

IB Juniors Summer work 2025

Below is your summer work. The only classes you have work for are English Literature and History. Please look over everything carefully and email your teachers if you have any questions.

You will be reading a memoir for IB English Literature (see attachment). **You can go by Mrs. Baggett's room (337) to pick up a copy this week from May 21-23 during advisory or lunch.** If you cannot pick up a copy by May 23rd, you will need to contact Mrs. Baggett to set up another time.

You'll need to take your laptop by the media center to be re-imaged. Make sure you let them know you are an IB student when you drop it off. IB students are allowed to pick up their computers and keep them over the summer after they have been re-imaged. Before doing this, backup all your work / files on your laptop. Do this with either OneDrive a flash drive or both. After your computer is re-imaged, you can pick it up and keep it over the summer.

IMPORTANT: You MUST log in to your computer while on campus after it has been re-imaged. You should let it boot up for 25-30 minutes to ensure that everything is set properly before you leave. If you've already picked it up and did not log in to the school network before leaving, you can park in the front of the school and log in. You just have to be able to receive the school's wifi signal for it to work.

I need your personal email address so you can receive an invitation to join our ManageBac platform in the fall. Please complete this

form: <https://forms.office.com/Pages/ResponsePage.aspx?id=mc2OcflqA0eiK-33pL7Y3WK5dJYnhwBKu6M4bqalMApURjNYQ01BUORYSkozWTNNV0kwOUREWk0wVS4u>

I'm creating a GroupMe for the Class of 2027.

Click here to join: https://groupme.com/join_group/107694008/3KjM1lpi

Please help me by adding your classmates that you know are in IB.

IB Class of 2027



Scan the QR code to join the group



While there is no required work for your French, German or Spanish courses, it is strongly recommended that you spend some time over the summer reading, watching movies (in the target language), and reviewing your verbs and conjugations. This will help you be ready for a strong start next year.

IB does not let you begin CAS (Creativity, Activity, Service) work over the summer before your junior year, but you may begin thinking about CAS and what you would like to do once the school year starts. Here are three questions to think about:

- What are some creative things you do or would like to begin doing?
- What are some things you do that require physical movement of some kind (e.g., team sports, yoga, running, swimming, etc.)?
- What kind of community service experiences do you or would you like to participate in? This could include clubs in school and organizations outside of school.

I'll meet with you at the beginning of next school year to talk about CAS.

In the meantime, if you have any questions, please let me know. I hope you have a great summer.

Junior IB English Literature- HL Summer Reading Assignment (2025)

I. Memoir Selection: Choose one of the following memoirs to read. You may not re-read a text you have already read. You may choose to buy the book or check it out from the school or the public library. If you would like, you can stop by room 337 (Mrs. Baggett) to check out one of these books from the English Department Bookroom. Some of these books are available, while supplies last; you must check out your book by May 23, 2025. ***NOT AVAILABLE for checkout.**

1. ***Educated*** by Tara Westover (2018): A gripping journey of self-invention, *Educated* reveals how one woman broke free from an isolated, survivalist upbringing through the transformative power of education.
2. ****Angela's Ashes*** by Frank McCourt (1996): Frank McCourt's bittersweet chronicle of his impoverished Irish childhood blends hardship with humor and an irrepressible desire to rise above it all.
3. ***Night*** by Elie Wiesel (1956): Elie Wiesel's haunting account of surviving the Holocaust confronts the darkest depths of human cruelty and the enduring strength of the human spirit.
4. ***I Know Why the Caged Bird Sings*** by Maya Angelou (1969): Maya Angelou's lyrical memoir of growing up Black and female in America captures both trauma and triumph with raw honesty and poetic grace.
5. ****The Woman Warrior*** by Maxine Hong Kingston (1976): Maxine Hong Kingston weaves myth, memory, and culture in a bold narrative of growing up Chinese American and finding her voice between two worlds.
6. ***Persepolis, Part I*** by Marjane Satrapi (2000): Through stark, powerful visuals, Marjane Satrapi tells a coming-of-age story set against the backdrop of revolution and war in Iran, revealing a young woman's fight for freedom.
7. ***Between the World and Me*** by Ta-Nehisi Coates (2015): Written as a letter to his son, Ta-Nehisi Coates delivers a searing exploration of race, history, and identity in modern America.
8. ***A Moveable Feast*** by Ernest Hemingway (1964): *Published posthumously, this is Hemingway's nostalgic, razor-sharp portrait of his youthful years in 1920s Paris, capturing the city, the writers, and the moments that shaped a literary generation.*
9. ***The Boys in the Boat*** by Daniel Brown (2013): *The inspiring true story of nine working-class American rowers whose grit and unity carried them to victory at the 1936 Berlin Olympics, defying the odds and the rise of Nazi Germany.*

II. Directions: Respond in a Microsoft Word document to (3) prompts, one from "before reading", one from "during reading", and one from "after reading." Make sure you are using direct references to the text (quotations); include proper MLA parenthetical citations, ex.: (Westover 24). Be careful to avoid plagiarism. Each entry should be fully developed and approximately 350-400 words. See the rubric for how you will be evaluated. **The final due date for all three (3) entries will be Friday August 22, 2025 at 11:59 p.m.**

III. Prompts

A. Before Reading (Choose ONE prompt)

1. What role might memory and personal experience play in shaping our understanding of truth and identity?
2. How might the historical or cultural background of the author influence the story they choose to tell? (*Conduct some preliminary research on the author for this question*).
3. What expectations do you have about a memoir set in (*insert your memoir's time period*)? How might personal storytelling (memoir/narrative nonfiction) differ from fictional storytelling (fiction)?

