and appreciation of writers choices (post-it notes and flags are a good idea).

Reading and annotating this text should take approximately 10 hours.

The panel assignment is attached. These will be the questions that will be used for the panel discussion. This assessment will take place during the third week of school. You will be given an opportunity to work on these questions in class prior to the panel.

We do not expect you to complete this over the summer.

Also, these are the books we will be reading over the course of the 2018-2019 school year should you wish to procure a copy over the summer.

Fellowship of the Ring by J.R.R. Tolkien - ISBN-13: 978-0547928210

The Handmaid's Tale by Margaret Atwood - ISBN-13: 978-0385490818

1984 by George Orwell - ISBN-13: 978-0451524935

The Narrative of the Life of Frederick Douglass by Frederick Douglass - ISBN-13: 978-1503287273

The Crucible by Arthur Miller - ISBN-13: 978-0142437339

We look forward to working with you during the upcoming year. We have an exciting year ahead of us!

Respectfully,

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1. What does Gandalf mean when he says of Sméagol, "The Ring had given him power according to his stature." What is the significance of Gollum's having been a hobbit before acquiring the Ring? How can the Ring make someone act against his own interests and in the interests of his enemies? What other instances are there of characters acting against their own best interests?
2. How would you explain Sam's determination to stay with Frodo no matter what? How would you explain the change in him as a result of meeting and talking with the Elves? What qualities do Sam, Pippin, and Merry possess that make them suitable companions for Frodo on his journey? As the story progresses, how do the four change and grow?

How important is trust to the Fellowship and to the maintenance of friendship? How would you define trust? How does the importance of trust become clear in subsequent episodes?

3. What kinds of light and what kinds of darkness appear in *Fellowship of the Ring*? What circumstances and characters are associated with each? How does the contrast of light and dark help us to understand the conflict between good and evil?
4. Frequently in myths and legends, waking from sleep or donning new clothes (as following the barrow episode) indicates that the hero has reached a new level of knowledge, strength, skill, or courage. When does this kind of incident occur in *Fellowship of the Ring*?
5. How do the ways in which the Black Riders "see" and otherwise sense their surroundings link them with evil and the dark and make them particularly terrifying? In what ways are these "talents" and powers important in subsequent episodes? How are the Enemy's powers and limitations revealed? What counter-powers do Frodo and his companions wield against the Enemy? Where do these counter-powers come from?
6. "There are many powers in the world, for good or for evil," Gandalf tells Frodo. What powers, for good and evil, do Frodo, Gandalf, and their companions confront? What are the sources and the effects of each?
7. Consider the chapter titles. How is Tolkien directing our attention, emphasizing themes, or presenting archetypes through the wording of the chapter titles?
8. Saruman advises Gandalf that their best choice would be to join with the "new Power" that is rising so "to direct its course, to control it." To what extent is the main theme of *Fellowship of the Ring* power, its uses and abuses, and its consequences? Consider Gandalf's remarks about power. How can this be so? How does fear magnify an adversary or a problem?
9. How do Elrond's comments at the end of Book Two, Chapter II, apply to the quest on which the Company is about to embark? What is the importance of Elrond's farewell words to the Company? Who are the nine assigned by Elrond to the Company of the Ring, and why? Why is it important that the Company represent the "Free Peoples of the World"?
10. We are told that before the Lady Galadriel's gaze each member of the Company "had felt that he was offered a choice between a shadow full of fear that lay ahead, and something that he greatly desired." Why might this choice be important? How would you interpret what Frodo and Sam see in the Mirror of Galadriel? What do the scenes seen by each have to do with what may be or what is to be? In what ways might the mirror be "dangerous as a guide to deeds," and what might happen if it were used as a guide?
11. What considerations lead Frodo to decide to go forward alone? Do you think it is right that *The Fellowship of the Ring* ends with Frodo and Sam setting off alone "on the last stage of the Quest"? Why or why not? How have Frodo and Sam grown since we first met them?
12. What details does Tolkien provide about the various settings of the novel? What feelings are evoked? How would you describe the atmosphere? Be prepared to compare the settings to one another.

Scoring Criteria for Panel Discussion

	1	2	3	4	5
<p>Knowledge and understanding of the work used in the discussion How much knowledge and understanding has the student shown of the work used in the discussion?</p>	There is little knowledge or understanding of the content of the work discussed.	There is some knowledge and superficial understanding of the content of the work discussed.	There is adequate knowledge and understanding of the content and some of the implications of the work discussed.	There is very good knowledge and understanding of the content and most of the implications of the work discussed.	There is excellent knowledge and understanding of the content and the implications of the work discussed.
<p>Response to the discussion questions</p>	There is limited ability to respond meaningfully to the discussion questions.	Responses to the discussion questions are sometimes relevant.	Responses to the discussion questions are relevant and show some evidence of independent thought.	Well-informed responses to the discussion questions show a good degree of independent thought.	There are persuasive and independent responses to the discussion questions.
<p>Language How clear, varied and accurate is the language? How appropriate is the choice of register, style and terminology? ("Register" refers, in this context, to the student's use of elements such as vocabulary, tone, sentence structure and terminology appropriate to the task.)</p>	Language is rarely clear and appropriate; there are many errors in grammar, vocabulary and sentence construction, and little sense of register and style.	Language is sometimes clear and carefully chosen; grammar, vocabulary and sentence construction are fairly accurate, although errors and inconsistencies are apparent; the register and style are to some extent appropriate to the commentary.	Language is clear and carefully chosen, with an adequate degree of accuracy in grammar, vocabulary and sentence construction despite some lapses; register and style are mostly appropriate to the commentary.	Language is clear and carefully chosen, with a good degree of accuracy in grammar, vocabulary and sentence construction; register and style are consistently appropriate to the commentary.	Language is very clear, effective, carefully chosen and precise, with a high degree of accuracy in grammar, vocabulary and sentence construction; register and style are effective and appropriate to the commentary.

Rubric Adapted from IB scoring for IOC+D

A=12-15

B+=11-10

B=9-8

C+=7

C=6-5

D+=4

D=3-1