



**International Baccalaureate English Year 1  
 Summer Reading**

Dear English IBY1 Students:

We are excited to start a challenging and fulfilling year of reading, writing, and thinking with you. In **2019 – 2020**, we will be working with **various global issues, areas of exploration, and fields of inquiry** in order to explore how concerns relevant to your lives connect to and explain further the literature that you read.

We are going to have a full first semester, so it is essential that you come to class in August having done the necessary, requisite research requested in this assignment.

Below you will find the assignment, **which needs to be completed by the first day of classes, Wednesday August 14 at 11:59:59 PM**. On the first day of school, your specific IB English teacher will specify on which electronic platform you will turn in your summer reading assignment. ***If you do not have computer/internet access at home, please ensure to bring a hard copy of the assignment (TYPED) on the first day of school, Wednesday August 14.***

This assignment is designed to prepare you for the focuses of the new IB English course as well as prepare you for the *Individual Oral Exam*, which will be your first official IB Assessment.

This assignment consists of 3 (three) parts and two sections, and should take, in total, about 5 to 7 hours to complete:

Section One: A text you've already read & Section Two: A text you already NOT read

## Section One: A text you've already read

- 1) Choose a book that you read this past school year, e.g. ***A Raisin in the Sun, Of Mice & Men, Woppper Barraza, Night, Antigone, or When the Emperor was Divine***. If you did not attend Sequoia last year, please choose a book you read for class at the school you attended.
- 2) Think about what are some of the global and/or local issues that connect to or are relevant to your literary text. Some examples below:

<i>The Deportation of Woppper Barraza</i>	<ul style="list-style-type: none"> <li>● Immigration/deportations/separations at the border</li> <li>● Latin Community and the education crisis</li> <li>● Alcoholism in immigrant communities/ Law &amp; justice</li> <li>● Criminal Justice reform/ sentencing fairness &amp; reform</li> <li>● Gender/ abortion/religion</li> <li>● Corrupt government</li> </ul>
<i>A Raisin in the Sun</i>	<ul style="list-style-type: none"> <li>● Fair housing/ "white flight"/ Gentrification</li> <li>● Redistricting/gerrymandering</li> <li>● Homelessness in the Bay Area</li> <li>● Assimilation</li> <li>● Classicism (both <b>intra</b>racial and <b>inter</b>racial classism)</li> <li>● Inequality/ divide in education</li> <li>● abortion/ gender - women in traditionally male occupations</li> <li>● Religion/Atheism (not saying "under God..." in the Pledge of Allegiance)</li> <li>● Housing discrimination/gentrification</li> </ul>

<i>When the Emperor was Divine</i>	<ul style="list-style-type: none"> <li>• Japanese Internment Camps</li> <li>• Asian exclusion from Ivy-League Schools</li> <li>• Absence of Asian Americans in media and culture</li> <li>• exploitation of Asian culture in media</li> <li>• racism</li> <li>• internment camps</li> <li>• war</li> <li>• nuclear weapons (Weapons of Mass Destruction)</li> </ul>
<i>Antigone</i>	<ul style="list-style-type: none"> <li>• Female leaders (presidents/prime ministers)</li> <li>• blindly following a leader (president)</li> <li>• Injustice/ corruption</li> <li>• religion</li> <li>• abuse of power/what does it mean to be a great leader</li> </ul>
<i>Of Mice and Men</i>	<ul style="list-style-type: none"> <li>• Migrant workers</li> <li>• sexism</li> <li>• poverty</li> <li>• racism</li> <li>• ageism</li> <li>• controversies about people with special needs (intellectually disabled/developmentally delayed)</li> </ul>
<i>Night</i>	<ul style="list-style-type: none"> <li>• Anti-Semitism</li> <li>• religion</li> <li>• totalitarianism</li> <li>• propaganda</li> <li>• abuse of power</li> <li>• corruption</li> <li>• bystander</li> <li>• blind faith</li> </ul>

- 3) Search different **two** types of non-literary media (outlined below) in order to explore the treatment of that same issue/controversy using **two** non-literary texts (we are asking that you choose **TWO** from the following **FOUR** types of non-literary texts below. Choose **TWO** and answer the questions which follow it): **Podcast/TEDtalk/Political Cartoon/News Article**

