**Summer Reading Assignment** – ***IB Language and Literature Yr. 2***

**For Readers, Writers, and Texts Analysts**

During the next school year, we will be reading a variety of literary genres including fiction, nonfiction, graphic novels, and poetry. These texts span a range of historical periods and include works translated from several different languages. One objective of this course, IB states:

“Students will be involved in processes of ***critical response*** and ***creative production***, which will help shape their awareness of how texts work to influence the reader and how readers open up the possibilities of texts.” - IB Language A: literature guide: first assessment 2021

In short, we will be looking at how we, as **readers**, interpret **texts** and how texts and **authors** influence readers on a global scale. The first part of the IB English Literature curriculum examines this broad topic of **Readers, Writers, and Texts**. Your summer reading assignment will help prepare you with some of the interpretive skills necessary to succeed in my class and all IB courses.

**Over the summer you will complete the following**:

* Read *Their Eyes Were Watching God* by Zora Neale Hurston--pdf
* *Read* **Chapter 5**from [*How to Read Literature Like a Professor* (Revised Edition)](https://www.amazon.com/How-Read-Literature-Like-Professor/dp/0062301675/ref=sr_1_1?crid=14CHP4Q7DKDO8&keywords=how+to+read+literature+like+a+professor&qid=1557885492&s=gateway&sprefix=how+to+read+lit%2Caps%2C243&sr=8-1) by Thomas C. Foster—pdf
* View a **TED Talk: Inside the Mind of a Master Procrastinator** [**Ted Urban Ted Talk 2016**](https://www.ted.com/talks/tim_urban_inside_the_mind_of_a_master_procrastinator?language=en)
* **“The Medium is the Message”** global research mini-project

\*Due to the constraints of access caused by COVID-19, I have attached a PDF of both texts, and you are welcome to obtain your own copies of both books if you’d like. I have also created a class for the next school year in Managebac and will include these resources and a link to the Ted Talk.

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| **READING**  ***Their Eyes Were Watching God***  ***Located as an attached pdf*** | **ASSIGNMENT** submitted on Managebac or if specified for Learner Portfolio on student made L & L Google Site shared with teacher: [**swalkerprice@gmail.com**](mailto:swalkerprice@gmail.com) |
| ***Submit on Managebac***  \*You may select a different character than Janie, but he or she must be a primary character relevant to the thematic purposes of the novel.  **YOU MAY NOT USE THE QUOTES REFERENCED IN THE BEGINNING OF THE BOOK!!!!** | **Learner Profile Trait Chart:** As you read the book, choose the **TWO learner profile traits** that you feel the main character, \*Janie Starks, best exemplifies throughout the story. Then, use the IB Learner Profile  Trait Chart (attached) for *I am Janie* (attached) to complete the following steps:  1. List the primary IB Learner Profile trait you have selected in the top left box on the chart.  2. Complete the **Evidence column** by writing **five** quotes (from different chapters and places chronologically in the book) to support your IB Learner Profile selection. Be sure to include the book page number for each quote and chapter.  3. Complete the **Commentary column** using complete sentences to explain how each quote proves that Janie\* exemplifies the trait.  4. Repeat the same process with the second IB Learner Profile trait you have selected.  ● *You will use the Learner Profile Trait Chart to complete an in-class assessment in the fall.* |

**Over the summer you will also complete TWO Learner Portfolio assignments**:

These assignments will be posted and submitted on your personal Google Site for Language and Literature Senior Year, so please set up your personal page using the directions attached at end of document.

These assignments will require you to reflect on your readings from Hurston’s *Their Eyes Were Watching God* and connect with the world aroundyou. ***The Learner Portfolio*** is a crucial component to the IB HL Literature curriculum; the summer assignments will be a critical entry in this portfolio because it allows you to reflect and connect with classroom lessons and activities. The Learner Portfolio itself will be digital files: however, you will have opportunities to be creative and upload photos and art work. It is an academic tool that should be school appropriate and will be included as part of the grading process.

