



Academy  
**David Nelson, Principal**

Course: IB English A: Literature, Year 2

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

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

You don't need to purchase any of the texts studied in the second year. All reading material will be provided by your teacher.

### **The Summer Assignment**

#### **Overview:**

You will write, record, and upload to Flipgrid an Individual Oral, analyzing Henrik Ibsen's *The Wild Duck* and Virginia Woolf's *To the Lighthouse*. 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 Henrik Ibsen's *The Wild Duck* and Virginia Woolf's *To the Lighthouse*.**

Duration: 10 minutes

Process:

1. Reread Ibsen's *The Wild Duck* and review "The Wild Duck: Study Guide."
2. Read Woolf's *To the Lighthouse* and study the theoretical material in the relevant Moodle tab. The study of the sources (that are not optional) is mandatory.
3. While studying *To the Lighthouse*:
  - a. Explore the relation between content and cultural context. How do the Bloomsbury Group's reading of G. E. Moore's *Principia Ethica* and Woolf's subversion of Western metaphysics enable the resolution of the opposition

#### **ACS Athens Mission Statement:**

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between order and chaos, meaning and meaninglessness, wholeness and fragmentation? You should also consider how the psychoanalytic implications of Woolf's philosophical meditations anticipate Herbert Marcuse's theorization of primary narcissism in *Eros and Civilization*.

b. Consider whether characters exhibit complexity, development, and depth.

c. Pay attention to the indirect presentation of character through action, thought, and speech: what characters do, what characters say or think about themselves or other characters, and whether there is correspondence between their words, thoughts, and actions.

d. Consider how plot/ structure affects characterization. In particular, how does Woolf reconsider the relation between *fabula* and *syuzhet*/ story and plot as well as temporal relations, especially ones pertaining to duration?

e. Consider how narration affects indirect character presentation.

f. Consider how Woolf's post-impressionist, cubist focalization enables penetration into the characters' inner world.

g. Consider how setting affects characterization. How does Woolf's replacement of the external space of social action with an inner psychological space enable the internalization of external space through the digging out of "beautiful caves"?

h. Consider how the use of language, which achieves an extraordinary literary density, approximating the status of prose poetry, affects characterization.

i. Consider how thought presentation affects characterization. In particular, how does the stream-of-consciousness technique enable the exploration of inner psychological spaces through cave-digging and tunneling?

j. Consider how free indirect discourse affects characterization. In particular, how does the Woolfian narrator's "selective absorbency" enable the transcendence of the opposition between narrative voice and character consciousness?

k. Consider how Woolf's aesthetic choices contribute to an overall modernist representation.

4. Select a 30-line passage (max. 40 lines) from Ibsen's *The Wild Duck*.

5. Select a 30-line passage (max. 40 lines) from Woolf's *To the Lighthouse*.

6. Select a Field of Inquiry that can be applied to the analysis of the two texts.

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 Ibsen's *The Wild Duck* from the perspective of the Global Issue is presented in the play in its entirety.
- Summarize how the content/ theme/ purpose of Ibsen's *The Wild Duck* from the perspective of the Global Issue is presented in the selected passage.
- Summarize how the content/ theme/ purpose of Woolf's *To the Lighthouse* from the perspective of the Global Issue is presented in the novel in its entirety.
- Summarize how the content/ theme/ purpose of Woolf's *To the Lighthouse* from the perspective of the Global Issue is presented in the selected passage.
- 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 Work in Translation in its Entirety:

- Analyze how formal choices in *The Wild Duck* effectively present the Global Issue.

Try to trace the overall realist aesthetic of the play in relation to the presentation

of the Global Issue. Are there any Romantic influences? Does the play anticipate modernism? Take into consideration the overdetermined symbolism.

- 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.

3. 2-min. "Zoom In" Analysis of the Passage from the Work in Translation:

- Analyze how formal choices in the passage you chose to discuss in detail effectively present the Global Issue.
- Make sure that you establish a relation between the overall aesthetic and the formal elements you analyzed in the "zoom out" section and the aesthetic choices you identify in the passage you analyze in detail.
- 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.

#### 4. 2-min. "Zoom Out" Analysis of the Entire Literary Work Originally Written in English:

- Transition from the analysis of the work in translation to the analysis of the work originally written in English. Use words/ phrases like "similarly" or "by contrast." Include a general statement comparing the presentation of the Global Issue in the work in translation and the work originally written in English. Throughout your analysis of the work originally written in English, try to very briefly establish the basis for a comparison that you'll further explore in the Conclusion.
- Analyze how formal choices in *To the Lighthouse* in its entirety effectively present the Global Issue. Try to trace the overall modernist aesthetic of the novel in relation to the presentation of the Global Issue.
- 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 overall work in relation to aesthetic choices. Analyze as many aesthetic choices as possible.

5. 2-min. “Zoom In” Analysis of the Passage from the Literary Work Originally Written in

English:

- Analyze how formal choices in the passage you chose to discuss in detail effectively present the Global Issue.
- Make sure that you establish a relation between the overall aesthetic and the formal elements you analyzed in the “zoom out” section and the aesthetic choices you identify in the passage you analyze in detail.
- 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 two texts. 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 devote the same time in the discussion of how meaning related to the Global Issue is constructed in the passages you chose to analyze in detail as well as to the analysis of the broader presence of the Global Issue in the literary works in their entirety.
5. 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 literary works and the passages you chose to analyze in detail. Focus on the prompt should be sustained throughout the Individual Oral.
6. You should avoid focusing on content/ theme analysis that does not directly link to the way the Global Issue is presented in the overall literary works and the passages you chose to analyze in detail. Focus on the prompt should be sustained throughout the Individual Oral.
7. You should avoid focusing on formal analysis that does not directly link to the way the Global Issue is presented in the overall literary works and the passages you chose to analyze in detail. Focus on the prompt should be sustained throughout the Individual Oral.
8. The copies of the passages you chose to analyze in detail should not be annotated.
9. Your outline should include only 10 brief bullet points.
10. 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 passages you chose to analyze in detail. You may also include the bullet points and the unannotated copies of the passages you chose to analyze in detail in different Google Docs
2. Follow this link: <https://flipgrid.com/dce84112>
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. During the presentation, **look above your computer screen.** Look at the screen only when you want to consult your bullet points and quote lines from the unannotated copies of the passages 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!**