



Academy

David Nelson, Principal

Course: IB English A: Language & Literature, Year 2

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Dear Students of IB English A: Language & Literature, Year 2, Higher & Standard Levels,

Congratulations on the successful completion of the first year of IB English A: Language & Literature and welcome to the second phase of your IB English program.

In preparation for the upcoming academic year, please **purchase the following texts**:

Edith Wharton, *Ethan Frome*

Christopher Nolan (dir.), *The Dark Knight* (you can either buy it, rent it, or stream it)

Spike Lee (dir.), *Malcolm X* (you can either buy it, rent it, or stream it)

The Summer Assignment

Part 1. Reading/Viewing of Non-Literary texts

Text 1. **Michelle Obama Speeches** (All resources mentioned below are located on the Language and Literature Year 1 Moodle shell in which you are enrolled. You will continue to have access to this shell until the completion of the IB program).

- Read the document titled “Rhetorical Analysis.” It contains definitions of rhetorical devices. Some of these are familiar through our study of Literature while some may be new. You may also want to watch the video “Ethos, Pathos, Logos” as a refresher.
- Read the 4 Michelle Obama speeches. You may also search for other Michelle Obama speeches for the completion of this assignment. Be sure to annotate the text to identify the rhetorical devices and the effect they create.

Text 2. **Spike Lee’s *Malcolm X* (1992)**. (Script and some contextual information are available on Moodle and required for successful completion of the assignment, as well as some supporting resources that will help deepen your analysis.)

- Watch Spike Lee’s *Malcolm X*. Make notes on themes, characters, visual and audio techniques. Refer to the handouts “Visual Images” and “Audio Images” on Moodle under Spike Lee’s *Malcolm X*. This resource was also handed out in class earlier this year.
- Additionally, use [this document](#) to help guide your focus and provide some context of why Lee made this film when he did. The document is also located on Moodle under Spike Lee’s *Malcolm X*.
- Mark the timestamps of parts of the film that you think will be useful for a future IB assessment.

ACS Athens Mission Statement:

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Part 2. Scripting the oral

Overview:

You will write, record, and upload to Flipgrid an Individual Oral, analyzing the

- poetry of **1** of the 3 poets we covered in class
- and **1** of the 2 non-literary texts mentioned above

Within the **first 2 weeks of school** the following should be ready for submission:

- Flipgrid video
- Transcript (Google Doc and hard copy)
- Document with the “zoom in” extracts (Google Doc and hard copy)
- Second document with 10 bullet points to help with delivering the oral (Google Doc and hard copy)

PROMPT: Examine the ways in which the Global Issue of your choice is presented through the content and form of either Spike Lee’s *Malcolm X* OR Michelle Obama’s speeches and one poet you have studied in Year 1.

Duration: 10 minutes (Refer to outline below to structure the time of your oral for each section).

Read the following carefully as reminders, clarification and advice to help guide you through the process.

Important notes before scripting your oral:

Poems

- Poems must be from the same poet.
- For the “zoom out” analysis of poetry, you should refer to at least 3 poems. 2 of them can be freely chosen (i.e. they may not be included in the list provided by your teacher).
- For the “zoom in” analysis of poetry, choose 1 poem from the list provided by your teacher.

If you choose *Malcolm X*

- In the “zoom out” analysis of *Malcolm X*, you should refer to the film in its entirety.
- For the “zoom in” analysis of *Malcolm X*:
 - a. select a 30-line passage (max. 40 lines) from the script/ transcript of the film
 - b. select 3 stills/ images from the scene that corresponds to the chosen passage.

If you choose Michelle Obama’s Speeches

- For the “zoom out” analysis, you should refer to at least 3 speeches. 1 of them can be freely chosen (i.e. it may not be included in the list provided by your teacher).
- For the “zoom in” analysis, choose up to 40 lines from 1 speech from the list provided by your teacher and different from the 3 mentioned in the “zoom out”.

General

- Select a Field of Inquiry that can be applied to the analysis of both texts.
- Narrow down the Field of Inquiry and formulate a Global Issue that is neither too broad nor too specific.
- A Global Issue must be 1 sentence.

Structure and Tips (Read carefully):

1. 1-min. Introduction:

- State your Field of Inquiry and your Global Issue.
- Summarize how the content/ theme/ purpose of the selected works by the poet of choice is presented in the “zoom out” poems from the perspective of the Global Issue.
- Summarize how the content/ theme/ purpose in the “zoom in” poem is presented in the “zoom in” poem from the perspective of the Global Issue.
- Summarize how the content/ theme/ purpose of either *Malcolm X* or Michelle Obama’s speeches is presented in the film in its entirety or in the selected speeches from the perspective of the Global Issue.
- Summarize how the content/ theme/ purpose of either *Malcolm X* or Michelle Obama’s speeches is presented in the selected “zoom in” scene from the film or the selected “zoom in” passage from the speech from the perspective of the Global Issue.
- What is your thesis or main claim? Alternatively, what is a question you could pose that would frame your exploration? Could you make a comparative statement?

