

MURPHY HIGH SCHOOL SUMMER READING (2024-2025)

Summer Reading for Students Enrolled in Regular English

Summer reading is not required for students enrolled in Regular English, but it is *highly encouraged*. Students are encouraged to select and read *one* text for their upcoming grade level.

Reading Selections Available to Students in Regular English Classes:

- **Incoming 9th Grade English**
 - *Wool* by Hugh Howie
 - *The Hunger Games*, Suzanne Collins
 - *The Lightning Thief (Percy Jackson and the Olympians Book 1)* by Rick Riordan
- **Rising 10th Grade English**
 - *Copper Sun* by Sharon Draper
 - *The Great Gatsby* by F. Scott Fitzgerald
 - *Call of the Wild* by Jack London
- **Rising 11th Grade English**
 - *Mississippi Trial 1955* by Chris Crowe
 - *The Crazy Horse Electric Game* by Chris Crutcher
 - *The Secret Life of Bees* by Sue Monk
- **Rising 12th Grade English**
 - *Lord of the Flies* by William Golding
 - *The Chosen* by Chaim Potok
 - *Brave New World* by Aldous Huxley

Summer Reading for Students Enrolled in Honors English

Students will be required to choose *one* book from the list of books below. Students will complete *one* project from the “91 Ways to Respond to Literature.” *For the complete list of 91 ways to respond to literature, visit the MHS Library page on Murphy’s school website.*

Reading Selections Available to Students in Honors English Classes:

- **Incoming 9th Grade English**
 - *Wool* by Hugh Howie
 - *The Hunger Games*, Suzane Collins
 - *The Lightning Thief (Percy Jackson and the Olympians Book 1)* by Rick Riordan
- **Rising 10th Grade English**
 - *Copper Sun* by Sharon Draper
 - *The Great Gatsby* by F. Scott Fitzgerald
 - *Call of the Wild* by Jack London
- **Rising 11th Grade English**
 - *Mississippi Trial 1955* by Chris Crowe
 - *The Crazy Horse Electric Game* by Chris Crutcher
 - *The Secret Life of Bees* by Sue Monk
- **Rising 12th Grade English**
 - *Lord of the Flies* by William Golding
 - *The Chosen* by Chaim Potok
 - *Brave New World* by Aldous Huxley

Summer Reading for Incoming Freshmen Enrolled in Grade 9 Pre-IB English

Students will submit a dialectical journal in the first week of school. Students will also take an objective test on the book of choice the first week of school.

Notes about texts:

- Any unabridged edition of the books is acceptable, but I am providing ISBN numbers for preferred versions. These editions are the ones I will use for reference so will be convenient for page numbers and in-class discussions.
- Used copies are fine.
- Audiobooks may be used supplementally but not in place of printed texts.
- Recommended editions are paperbacks when possible.

Required texts:

1. How to Read Literature Like a Professor (Must be a physical copy – digital copies are not acceptable)
 - Read Chapter 1 before August 12 class meeting and have in class daily thereafter.
2. Choose 1 of the following three titles.
 - The Hunger Games by Suzanne Collins ISBN 978-0439023528
 - The Lightning Thief (Percy Jackson and the Olympians Book 1) by Rick Riordan ISBN 978-0786856299
 - Wool by Hugh Howie ISBN 978-0358447849

Assignments for selected novel (this does not apply to How to Read Literature Like a Professor):

- There will be an objective test on the books the first week of school. Students will test on the book they chose (and not the others). All students are required to test at that time. There will be one opportunity to re-test after school for anyone who fails the test.
- Students will also turn in a dialectical journal the first week of school. Directions follow:

DIALECTICAL 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 page 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.

Directions: Use the modified template below to create a dialectical journal for the book you choose to read (The Hunger Games, The Lightning Thief, or Wool.) You must have A MINIMUM of two passages PER CHAPTER. You may submit a digital copy or a hand-written copy of the assignment. If hand-written, divide the paper into three columns with the headers below.

| Passage from the Text | Page # | 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.