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| **READING and VIEWING**  ***How to Read Literature Like a Professor Located as an attached pdf*** | **ASSIGNMENT** submitted on Managebac or if specified for Learner Portfolio on student made L & L Google Site shared with teacher: [**swalkerprice@gmail.com**](mailto:swalkerprice@gmail.com) |
| **Post on Personal Google Site as Learner Portfolio Entry -shared with swalkerprice@gmail.com**  **\*Attached at end of this document is directions on how to create a google site. However, you may choose to submit the assignment in a drop box on Managebac and get assistance from teacher on how to upload link on google site once school begins.**  **You don’t have to write a mini-essay; just provide some insightful thoughts/responses.** | **REQUIRED Ch. 5**  **After reading “Now, Where Have I Seen Her Before?” answer the following questions:**   * **Write a one-paragraph summary** of this chapter,   highlighting 2-3 of the most important nuggets of your learning. To keep these short yet complete, you must **use language carefully.**   * **Find an example from literature you read in class from your junior year** (that’s not related to a literary work provided in the chapter) that illuminates a topic presented in the chapter. Label and use a different color font and/or highlight your example to set it apart from your summary. * Last, **define intertextuality**. Discuss one example that you can identify and has helped you in reading *Their Eyes Were Watching God*.   **REQUIRED View a TED TALK**   1. View a **TED Talk: Inside the Mind of a Master Procrastinator**   [**Ted Urban Ted Talk 2016**](https://www.ted.com/talks/tim_urban_inside_the_mind_of_a_master_procrastinator?language=en) **\*Link address in footer**   * **Write a one-paragraph summary** that identifies the speaker, his credentials, what his experience was with his senior thesis and his plan and what happened in the end. * **Complete the following sentence and include it as the last sentence in your summary:**   **So, I’d start off \_\_\_\_\_\_\_\_\_\_\_\_\_, and I’d \_\_\_\_\_\_\_\_\_\_\_\_ up in the middle months, and then at the end, I would kick it up into \_\_\_\_\_\_\_\_\_\_ just like a little \_\_\_\_\_\_\_\_\_\_\_\_\_.** |

**Over the summer you will complete ONE mass media assignment:**

One phrase you will hear throughout IB Lang & Lit is “the medium is the message.” In order to prepare you for Paper 2 of the IB exam the mass media analysis, you will read a number of texts that represent a variety of media.

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| **READING and VIEWING**  **Language and Mass Media**  **Select one current news story that is of interest to you.**  **\*\*See the blog example posted toward end of document.** | **ASSIGNMENT** submitted on Managebac or if specified for Learner Portfolio on student made L & L Google Site shared with teacher: [**swalkerprice@gmail.com**](mailto:swalkerprice@gmail.com)  **What you should do:**   1. Make sure this topic should relate to **world events**, sports, pop culture, education, science, or something else current. 2. Find and read/view **two** online texts that relate to this topic. At least **ONE** of the texts should include a visual element like photographs, videos, or charts. 3. Your selection of texts should represent at least **two** different forms of media. A “text” is anything from which you can extract information such as, but not limited to, any of the following: Blog posts, twitter hashtags, videos, magazines, articles, memes, political cartoons, essays, OpEd pieces, song lyrics, advertisements, infographics, news and TV reports. 4. Include links to both texts on your google site. Creatively write a **blog** using this writing platform to show what you are thinking about and learning in response to your topic and texts. Write with the assumption you are making a connection with other students around the world. |

*Aforementioned documents for completing the assignments are in the subsequent pages.*

Have a great summer and I look forward to teaching you all in the fall! Feel free to email me with any questions, concerns, or to tell me your ideas about the reading assignments. You may email at the school email address or gmail\* checked more often during the summer.

[Shawnda.walker-price@hsv-k12.org](mailto:Shawnda.walker-price@hsv-k12.org)

**IB Learner Profile Traits (Use with *Their Eyes Were Watching* assignment)**

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| *The aim of all IB programs is to develop internationally minded people who, recognizing their common*  *humanity and shared guardianship of the planet help to create a better and more peaceful world. As IB learners, we strive to be*:  **Inquirers** We nurture our curiosity, developing skills inquiry and research and show independence in learning*.* We learn with enthusiasm and sustain our love of learning throughout life.  **Knowledgeable** We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.  **Thinkers** We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.  **Communicators** We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspective of other individuals and groups.  **Principled** We act with integrity and honesty, with a strong sense of fairness and justice, and with  respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.  **Open-minded** We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.  **Caring** We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.  **Risk-takers** We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.  **Balanced** We understand the importance of balancing different aspects of our lives- intellectual,  physical and emotional- to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live  **Reflective** We thoughtfully consider the world and our own ideas and experience. We work to  understand our strengths and weaknesses in order to support our learning and personal development.  *The IB learner profile represents ten attributes valued by IB world schools. We believe these attributes,*  *and others like them, can help people become responsible members of local, national, and global*  *communities.* |

Sample Student Blog (Use with Language and Mass Media assignment)