2. 2-min. “Zoom Out” Analysis of the Literary Work in its Entirety:

- Analyze how formal choices in the selected 3 poems effectively present the Global Issue (consult the “Analyzing Poetry” and “Analyzing Lyrics” guides and all relevant material on the analysis of poetry). Trace the overall aesthetic of the poet’s work (as exemplified in the 3 poems) in relation to the presentation of the Global Issue.
- Analyze broader authorial choices: structure and overall organization, speaker’s voice, the role of the setting/ landscape (symbolic, emotional, ideological).
- Analyze more specific authorial choices: tone, imagery, figurative language and allusion, diction (especially denotation and connotation), musical devices/ repetitions of sounds.
- Make sure to add your **analysis** and **interpretation** of how meaning is created. Always make connections between theme/ content/ purpose from the perspective of the Global Issue and the aesthetic choice(s) you analyze.
- There’s no set number here as to how many examples you must have or how many authorial choices you must discuss. Please keep timing in mind.
- Do not use the “zoom out” section as an excuse for a discussion of how the Global Issue is exclusively presented in terms of content. You should always discuss the development of the Global Issue in the overall work in relation to authorial choices. Analyze as many authorial choices as possible within the given time frame.

3. 2-min. "Zoom In" Analysis of the Literary Extract (Selected Poem):
 - Analyze in detail how formal choices in the poem you chose as an extract effectively present the Global Issue (consult the "Analyzing Poetry" and "Analyzing Lyrics" guides and all relevant material on the analysis of poetry).
 - Make sure that you establish a relation between the formal choices you analyzed in the "zoom out" section and the ones you identify in the poem you analyze in detail.
 - Analyze broader authorial choices: structure and overall organization of the poem, speaker's voice, the role of the setting/ landscape (symbolic, emotional, ideological).
 - Analyze more specific authorial choices: tone, imagery, figurative language and allusion, diction (especially denotation and connotation), musical devices/ repetitions of sounds.
 - Make sure to add your analysis and interpretation of how meaning is created. Always make connections between theme/ content/ purpose from the perspective of the Global Issue and the aesthetic choice(s) you analyze.
 - There's no set number here as to how many examples you must have or how many authorial choices you must discuss. Please keep timing in mind.
 - Structure your argumentation around the analysis of authorial choices.
 - Do not use the "zoom in" section as an excuse for a discussion of how the Global Issue is exclusively presented in terms of content. You should always discuss the development of the Global Issue in the text in relation to authorial choices. Analyze as many authorial choices as possible within the given time frame.

4. 2-min. "Zoom Out" Analysis of the Non-Literary Text in its Entirety:
 - Transition from the analysis of the literary work to the analysis of the non-literary text. Use words/ phrases like "similarly" or "by contrast." Include a general statement comparing the presentation of the Global Issue in the non-literary text and the literary work. Throughout your analysis of the non-literary text, try to very briefly establish the basis for a comparison that you'll further explore in the Conclusion.
 - Analyze how formal choices in *Malcolm X* in its entirety effectively present the Global Issue. Trace the overall aesthetic of the film in relation to the presentation of the Global Issue. OR Analyze the rhetorical devices in 3 Michelle Obama speeches in relation to the presentation of the Global Issue.
 - For the analysis of *Malcolm X*: focus primarily on the analysis of non-literary authorial choices: visual and audio images (consult the "Analyzing Visual Images" and "Analyzing Audio Images" guides). When you discuss literary formal elements (structure/ plot, characterization, setting, verbal imagery, figurative language, diction), don't forget to emphasize how their

effectiveness regarding the presentation of the Global Issue is enhanced by non-literary formal elements (visual and audio images).

For the analysis of Michelle Obama: focus primarily on the analysis of rhetorical devices. See the “Rhetorical Analysis” guide.

Make sure to add your analysis and interpretation of how meaning is created. Always make connections between theme/ content/ purpose from the perspective of the Global Issue and the aesthetic choice(s) you analyze.

- There’s no set number here as to how many examples you must have or how many authorial choices you must discuss. Please keep timing in mind.
- Structure your argumentation around the analysis of authorial choices.
- Do not use the “zoom out” section as an excuse for plot summary or a discussion of how the Global Issue is exclusively presented in terms of content. You should always discuss the development of the Global Issue in the text in relation to authorial choices. Analyze as many authorial choices as possible within the given time frame.