Other required texts for the course:

There will be several other books required for the class – approximately four per quarter. Students will be given a complete list at the beginning of the school year. Almost all of the books will be available from libraries and can usually be bought used for less than \$5 each and new for around \$10 each. All of these must be physical copies. Students will be given a reading schedule, and copies of books must be secured in time to meet deadlines.

Summer Reading for 10th Grade Pre-IB/ Pre-UA Students Enrolled in AP Seminar

Students will take an objective test and submit a dialectical journal to TurnItIn in the first week of school. Students will also complete a Current Events assignment.

Welcome to English 10: AP Seminar! I am so excited to teach you during the 2024-2025 academic year! English 10: AP Seminar is “[a]n English course taught in the AP Seminar style” that allows students to “build foundational writing, collaboration, research, and presentation skills for future success in high school, college, and career” (*English 10: AP Seminar*). If you have any questions, you may email me at lrboshell@mcpss.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.

Summer Assignment Requirements and Deadlines:

All students enrolled in English 10: AP Seminar for the 2024-2025 academic year are expected to complete each part of the summer assignment. The summer reading assignment for English 10: AP Seminar is due to Mrs. Boshell in TurnItIn on Friday, August 16, 2024. However, students may submit their completed summer assignment to TurnItIn by the first day of school (Wednesday, August 7, 2024) for 10 bonus points.

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| TurnItIn Class ID: 43660491 | TurnItIn Enrollment Key: APSEM |
|------------------------------------|---------------------------------------|

Key Terms and Definitions to Know:

Lens- filter through which an issue or topic is considered or examined (i.e., political, historical, environmental, economic, social, cultural, artistic, scientific, ethical)

Perspective- a point of view conveyed through an argument

Argument- a claim or thesis that conveys a perspective developed through a line of reasoning and supported by evidence

Bias- a personal opinion, belief, or value that influences one’s judgement, perspective, or claim

Credibility- the degree to which a source is believable and trustworthy

Implication- a possible future effect or result

Limitation- a boundary or point at which an argument or generalization is no longer valid

Summer Assignment Part 1: *The Great Gatsby* (75 Points):

1. Read *The Great Gatsby* by F. Scott Fitzgerald
2. You will be assessed with an objective paper-and-pencil test at the beginning of the school year.
3. Complete dialectical journal using the template provided and submit to TurnItIn (Summer Assignment Part 1).

Summer Assignment Part 2: Current Events (25 points):

1. Find a current event article from one of the sources listed below.
2. Read your selected article in its entirety. As you read, be sure to think about the **argument**, the author, who is involved, when and where the issue is occurring, and why the issue is important.
3. Complete the Current Events Questions and submit to TurnItIn (Summer Assignment Part 2).

| Type of Current Event | Resources for Current Event Articles |
|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| National/ International Current Events | <ul style="list-style-type: none">● National Public Radio (NPR)● British Broadcasting Channel (BBC) |
| Local Current Events | <ul style="list-style-type: none">● WMPI/ WALA/ WKRG News Mobile● AL.com |

The Great Gatsby Dialectical Journal (25 Points) Procedure:

- As you read, choose passages that stand out to you and record them in the left-hand column of the chart (ALWAYS include page 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.

Use the modified template below to create a dialectical journal for *The Great Gatsby*. You must have A MINIMUM of two passages PER CHAPTER. Upload your document to Summer Assignment Part 1 in TurnItIn.

| Passage from the Text | Page # | 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.

Current Events Assignment (25 Points) Questions to Answer:

Type each of the questions below onto a word document. Answer each question with RED lettering. Your answers should be in complete sentences. Upload your document to Summer Assignment Part 2 in TurnItIn.