**These are your FOUR text types. Remember: Choose TWO.**

We have suggested some sources, but feel free to expand your search beyond the sites listed below:

- Political Cartoon** – visual media, use of color, shadows, size of objects and characters), words, if any.  
<https://www.politicalcartoons.com/>  
<http://editorialcartoonists.com/>  
<https://www.cartoonbank.com/>  
<http://www.pulitzer.org/prize-winners-by-category/215>
- TED Talk** – visual/auditory media, use of speaking, watching, listening, and comprehension. Watch a few videos here - *they are searchable by your topic/concern, then look at specific titles to narrow down your search* - and then pick one to focus on. *Also, you may only find a topic more broadly related to your chosen issue/societal concern/controversy.*  
<https://www.ted.com/talks>
- Podcast** – auditory media, use of commentary through sound, and listening. Choose one at **least 15 minutes in length**. Note: the following links will get you to podcast databases and homepages. Once there, you need to **EXPLORE** to find an **EPISODE TOPIC** that relates to your issue/societal concern. This may take some time. Be patient. *Also, you may only find a topic more broadly related to your chosen issue/societal concern/controversy.*  
<https://player.fm/podcasts/Politics>

<http://www.npr.org/podcasts/510312/codeswitch>  
<http://www.radiolab.org/series/podcasts/>

- d. **Newsmagazines/ Newspapers** – written, journalism. Choose at least one **editorial column or opinion piece** (not a generic news article).  
<http://www.huffingtonpost.com/>  
<https://www.theguardian.com/us>  
<https://www.wsj.com/>  
<https://www.usatoday.com/>
- 4) For your chosen texts, (both literary and non-literary), fill out the attached worksheet. The “product” of your summer reading assignment (to be turned in) consists of your responses to all questions posed.

Please take some time to go over this assignment thoroughly and visit some of the websites before you leave for summer vacation. Feel free to email any of the teachers below with questions, but please do so before **June 6, 2019**.

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# Section One: A text you've already read

Your Name: \_\_\_\_\_

Text type/genre: Podcast/article/TEDtalk/political cartoon): \_\_\_\_\_

Text title: \_\_\_\_\_

Text author: \_\_\_\_\_

Text date (of publication): \_\_\_\_\_

Text origin(where you found it/website/etc. **GIVE THE EXACT LINK TO YOUR PRECISE TEXT**):

\_\_\_\_\_

*Please answer the following questions* for as they relate to BOTH the literary and non-literary texts that you've chosen. **You will answer these questions twice, one for the two non-literary texts that you choose.**

Literary Texts to choose from: *A Raisin in the Sun*, *Of Mice & Men*, *Wopner Barraza*, *Night*, *Antigone*, or *When the Emperor was Divine*

1. **Recap:** Answer in a full, paragraph form
  - a. Summarize the content of this literary text (essentially, tell us what the book is about in a robust summary of the text from beginning to end). **This should be a decent-sized paragraph response:**
  
2. **Connection to Global Issue:** Answer in a full, paragraph form
  - a. What global/local issues/concern/controversy relates to your chosen text?
  - b. how? (Please respond in a thoughtful, detailed paragraph making it explicit how the text itself deals with/addresses the issue you have chosen).

Non-literary text: Podcast/TEDtalk/Political Cartoon/News Article

3. **Recap:** Answer in a full, paragraph form  
Summarize the context and target audience for and basic content/argument/goal of your text (This should be a decent-sized paragraph response):

4. **Discourse:** Answer in a full, paragraph form
  - a. What does this text contribute to the discussion about/ conversation surrounding this issue topic as a whole?
  - b. Does it add a new angle?
  - c. Reinforce something? Call something into question?
  
5. **Language/Stylistics:** Answer in a full, paragraph form
  - d. What are the main elements of rhetoric<sup>1</sup>, structure, and/or style (**including aspects such as tone, diction, syntax, organization, literary devices, any visual, auditory, or cinematic elements**) that are most substantially at work in this text?
  - e. To what end?
  
6. **Effectiveness:** Answer in a full, paragraph form
  - (a) What is your personal response to the text, both in terms of its content and its effectiveness?
  - (b) What did it make you think about or question?
  - (c) Did it reinforce or challenge any of your opinions or beliefs?

**Literary and Non-literary Text that you paired with it:**

7. **Text and Context:** Answer in a full, paragraph form  
How does this text relate to the issue that you highlighted in your literary text?
  