5. 2-min. “Zoom In” Analysis of the Non-Literary Passage/ Scene/ Stills/ Images:

- Analyze how formal choices in the passage/ scene you chose to analyze in detail effectively present the Global Issue.
- Make sure that you establish a relation between the formal choices you analyzed in the “zoom out” section and the ones you identify in the passage/ scene you analyze in detail.
- For the analysis of *Malcolm X*: The 3 zoom-in stills should be analyzed in relation to audio and verbal elements from the selected scene. In short, you **don’t focus only on the stills, but on the interaction between the stills and authorial choices of the scene as a whole**. Focus primarily on the analysis of non-literary authorial choices: visual and audio images (consult the “Analyzing Visual Images” and “Analyzing Audio Images” guides). When you discuss literary formal elements (structure/ plot, characterization, setting, verbal imagery, figurative language, diction), don’t forget to emphasize how their effectiveness regarding the presentation of the Global Issue is enhanced by non-literary formal elements (visual and audio images).
For the analysis of Michelle Obama: focus primarily on the analysis of rhetorical devices. See the “Rhetorical Analysis” guide.
- Make sure to add your analysis and interpretation of how meaning is created. Always make connections between theme/ content/ purpose from the perspective of the Global Issue and the aesthetic choice(s) you analyze.
- There’s no set number here as to how many examples you must have or how many authorial choices you must discuss. Please keep timing in mind.
- Structure your argumentation around the analysis of authorial choices.
- Do not use the “zoom in” section as an excuse for plot summary or a discussion of how the Global Issue is exclusively presented in terms of content. You should always discuss the development of the Global Issue in

the text in relation to authorial choices. Analyze as many authorial choices as possible within the given time frame.

6. 1-min. Conclusion:

- Return to the Global Issue at hand. Why does it matter?
- Return to the formal techniques and authorial choices used in the film/ speeches and the poems. Do they effectively present the Global Issue? Try to compare and contrast the authorial choices through which each text presents the Global Issue. Which text is more effective, in your opinion?

General Directions:

1. Your Individual Oral should directly address the prompt.
2. Both the Field of Inquiry and the Global Issue should be mentioned in the Introduction.
3. Note that a Field of Inquiry or topics mentioned in isolation like gender discrimination or climate change **ARE NOT** a Global Issue.
4. Consult the rubric thoroughly and review feedback you have received on previous orals from your teacher.
5. Focus your analysis of content and form on the passage/ scene/ stills/ images and the poem you chose to discuss in detail, while making connections to the content and form of the overall non-literary text and literary work (always from the perspective of your Global Issue).
6. Devote the same time in the discussion of how meaning related to the Global Issue is constructed in the passage/ scene/ stills/ images and the poem you chose to analyze in detail as well as to the analysis of the broader presence of the Global Issue in the overall non-literary text and the literary work.
7. Avoid focusing on contexts (such as historical, biographical, or socio-cultural) that do not directly link to the way the Global Issue is presented in the overall non-literary text/ literary work and the passage/ scene/ stills/ images/ poem you chose to analyze in detail. Focus on the prompt should be sustained throughout the Individual Oral.
8. Avoid focusing on content/ theme analysis that does not directly link to the way the Global Issue is presented in the overall non-literary text/ literary work and the passage/ scene/ stills/ images/ poem you chose to discuss in detail. Focus on the prompt should be sustained throughout the Individual Oral.
9. Avoid focusing on formal analysis that does not directly link to the way the Global Issue is presented in the overall non-literary text/ literary work and the passage/ scene/ stills/ images/ poem you chose to discuss in detail. Focus on the prompt should be sustained throughout the Individual Oral.
10. The copies of the passage (as well as the stills/ images) and the poem you chose to analyze in detail should not be annotated.
11. Your outline should include only 10 brief bullet points.

12. Upload a typed version of your Individual Oral to your Learner Portfolio.

Flipgrid Video Directions:

1. Create a **Google Doc** with your **10 brief bullet points** and **the unannotated copies** of the passage/ scene/ stills/ images and the poem you chose to analyze in detail. You may also include the bullet points and the unannotated copies of the passage/ scene/ stills/ images and the poem you chose to analyze in detail in different Google Docs.
2. Follow this link: <https://flip.com/d9fc72cb>
3. In your video presentation, you **MUST share your screen**. To do so, after you click on "Record a Response," go to the bottom left of the screen and click on "Options." Click on "Record Screen" and then choose "Your Entire Screen."
4. Look at the screen only when you want to consult your bullet points, discuss the stills/ images, and quote lines from the unannotated copies of the passage/ scene and the poem you chose to analyze in detail.
5. In case your presentation is longer than 10 min., **you are not allowed to upload a second video** with the rest of your analysis (even if this video lasts for a few seconds).

Best wishes for a safe, happy, and productive summer!