1. For each of the following lenses, describe the various perspectives that can connect to your selected Current Events article. Be thorough.
 - a. **Cultural/ Social** What cultural or social components are included in a discussion of the issues (think social class, culture, etc.)? How does this issue impact daily lives, relationships, customs, beliefs, etc.?
 - b. **Ethical** What ethical considerations must be included in a discussion of the issue? What is at stake when the issue is explored at a moral level?
 - c. **Economic** What economic components can be included in a discussion of the issue?
 - d. **Political** What political considerations are involved in this issue?
 - e. **Historical** What historical components are important to a complete understanding of the issue?
 - f. **Scientific** What can scientific or scholarly research reveal about the issue?
2. Who is the author of the article? Discuss the credibility of the author including his or her reputation, credentials, and potential bias (this will take a bit of research on your part)?
3. What is the argument presented in the article?
4. Explain the context of the article. For example: Who are the perspectives involved and/or affected? What is the main issue? When and where did the issue occur? Why is it important/ relevant?
5. What are the limitations and/or implications of accepting the author's argument? Is there a change and/or solution suggested? What would happen as a result of the implementation of that solution?

Summer Reading for Students Enrolled in 11th Grade Dual Enrollment English

Students will keep and submit a reader's journal. Students will also complete an objective test in the first week of school along with a thematic poster assignment (will be completed with a partner).

Students will read *A Midsummer Night's Dream*. It can be read online for free. The Folger's Shakespeare Library website is one source that has it (www.folger.edu).

As you read, keep a reader's journal. Your journal should include the following:

1. Five unfamiliar words you came across while reading the play and your guess as to what they mean.
2. Five personal reactions to characters, events, or themes in the story. Each reaction should be about 3-5 sentences.
3. A drawing or sketch (your artistic quality will not be judged) of something the story makes you think of. This can be a drawing of one of the characters, a symbol that represents something from the story to you, an event from the story, or a depiction of a theme from the story.

4. Your journal may be in an actual journal, a few pieces of paper stapled together, or however you would like to create it. Feel free to decorate it and make it look as nice as you would like, but it does not have to be fancy.

When you return to school, be prepared to complete a pen and paper test individually as well as a thematic poster in pairs.

Summer Reading for Students Enrolled in 12th Grade Dual Enrollment English

Students will keep and submit a reader's journal. Students will also complete an objective test in the first week of school along with a thematic poster assignment (will be completed with a partner).

Students will read *Macbeth*. It can be read online for free. The Folger's Shakespeare Library website is one source that has it (www.folger.edu).

As you read, keep a reader's journal. Your journal should include the following:

5. Five unfamiliar words you came across while reading the play and your guess as to what they mean.
6. Five personal reactions to characters, events, or themes in the story. Each reaction should be about 3-5 sentences.
7. A drawing or sketch (your artistic quality will not be judged) of something the story makes you think of. This can be a drawing of one of the characters, a symbol that represents something from the story to you, an event from the story, or a depiction of a theme from the story.
8. Your journal may be in an actual journal, a few pieces of paper stapled together, or however you would like to create it. Feel free to decorate it and make it look as nice as you would like, but it does not have to be fancy.

When you return to school, be prepared to complete a pen and paper test individually as well as a thematic poster in pairs.

Summer Reading for Students Enrolled in 11th Grade IB Literature

Students will take an objective test and submit a dialectical journal to TurnItIn in the first week of school. Students will also complete a course concepts guide.

WELCOME TO IB LITERATURE! I am SO EXCITED that I get to teach you IB Literature next year! I look 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 lrboshell@mcpss.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 11 (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 11 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.

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| TurnItIn Class ID: 43753042 | TurnItIn Enrollment Key: Lit11 |
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Joy Luck Club Summer Reading Assignment:

1. Read *The Joy Luck Club* by Amy Tan.
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 Part 1).
4. You will complete a course concept chart using the template provided and submit to TurnItIn (Summer Assignment Part 2).

The Joy Luck Club Dialectical Journal (25 Points) Procedure:

- As you read, choose passages that stand out to you and record them in the left-hand column of the chart (ALWAYS include page 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.

Use the modified template below to create a dialectical journal for *The Joy Luck Club*. You must have A MINIMUM of two passages PER CHAPTER. Upload your document to Summer Assignment Part 1 in TurnItIn.

| Passage from the Text | Page # | 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.

