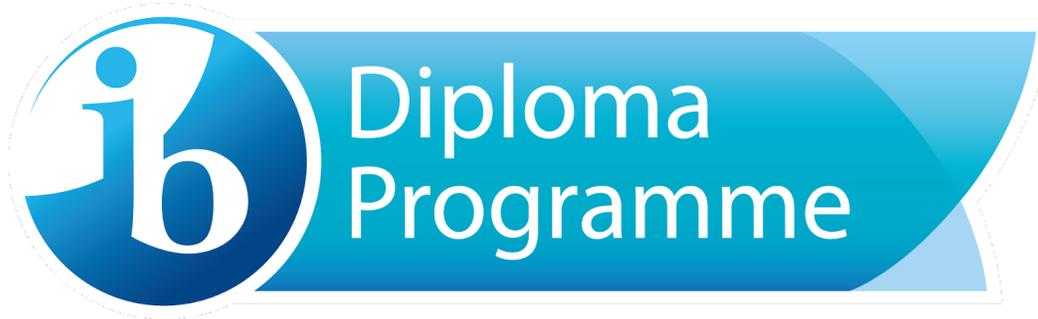


IB English Summer Assignment: Juniors and Seniors
Emerald Campus
2022-2023



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IB Language and Literature (beatty_magen@dublinschools.net & flora_tim@dublinschools.net)

IB Literature and Performance (rogers_tara@dublinschools.net)

For your summer assignment, you are asked to collect **three (3) language-related “artifacts”** that represent experiences you have over the summer. These artifacts can come from a variety of contexts and experiences and can include entire books or smaller artifacts that relate to events, experiences, or performances that you encounter either deliberately or as part of your everyday life. Your three artifacts can interrelate or can stand alone.

An Important Note for Senior Students Taking Year 2 of IB English Literature or IB Language and Literature:

For your summer reading assignment, you are asked to select three (3) **new** language-related artifacts (i.e. not the ones that you used in Year 1), all of which must connect to a **single** global issue. Then identify and discuss your selected global issue and its relationship to your artifacts in either a written narrative of approximately 3-5 double-spaced pages OR a 5+ minute short video.

Examples of artifacts include **but are not limited to:**

Signs

Playbills

Advertisements

Speeches

Street Performances

Websites

Social Media Posts

Menus

Articles

Brochures

Online/Print Reviews

Plays

Films

Television Clips

Short Stories

Poems

Songs

Photographs

Fine Art

Sculptures

Guidebooks

Oral Language

Essays

Entire Books

Your documentation can include photographs/copies or physical artifacts. If selecting an artifact that is representative of a performance or event, consider what text-based item you could collect that is representative of that experience (i.e. notes, playbill, sign, quotes, etc.).

In addition to collecting the artifacts, you will be asked to **identify a global issue that relates to each artifact**. The global issue that you select could be one that is expressed across all the artifacts or you could select a different global issue for each artifact. You are not expected to turn in a written explanation of how the global issue relates to your artifacts, but you should be prepared to discuss or write about this on your first day of class. Please see below for examples of potential global issues you could use. You are not, however, limited to this list.

Also please consider one or more of the questions below and be prepared to discuss how your artifacts could be used to express a response to them. Again, you are not expected to write out your responses ahead of time but should be prepared to discuss and/or write about these questions on your first day of class.

1. In what ways is meaning constructed, negotiated, expressed and interpreted?
2. How does language use vary amongst text types and amongst literary forms?
3. How does the structure or style of a text affect meaning?
4. How do texts offer insights and challenges?
5. In what ways is the kind of knowledge we gain from the study of language and literature different from the kind we gain through the study of other disciplines?

Guidance on selecting your global issue:

Determining the global issue

A global issue incorporates the following three properties:

- It has significance on a wide/large scale.
- It is transnational.
- Its impact is felt in everyday local contexts.

Students **may** look to one or more of the following fields of inquiry for guidance on how to decide on a global issue. [. . .] It should also be noted that there is the potential for significant overlap between the areas.

Culture, identity and community

Students might focus on the way in which texts explore aspects of family, class, race, ethnicity, nationality, religion, gender and sexuality, and the way these impact on individuals and societies. They might also focus on issues concerning migration, colonialism and nationalism.

Beliefs, values and education

Students might focus on the way in which texts explore the beliefs and values nurtured in particular societies and the ways they shape individuals, communities and educational systems. They might also explore the tensions that arise when there are conflicts of beliefs and values, and ethics.

Politics, power and justice

Students might focus on the ways in which texts explore aspects of rights and responsibilities, the workings and structures of governments and institutions. They might also investigate hierarchies of power, the distribution of wealth and resources, the limits of justice and the law, equality and inequality, human rights and peace and conflict.

Art, creativity and the imagination

Students might focus on the ways in which texts explore aspects of aesthetic inspiration, creation, craft, and beauty. They might also focus on the shaping and challenging of perceptions through art, and the function, value and effects of art in society.

Science, technology and the environment

Students might focus on the ways in which texts explore the relationship between humans and the environment and the implications of technology and media for society. They might also consider the idea of scientific development and progress.

Source: International Baccalaureate Organization. Language A: Language and Literature Guide. 2019.

Where can I find my artifacts?

Artifacts can come from anywhere, but below is a list of ideas to get you started. **Since COVID-19 concerns may cause many of the events below to be cancelled, please keep in mind that your artifacts can also come from the internet and “online” events or texts as well.** For those interested in theatre, we have access to a resource of free streaming live theatre at www.DigitalTheatrePlus.com that would allow you to watch performances and collect language artifacts in that way. If you are interested in using this resource, please email one of the teachers listed at the top of this document for the district log-in credentials. Another great online resource for theatre is the National Theatre (UK) YouTube Channel, which is posting a new full-length performance each week while they are closed to in-person performances.

Columbus area festivals including but not limited to:

- The Dublin Irish Festival
- The Columbus Arts Festival
- The Columbus Asian Festival
- The Columbus PRIDE Festival

- The Ohio State Fair
- See <https://www.experiencecolumbus.com/events/festivals-annual-events/> for a list of festivals and details.

Local Theatre

- Actors' Theatre of Columbus in Schiller Park (German Village)
- Tantrum Theatre (OU, performed in the Abbey Theatre at the Rec Center):
<http://tantrumtheater.org/>
- Short North Stage <https://www.shortnorthstage.org/>
- Want more ideas? Visit <https://www.columbusmakesart.com/events> and search “theatre” or any other genre!

Local Visual Art

- Columbus Museum of Art (Free on Sundays)
- Riffe Gallery
- McConnell Arts Center

The library

The bookstore

Your neighborhood (restaurants, shopping, organized gatherings, pools, etc.)

Your workplace

Your travels (brochures, cultural experiences, parks, etc.)