B. During Reading (Choose ONE prompt)

1. How does the author's narrative voice (tone, style, structure) or use of first person affect your perception of their experiences?
2. What recurring symbols, motifs, or images are emerging, and how might they represent larger ideas like freedom, loss, resilience, or identity?
3. In what ways is the author's relationship with family, society, or culture complicated by the historical or political events around them?

C. After Reading (Choose ONE prompt)

1. How does the memoir explore the tension between personal agency and external circumstances?

2. In what ways does the memoir challenge, reinforce, or complicate your own understanding of resilience, education, injustice, or cultural identity?
3. How does the author's story contribute to a larger collective memory or history, and why might that be important?

Email Mrs. Baggett at marthaann.baggett@richlandone.org if you have any questions.

Rubric, IB Summer Reading Project (2025)

Achievement Level	<i>How well can the student understand and analyze language, content, structure, meaning and significance of the text; connect themes; analyze author choices; express informed and independent responses; use terminology in context?</i>
0	The student does not reach a standard described by any of the descriptors below.
1-2	<ul style="list-style-type: none"> · Demonstrates very limited understanding of the text and topic. · Little or no awareness of the author’s choices. · Little or no detail, development or support. · Rarely employs literary features or employs literary and/or nonliterary features that do not serve the context or intention. · The use of terminology is missing, inconsistent and/or incorrect.
3-4	<ul style="list-style-type: none"> · Demonstrates very limited understanding of the text and topic. · Sometimes shows an awareness of the author’s choices. · Detail, development, and/or support are insufficient. · Attempts to employ literary and/or nonliterary features that sometimes serve the context and intention. · The use of terminology is sometimes accurate and appropriate.
5-6	<ul style="list-style-type: none"> · Demonstrates satisfactory understanding of the text and topic. · Shows some awareness of the author’s choices. · Uses adequate detail, development and support. · Attempts to employ literary and/or non-literary features that sometimes serve the context and intention. · Terminology is usually accurate and appropriate.
7-8	<ul style="list-style-type: none"> · Demonstrates good understanding of the text, topic. · Good understanding of the author’s choices. · Uses helpful and important detail, development, and support. · Usually employs literary and/or non-literary features that serve the context and intention. · Relevant terminology is usually used accurately and appropriately.
9-10	<ul style="list-style-type: none"> · Demonstrates perceptive and insightful understanding of the text and topic. · Well developed understanding of author’s choices. · Consistently uses helpful and important detail, development and support. · Employs literary and/or non-literary features that serve the context and intention. · Shows a strong command of relevant terminology and uses it appropriately.

IB History

There are no mandatory summer assignments for IB History. However, it might help you to explore books and movies relevant to topics we'll cover next year, especially the U.S. Civil War era, World War I, and the Civil Rights movement. Here is a list of resources that are interesting and accessible. These resources are aimed at an adult audience, so use your judgment and consult with your family before deciding whether they are appropriate for you. If you have questions about these resources, or want advice about what you'd enjoy, or just want different options, please email me at john.heider@richlandone.org.

U.S. Civil War Era	
Books	Movies (and ratings from Rotten Tomatoes and Common Sense Media)
The Killer Angels	Harriet -- PG-13 (Racial Epithets Language Thematic Content Throughout Violent Material)
The March (by E.L. Doctorow)	12 Years a Slave -- R (Some Nudity Brief Sexuality Violence/Cruelty)
	Glory -- R
	Gettysburg -- PG
	Ken Burns' Civil War (TV series)
	The Free State of Jones -- R (Disturbing Graphic Images Brutal Battle Scenes)
	Cold Mountain -- R (Violence Sexuality)
	<i>The Good Lord Bird (TV series) -- Gun violence and battles between militia are consistently part of the story. There are other incidents of violence throughout, including a man getting beheaded and a man getting hanged. Racism also plays a major part in the series, and pro-slavery characters often use what would now be considered hate speech and commit what would now be considered hate crimes. The "N" word is used frequently, as is "f--k," "s--t," "damn," "hell," etc.</i>

World War I Era	
Books	Movies
The Guns of August	1917 -- R (Some Disturbing Images Language Violence)
The Harlem Hellfighters (graphic novel)	Gallipoli -- PG
All Quiet on the Western Front	Flyboys -- PG-13 (War Action Violence Some Sexual Content)

Civil Rights Era	
Books	Movies
Hidden Figures	Hidden Figures -- PG (Thematic Elements Some Language)
	Eyes on the Prize (TV series)
March (graphic novel by John Lewis)	Lee Daniels' The Butler -- PG-13 (Language Disturbing Images Thematic Elements Sexual Material Smoking Some Violence)
	Loving -- PG-13 (Thematic Elements)
	One Night in Miami -- R (Language Throughout)
	Judas and the Black Messiah -- R (Violence Pervasive Language)