

**IB Language A: Literature (HL)
Summer Reading for Rising Seniors
2024-2025**

WELCOME TO YOUR SECOND YEAR OF IB LITERATURE! I am SO EXCITED that I get to teach you IB Literature next year! I am looking forward to having the opportunity to truly dive into some fascinating, wonderful works of literature. The Language A: Literature (HL) course aims at “developing an understanding of factors that contribute to the production and reception of literature.” If you have any questions, you may email me at lrbosshell@mcpsps.com, but please be aware that I do not check work email regularly during the summer. Because of that, it may take several days to get a response. Happy summer!

Summer Assignment Requirements and Deadlines

All students enrolled in IB English 12 (Language A: Literature [HL]) for the 2024-2025 academic year are expected to complete each part of the summer assignment. The summer reading assignment for IB English 12 is due to Mrs. Boshell in TurnItIn on Friday, August 16, 2024. However, students may submit their completed summer assignment to TurnItIn on or before the first day of school (Wednesday, August 7, 2024) for 10 bonus points.

TurnItIn Class ID: 43753054	TurnItIn Enrollment Key: Lit12
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Macbeth Summer Reading Assignment

1. Read *Macbeth* by William Shakespeare.
2. You will be assessed with an objective paper-and-pencil test at the beginning of the school year.
3. You will complete a dialectical journal using the template provided and submit to TurnItIn (Summer Assignment).

Higher Level Essay Assignment

1. You will complete a 500- to 800-word outline of your Higher-Level Essay provided and submit to TurnItIn (HLE Outline).

Macbeth Dialectical Journal (50 Points)

DIALECTIAL JOURNAL PROCEDURE

- As you read, choose passages that stand out to you and record them in the left-hand column of the chart (ALWAYS include Act, Scene, and Line numbers!!).
- In the right column, write your response to the text in no fewer than 3 sentences (ideas/ insights, questions, reflections, analysis, and comments).
- Some examples of things you can consider as you select and reflect upon passages:
 - Characterization – Analyze details or dialogue the author uses to build his characters.
 - Connect – Make a connection to your life, the world, or another text.
 - Predict – Anticipate what will occur later in the text based on what is in the passage.
 - Literary Device – Analyze the author’s craft using literary terminology.
 - Reflect – Think deeply about what the passage means in a broad sense—not just to the characters in the story. What conclusions can you draw about the world, about human nature, or just the way things work?
 - Theme – Determine the author’s overall message about some aspect of life through a close reading of a passage.
 - Mood/ Tone – Determine the mood or tone of a scene and explain how that might be important.

DIALECTIAL JOURNAL DIRECTIONS: Use the modified template below to create a dialectical journal for *Macbeth*. You must have A MINIMUM of five passages PER ACT. Upload your document to Summer Assignment in TurnItIn.

Passage from the Text	Act, Scene, Line #	Response
“Put your selected passage here.”	#, #, #	Type your commentary here.

CHOOSING PASSAGES FROM THE TEXT

Look for quotes/ passages that seem significant, powerful, thought-provoking, or puzzling. For example, you might choose passages that:

- Include effective and/or create use of stylistic or literary devices;
- Remind you of your own life or something you've seen before;
- Showcase structural shifts or turns in the plot;
- Makes you realize something you haven't seen before;
- Showcase examples of patterns: recurring images, ideas, colors, symbols, or motifs;
- Have confusing language or unfamiliar vocabulary;
- Have events that you find surprising or confusing;
- Include passages that illustrate a particular character or setting.

Explaining the Higher Level Essay

The Nature of the Task

At HL, students are required to write a formal essay of 1,200-1,500 words, which develops a particular line of inquiry of their own choice in connection with a work previously studied in class. The HL essay offers students an opportunity to develop as independent, critical and creative readers, thinkers and writers by exploring a literary line of inquiry over an extended period of time, refining their ideas by means of a process of planning, drafting and re-drafting. The essay requires students to construct a focused, analytical argument, examining the work from a broad literary perspective. It also requires them to adhere to the formal framework of the academic essay, using citations and references.

Explanation of the Task

The HL essay is based on the exploration the student has carried out in the learner portfolio. During this exploration process, the student will have investigated a number of works from a variety of different perspectives. In the lead-up to the drafting of the essay, the student must decide which work to focus on for further investigation, and which line of inquiry to write about in connection with that work. In choosing the line of inquiry, the student can consult the course's seven central concepts. Any work previously studied in class may be selected, with the exception of the works used for the internal assessment and the works the student plans to use in paper 2.

Selection of Work

Candidates must select the work and line of inquiry for their essay independently; however, consultation with the teacher is essential in this process. Care must be taken to make sure that the chosen literary works are rich enough to support a developed, focused, and analytical argument. Students and teachers should remember that the assignment is a broad literary investigation rather than a more narrowly-focused stylistic commentary task. Students should not limit the exploration of their chosen line of inquiry to a particular section or part of the work. They should aim to demonstrate in their essays their knowledge and understanding of the work as a whole. Referring to the work more broadly will make it easier for them to demonstrate such a knowledge and understanding.

In the case of a collection of short stories, poems, song lyrics or any short literary text, candidates should refer to more than one literary text from the work chosen in order to achieve a broad focus. In this instance, it is possible for a student to also explore texts from the author of the work that were not studied in class provided at least one of the texts was covered in class.

Candidates must explicitly state, at the beginning of the essay:

- **The line of inquiry**, which may be expressed as a question.
- **The work focused upon**. This must be identified in terms of text-type and author, for example, "Short stories, Katherine Mansfield". When the work consists of only one extended text, the title must be provided, for example, "Graphic novel, Alison Bechdel, *Fun Home: A Family Tragicomic*".

The Higher Level Essay Summer Assignment (100 Points)

Directions: Create a 500- to 800-word outline for your HLE essay. Then submit to TurnItIn under the assignment titled HLE Outline.

SAMPLE HLE OUTLINE FORMAT

Guided Question/ Line of Inquiry:

Introduction
Introduce the text type and central concept
Include your line of inquiry
Discuss the relevance of your text as it relates to your line of inquiry
Working thesis statement

Topic #1
Topic Sentence
Evidence #1 (Quote from text)
Explanation of Evidence
Analysis of Evidence
Link to Topic 1
Evidence #2 (Quote from text)
Explanation of Evidence
Analysis of Evidence
Link to Topic 1
Link to Evidence 1 &2 to Thesis Statement

Topic #2
Topic Sentence
Evidence #1 (Quote from text)
Explanation of Evidence
Analysis of Evidence
Link to Topic 2
Evidence #2 (Quote from text)
Explanation of Evidence
Analysis of Evidence
Link to Topic 2
Link to Evidence 1 &2 to Thesis Statement

Topic #3
Topic Sentence
Evidence #1 (Quote from text)
Explanation of Evidence
Analysis of Evidence
Link to Topic 3
Evidence #2 (Quote from text)
Explanation of Evidence
Analysis of Evidence
Link to Topic 3
Link to Evidence 1 &2 to Thesis Statement

Conclusion
Readdress Thesis Statement
Summarize analysis of point #1
Summarize analysis of point #2
Summarize analysis of point #3
Consider the implication of your argument: What does your argument imply, involve, or suggest?