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| Raise Your Voice to Bullying  October 2015  Stand Up! Speak Out! In America, bullying is definitely an important issue. There are areas that have bullying going on, more often than not, but it shouldn’t be that way. At our school, there is the Olweus non-bullying program. Our whole school staff are very hands-on and believe that bullying should never happen. I think that the worst bullying happens in high school, and most schools don’t even bother to help. The definition of bullying is to use superior strength or influence to intimidate (someone), typically to force him or her to do what one wants frequently. Some keys words in the definition are influence, intimidate, and frequently. If someone were to say, “Someone bullied me because they hit me once,” that wouldn’t really be considered bullying if it only happened once. If this happened daily, then it would be bullying for sure. To prevent bullying, we have aids on the yard just in case something like a fight breaks out. Also, you can have lessons on bullying and what to do if you are bullied or you see bullying going on. About 13 million kids commit suicide every year due to bullying.    Some bullies may bully because they don’t feel good about themselves or something bad goes on in their personal life. There is also cyber-bullying. During cyber bullying, people make mean comments, posts, accounts, videos, etc. about a person to make them embarrassed or show hatred. Many students may not come to school because of bullying. 1 out of 4 teachers know that the bullying is going on because kids are embarrassed to tell their teacher. Did you know that even celebrities got bullied when they were kids, even Lady Gaga! This goes to show that the biggest stars got bullied, so not everyone is specifically targeted. So many people are bullied every year, everyone should just try to be nice and never judge a book by its cover. Overall, bullying is definitely an issue that everyone raises their voice to.  https://6jacquelineg.edublogs.org/2015/10/17/raise-your-voice-to-bullying/ |

**WS Learner Profile Chart for *Their Eyes Were Watching God***(Submit on Managebac or email to me at [swalkerprice@gmail.com](mailto:swalkerprice@gmail.com)

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| Learner Profile Trait  #1  \*Character name | Evidence Direct Quote from Text  **Include page number & chapter** | **COMMENTARY**  **Explain how this quote proves that Janie\* exemplifies this trait. Use complete sentences**  \*You could select a different significant character from the story. |
| Example 1 |  |  |
| Example 2 |  |  |
| Example 3 |  |  |
| Example 4 |  |  |
| Example 5 |  |  |
| Learner Profile Trait  #2  \*Character name | Evidence Direct Quote from Text  **Include page number & chapter** | **COMMENTARY**  **Explain how this quote proves that Janie\* exemplifies this trait. Use complete sentences**  \*You could select a different significant character from the story. |
| Example 1 |  |  |
| Example 2 |  |  |
| Example 3 |  |  |
| Example 4 |  |  |
| Example 5 |  |  |

Guide to Creating and Publishing Websites

Using Google Sites

Google Sites comes with a bunch of extra interesting features that include intuitive technology, integration with G Suite apps, attractive design, ability to track site’s performance using Google Analytics, new colorful templates and many more.



# Step-by-Step Guide

[*https://gsuite.google.com/learning-center/products/sites/cheat-sheet/*](https://gsuite.google.com/learning-center/products/sites/cheat-sheet/)*.***1- Create a site**

1. Open a Web browser and log into your UofM account and click on Google Apps icon.
2. Click on “New Sites” in the left side.
3. In the bottom-right corner, click red plus icon.
4. Edit your site.

### 2- Name your site.

1. In the top left corner, click untitled slide to name your site in drive.
2. Type the name of your site in the text box on the header.

### 3- Choose a theme for your site

1. Open a site in Google Sites.
2. From the menu on the right, click THEMES.
3. Click the style you want. The theme will be applied to your site.
4. When clicked the theme will show optional color choices and other font choices.

### 4- Add a page to your site

1. From the menu on the right, click PAGES and then Add page.
2. Click DONE. The new page will open.

### 5- Add content to your site

1. From the menu on the right, click INSERT and then one of the following: Text box/Images/ Embed URL/ Google Embeds (YouTube videos, Calendar, Map)/ Google Docs (Docs, Slides, Sheets, Forms, Charts) or choose Upload to upload files from your computer.

### 6- Publish your site

Google Sites provides you with different privacy features to control who can access and view your published site.

1. From the top menu, click Publish. The "Publish your site" menu will open.
2. Type the site's URL under "Site address."
3. Under "Who can visit my site," choose who can see your site: Anyone at your domain (only applies if you are a G suite customer). Anyone on the web (for G Suite customers, this is available only if enabled by your organization)
4. Under "Allow my site to appear in search results," choose how people can find your site.
5. Select this option if you want search engines to find your site.
6. Deselect this option if people must have the link (some search engines might still find your site).
7. When you're ready to publish your site, click PUBLISH.
8. To confirm that your site published correctly, visit your site's URL

### 7- Allow others edit access to your site

1. From the top menu, click Share Add people. The "Add editors" menu will open.
2. In the "Invite people" box, type the full names or email addresses of the people you want to give edit access to.
3. When you're ready to share, click Send.
4. Click Done."
5. Teacher: [Swalkerprice@gmail.com](mailto:Swalkerprice@gmail.com)

Source: <https://support.google.com/sites/answer/6372878?hl=en&ref_topic=7184580>