8. **Authors and Intent:** Answer in a full, paragraph form
  - f. What are the concerns of both the author of the literary text and the author of the non-literary text?
  - g. In what ways do they cross over; in what ways do they diverge?

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<sup>1</sup> Ethos, pathos, logos

## Section Two: A text you have NOT read

Please choose to read either **Kate Chopin's "Desiree's Baby"** or **"Two Kinds"** a chapter from **Amy Tan's *The Joy Luck Club*** and then **ONE** non-literary text that deals with some societal, global theme, issue, or concern that is being dealt with in the text. Then proceed to answer the questions.

- 1) **Read** the short story by **Kate Chopin's "Desiree's Baby"** or **"Two Kinds"** a chapter from **Amy Tan's *The Joy Luck Club*** and **annotate** it thoroughly.
- 2) Think about what are some of the global and/or local issues that connect to or are relevant to this literary text. **Write some examples here:**
- 3) Search the **one** text type not **used previously in Section One of this assignment** in order to examine the treatment of a relevant **issue/concern/controversy** of your chosen short story, connecting it to a non-literary text. (Again: we are asking that **you choose the ONE non-literary text that did NOT already use**). Choose **ONE** and answer the questions which follow it): Podcast/TEDtalk/Political Cartoon/News Article **The "product" of your summer reading assignment (to be turned in) consists of your responses to all questions posed.**

Your Name: \_\_\_\_\_  
Text type/genre: Podcast/article/TEDtalk/political cartoon): \_\_\_\_\_  
Text title: \_\_\_\_\_  
Text author: \_\_\_\_\_  
Text date (of publication): \_\_\_\_\_

Text origin(where you found it/website/etc. **GIVE THE EXACT LINK TO YOUR PRECISE TEXT**):  
\_\_\_\_\_

Please answer the following questions for as they relate to BOTH the **Kate Chopin's "Desiree's Baby"** or **"Two Kinds"** a chapter from **Amy Tan's The Joy Luck Club** and the non-literary texts that you've chosen. You'll answer these questions once.

Literary Text (circle/highlight which you chose):: **Kate Chopin's "Desiree's Baby"** or **"Two Kinds"** a chapter from **Amy Tan's The Joy Luck Club**

1. **Recap:** Answer in a full, paragraph form
  - a. Summarize the **"Desiree's Baby"** or \_\_\_\_\_ (essentially, tell us what the book is about in a **robust summary of the text from beginning to end**). **This should be a decent-sized paragraph response:**
  
2. **Connection to Global Issue:** Answer in a full, paragraph form
  - c. What global/local issues/concern/controversy relates to your chosen text?
  - d. how? **(Please respond in a thoughtful, detailed paragraph making it explicit how the text itself deals with/addresses the issue you have chosen).**

Non-literary text: **Podcast/TEDtalk/Political Cartoon/News Article**

3. **Recap:** Answer in a full, paragraph form  
Summarize the context and target audience for and basic content/argument/goal of your text **(This should be a decent-sized paragraph response):**
  
4. **Discourse:** Answer in a full, paragraph form
  - a. What does this text contribute to the discussion about/ conversation surrounding this issue topic as a whole?
  - b. Does it add a new angle?
  - c. Reinforce something? Call something into question?

5. **Language/Stylistics:** Answer in a full, paragraph form
- a. What are the main elements of rhetoric<sup>2</sup>, structure, and/or style (including aspects such as tone, diction, syntax, organization, literary devices, any visual, auditory, or cinematic elements) that are most substantially at work in this text?
  - b. To what end?

6. **Effectiveness:** Answer in a full, paragraph form
- a. What is your personal response to the text, both in terms of its content and its effectiveness?
  - b. What did it make you think about or question?
  - c. Did it reinforce or challenge any of your opinions or beliefs?

**Literary and Non-literary Text that you paired with it (these questions pertain to your understanding of both):**

7. **Text and Context:** Answer in a full, paragraph form  
How does this text relate to the issue that you highlighted in your literary text?

8. **Authors and Intent:** Answer in a full, paragraph form
- a. What are the concerns of both the author of the literary text and the author of the non-literary text?
  - b. In what ways do they cross over; in what ways do they diverge?

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<sup>2</sup> Ethos, pathos, logos