

IB Language & Literature HL Summer Assignment

A Trilogy

Prologue: The Jump Start

Because 4 of your 6 IB Lang & Lit assessments are based directly on the literature we read during the course, it follows that the kids who best know the books feel the most confident heading into their written and oral examinations. Every year, many students read the books once on their own for comprehension and use our class as opportunity for a second reading wherein they are able to focus on textual particulars without having the added burden of trying to figure out what the book is saying in the first place. If you need or prefer time with a text to absorb thematic concepts and to engage in independent stylistic analysis, I encourage you to read one or more of our works this summer.

While reading the literature this summer is NOT a formal part of your summer assignment, if you think you would benefit from adopting the model of my most successful students, the books and the editions we will be reading are catalogued below. I have listed them, not sequentially, but based on their complexity (i.e. the ones you should really try to read twice are nearest the top).

<i>The Handmaid's Tale</i>	Margaret Atwood	ISBN 13: 978-0385490818	Novel	3rd read
<i>A Clockwork Orange</i>	Anthony Burgess	ISBN 13: 978-0393312836	Novel	2nd read
<i>The Complete Persepolis</i>	Marjane Satrapi	ISBN 13: 978-0375714832	Graphic Memoir	5th read
<i>The Thing Around Your Neck</i>	Chimamanda Ngozi Adiche	ISBN 13: 978-0307455918	Short Story Collection	4th read
<i>True West</i> ¹	Sam Shepard	ISBN 13: 978-0573617287	Drama	1st read
<i>Antigone</i>	Sophocles	ISBN 13: 978-0486278049	Greek Tragedy	6th read

Interlude: The Essential Essay

In the literature review you completed for AP Lang you took a critical eye to the research you completed during the junior year for your Extended Essay. You classified it according to its significance. You verified the data. You examined methodologies. And, most importantly, you “highlight[ed] gaps and indicat[ed] how previous research leads to **your own** research project and chosen methodology².” During the first quarter of your senior year, you will be completing the first draft of the Extended Essay. In order to do that successfully, you need to have filled these gaps in your research by applying the methodology chosen.

Thus, this summer you will adopt the methodology you identified in your literature review and spend the next 3 months completing your research process. You will only have time in the fall to hone your findings and write the paper itself, so making effective use of this summer will be **essential** to your success.

On our second day of class, you will submit a 5-7 page hard copy paper in APA format wherein you:

1. Provide an appropriately cited overview of all the data you gathered in the junior year, your commentary on the sufficiency of that data, its gaps, etc. (1 - 1 ½ pages)
2. An explanation of the steps you took to fill the gaps (½ page)
3. A presentation of the new data gathered, how you gathered it, an explanation of how it fills the gaps you previously identified, and any discarded research you deemed irrelevant (3-4 pages)
 - o I should see a synthesis of your old and new data in service of your RQ here
4. A conclusion explaining how you will write the EE now that your research is complete (1-2 pages)
 - o This is where you talk me through the process of actually writing your EE. “First I will establish...using...because...” “Then, it will be necessary for me to...using...because...”
5. Cover page & full bibliography, of course.

¹ *True West* & *Antigone* are read aloud in their entirety in class. Students who read these books twice usually do so AFTER we have read them once together.

² “Extended Essay Literature Review” assignment handout, Ms. Callicoat

Let's call this paper an **Essential Essay** because it should contain all that is absolutely necessary for you to write your actual Extended Essay in the fall. It should also talk me, step by step, through the paper you will be able to write. This Essential Essay is intended to firmly establish and reinforce your findings and ideas back TO YOU in service of your EE, not to prove to me that you looked up 3 new articles or conducted interviews or completed computations or any other such data-gathering behavior. This assignment is meant to engage you in the final steps of the research and planning process. I will read your Essential Essays and offer whatever feedback your research process and essay plan enables me to provide you (the quality of my feedback is 100% dependent on the quality of your work) via a one-on-one conference during the first month of school. You will also be discussing your post-lit review pre-EE advancements with your supervisor.

Some Final Notes: Unlike the very generous time and attention Mr. Lamb & Ms. Callicot pay to the EE in the junior year, I will not be leading you through any more of the EE process after this Essential Essay conference. My role will include setting your deadlines, giving you strategies to help you through the drafting process, answering queries as they relate to the assessment criterion or IB documents, teaching you how to complete the reflection form, and working with you on appropriate formatting. The EE will become yours to complete outside of class with the assistance of your supervisor. My students all say this isn't a problem so long as you've actually engaged in strong research as the paper essentially writes itself.

Epilogue: Bible Study

The first 3 books we read in class and in preparation for the Individual Oral Commentary (*True West, A Clockwork Orange, & The Handmaid's Tale*) are all built upon the foundations of some of the oldest stories ever told, those from the Old and New Testaments of the Bible. Before you come to class, you need to read and engage in research around the stories and concepts listed below, make yourself an individual system of notes that will work for your study and reference. I absolutely encourage you to work together through this material. Come to class ready to discuss the concepts fluidly and in depth during the first week of school.

Discussing something "fluidly" and "in depth" assumes an intimate understanding of the material which cannot be gained after just one read-through. It implies an internalization of the content and concepts which typically requires revisiting the material over time. During the first days of class, you will be assigned one of the Biblical stories to teach to the class. You will be accountable for explaining not just the story itself, but its significance as a tool for literary interpretation. What do these stories teach us? About human nature? About ourselves? About goodness? Etc. Be ready to expand on how these stories have implications for all people. You will be given a grade for the notes you take as well as for your presentations to the class.

- ★ Cain & Abel (Genesis 4:1-16)
- ★ Jacob & Esau (Genesis 25:19-34, Genesis 27:1-40)
- ★ Parable of the Prodigal Son (Luke 15:11-32)
- ★ Mary & Martha (Luke 10:38-42)
- ★ The Parable of the Good Samaritan (Luke 10:25-37)
- ★ The story of the life, trial, death, and resurrection of Jesus Christ
- ★ The symbolic significance of baptism, crucifixion, & resurrection

Addendum: Your Future Pursuits

The fall is hectic, so you should spend some time this summer thinking about where you want to apply to school next year. This can be overwhelming because there are SO MANY schools to choose from, and you may not even have heard of some of the best ones FOR YOU yet. Here are some resources to help:

- ★ *Where You Go is Not Who You'll Be* by Frank Bruni
- ★ *Colleges That Change Lives* by Loren Pope (<https://ctcl.org/>)
- ★ *The Hidden Ivies* by Howard Greene & Matthew W. Greene