The Joy Luck Club Course Concepts Chart:

Complete entries for each of the Course Concepts listed on the chart below. For each Course Concept, you will constructed a bullet-point list of relevant links to that concept found within *The Joy Luck Club*. You must have A MINIMUM of two links PER CONCEPT. Upload your document to Summer Assignment Part 2 in TurnItIn.

| Concept | Relevant Links to Text |
|----------|------------------------|
| Identity | |

| | |
|----------------|--|
| Culture | |
| Creativity | |
| Communication | |
| Perspective | |
| Transformation | |
| Representation | |

IB LANGUAGE A: LITERATURE (HL) COURSE CONCEPTS EXPLAINED

Identity – When reading texts, students will encounter and interact with a multiplicity of perspectives, voices, and characters/ It is usual when reading and interpreting a text to assume that the views are to some extent representative of the writer’s identity. However, the relationship between an author and the different perspectives and voices they assume when they write is frequently complex, and this makes the concept of identity an elusive one. The figure that emerges from the reading of various texts by the same author adds to the complexity of the discussion. Conversely, the ways in which the identity of a reader comes into play at the moment of reading a text are equally central to the analysis of the act of reading and interpretation.

Culture – The concept of culture is central to the study of language and literature. It raises the question of how a text relates to the context of its production and reception, and to the respective values, beliefs and attitudes prevalent in them. This concept also plays an important role with regard to the relationship that is established between an individual text and the writing tradition preceding it. The application of this concept to the study of a text should prompt reflection on the extent to which it is the product of a particular cultural and literary context and how it interacts with it.

Creativity – Creativity plays an important part in the experience of reading and writing. The concept is fundamental to analyze and understand the act of writing, and the role that imagination plays. When applied to the act of reading, creativity highlights the importance of the reader being able to engage in an imaginative interaction with a text, which generates a range of potential meanings from it, above and beyond established interpretations. Creativity is also related to the notion of originality and to the question of the extent to which it is important or desirable in the production and reception of a text.

Communication – The concept of communication revolves around the question of the relationship that is established between a writer and a reader by means of a text. The extent to which writers facilitate communication through their choices of style and structure may be an aspect to analyze in this exploration. The writer may also have a particular audience in mind, which may mean assumptions have been made about the reader’s knowledge or views, making communication with some readers easier than with others. Alternatively, the amount of cooperation that a text demands from a reader for communication to take place, and the readiness of the reader to engage is also important as a topic for discussion. Even with cooperative readers, the meaning of a text is never univocal, which makes the concept of communication a particularly productive, and potentially problematic one in relation to both literary and non-literary texts.

Perspective – A text may offer a multiplicity of perspectives which may, or may not, reflect the views of its author. Readers have also their own perspectives, which they bring to their interaction with the text. This variety of perspectives impacts on the interpretation of a text and, therefore, deserves critical attention and discussion. The fact that the acts of reading and writing happen in a given time and place poses the additional question of how far the contexts of production and reception have influenced and even shaped those perspectives.

Transformation – The study of the connections among texts constitutes the focus of one of the three areas of exploration, namely intertextuality: connecting texts. The complex ways in which texts refer to one another,

appropriate elements from each other and transform them to suit a different aesthetic or communicative purpose are evidence of the importance of transformation in the process of creating a text. Additionally, the act of reading is potentially transformative in itself, both for the text and the reader. Different readers may transform a text with their personal interpretation. The text, on the other hand, can have an impact on the reader, which potentially might lead to action and to the transformation of reality.

Representation – The way in which language and literature relate to reality has been the subject of much debate among linguists and literary theorists across time. Statements and manifestos by writers have made claims about this relationship, which range from affirming that literature should represent reality as accurately as possible to claiming art’s absolute detachment and freedom from reality and any duty to represent it in the work of art. Irrespective of such a discussion, the concept is a central one to the subject in connection with the way in which form and structure interact with, and relate to, meaning.

Summer Reading for Students Enrolled in 11th Grade IB Literature

Students will take an objective test and submit a dialectical journal to TurnItIn in the first week of school. Students will also complete an outline for their IB Higher-Level Essay (HLE).

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 lrboshell@mcps.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.

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| 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:

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) 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.

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):

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? |