

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)

Students that do not yet own a copy of Racine's *Phaedra* should purchase the following edition: *Iphigenia, Phaedra, and Athaliah* by Jean Racine (*Penguin Classics*, translated by John Cairncross)

The Summer Assignment

Overview:

You will write, record, and upload to Flipgrid an Individual Oral, analyzing Maya Angelou's poetry and Spike Lee's film, *Malcolm X*. Both the Flipgrid video and the transcript should be submitted **before your return to school.**

PROMPT: Examine the ways in which the Global Issue of your choice is presented through the content and form of Maya Angelou's poetry and Spike Lee's film, *Malcolm X*.

Duration: 10 minutes

Process:

1. Study the sources in the "Maya Angelou vs. *Malcolm X*" tab. In particular: a) read carefully and annotate Angelou's poems (apart from the poems provided by your teacher, you may also read additional ones); b) watch *Malcolm X*, while reading the script/ transcript; c) study the secondary sources on Angelou's poetry and Lee's film (you may also conduct independent research on Angelou and Lee).
2. For the "zoom out" analysis of Angelou's poetry, you should refer to at least 4 poems. 2 of them can be freely chosen (i.e. they may not be included in the list provided by your teacher).
3. For the "zoom in" analysis of Angelou's poetry, choose 1 poem from the list provided by your teacher.
4. In the "zoom out" analysis of *Malcolm X*, you should refer to the film in its entirety.

5. 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.
6. Select a Field of Inquiry that can be applied to the analysis of Angelou’s poetry and *Malcolm X*.
7. Narrow down the Field of Inquiry and formulate a Global Issue that is neither too broad nor too specific.

Structure:

1. 1-min. Introduction:
 - What is your Field of Inquiry and your Global Issue?
 - Summarize how the content/ theme/ purpose of Angelou’s poetry from the perspective of the Global Issue is presented in the “zoom out” poems.
 - Summarize how the content/ theme/ purpose of Angelou’s poetry from the perspective of the Global Issue is presented in the poem you chose for the “zoom in” section.
 - Summarize how the content/ theme/ purpose of *Malcolm X* from the perspective of the Global Issue is presented in the film in its entirety.
 - Summarize how the content/ theme/ purpose of *Malcolm X* from the perspective of the Global Issue is presented in the selected passage/ scene.
 - 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 4 poems effectively present the Global Issue (consult the “Analyzing Poetry” and “Analyzing Lyrics” guides and all relevant material in the “Disney vs. Taylor Swift - Song Lyrics/ Poems Analysis” tab). Try to trace the overall aesthetic of Angelou’s poetry (as exemplified in the 4 poems) in relation to the presentation of the Global Issue.
 - Analyze broader aesthetic choices: structure and overall organization, speaker’s voice, the role of the setting/ landscape (symbolic, emotional, ideological).
 - Analyze more specific aesthetic 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 aesthetic choices you must discuss.
 - Structure your argumentation around the analysis of aesthetic choices. Try to avoid analyzing each poem separately.
 - 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 aesthetic choices. Analyze as many aesthetic choices as possible.

3. 2-min. “Zoom In” Analysis of the Literary Extract (Selected Poem):
 - Analyze how formal choices in the poem you chose to analyze in detail effectively present the Global Issue (consult the “Analyzing Poetry” and “Analyzing Lyrics” guides and all relevant material in the “Disney vs. Taylor Swift - Song Lyrics/ Poems Analysis” tab).
 - 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 aesthetic choices: structure and overall organization of the poem, speaker’s voice, the role of the setting/ landscape (symbolic, emotional, ideological).
 - Analyze more specific aesthetic 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 aesthetic choices you must discuss.
 - Structure your argumentation around the analysis of aesthetic 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 aesthetic choices. Analyze as many aesthetic choices as possible.
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. Try to trace the overall aesthetic of the film in relation to the presentation of the Global Issue.
 - Focus primarily on the analysis of non-literary aesthetic choices: visual and audio images (consult the “Analyzing Visual Images” and “Analyzing Audio Images” guides in the “Disney vs. Taylor Swift - Film Analysis” tab). 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).

- 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 aesthetic choices you must discuss.
 - Structure your argumentation around the analysis of aesthetic 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 aesthetic choices. Analyze as many aesthetic choices as possible.
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.
 - Focus primarily on the analysis of non-literary aesthetic choices: mainly visual images, but also audio ones, when applicable (consult the "Analyzing Visual Images" and "Analyzing Audio Images" guides in the "Disney vs. Taylor Swift - Film Analysis" tab). Refer extensively to the 3 stills/ images. 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).
 - 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 aesthetic choices you must discuss.
 - Structure your argumentation around the analysis of aesthetic 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 aesthetic choices. Analyze as many aesthetic choices as possible.
6. 1-min. Conclusion:
- Return to the Global Issue at hand. Why does it matter?
 - Return to the formal techniques and aesthetic choices used in the film and the poems. Do they effectively present the Global Issue? Try to compare and contrast the aesthetic 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 **IS NOT** a Global Issue.
4. You should 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).
5. You should 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.
6. You should 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.
7. You should 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.
8. You should 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.
9. The copies of the passage (as well as the stills/ images) and the poem you chose to analyze in detail should not be annotated.
10. Your outline should include only 10 brief bullet points.
11. Upload a typed version of your Individual Oral to your Learner Portfolio (June Subfolder - Key IB Assignments).

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. **Period 1 students** (Yr. 1) follow this link: <https://flipgrid.com/80611223>
3. **Period 4 students** (Yr. 1) follow this link: <https://flipgrid.com/ce47a3d7>
4. **Period 5 students** (Yr. 1) follow this link: <https://flipgrid.com/617a4f07>
5. 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."
6. During the presentation, **look above your computer screen**. 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 and the poem you chose to analyze in detail.

7. 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!