IB Juniors Summer work 2026

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.
IB History – Mrs. Melvin - amanda.melvin@richlandone.org
IB Literature – Mrs. Baggett - marthaann.baggett@richlandone.org

You will read a memoir for IB English Literature (see below). **You can go by Mrs. Baggett's room (337) to pick up a copy this week from May 20-22 during advisory or lunch.** You can also go by Mrs. Baggett's room during 2B on Wednesday/Friday or 3A on Thursday. If you cannot pick up a copy by May 22nd, you will need to contact Mrs. Baggett to set up another time.

For the History, you are going to read a historical fiction or non-fiction book of your choosing and visit a historical site. Please visit the ACF library or the Richland County Public Library to check out a book. Ms. Melvin's approved list of books is attached to this email.

I need your personal email address so you can receive an invitation to join our ManageBac platform in the fall. Please complete this form: IB class of 2028 – Fill out form

I'm creating a GroupMe for the Class of 2028.
Click here to join: https://groupme.com/join_group/114967778/0Lv8gNAl
Please help me by adding your classmates that you know are in IB.

While there is no required work for your French 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 (2026)

Welcome to IB English! I look forward to our time together as a class soon. Choose your summer reading memoir from the list below and read for details (especially noticing the many ways the author reveals his/her personal experiences to the audience through various techniques, structure, language, and style.)

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 22, 2026.

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. *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.

3. *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.

4. *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.

5. *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.

6. *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. Annotating your Book: *Complete a close reading of your memoir, paying attention to the author's choices (language, structure, techniques, or style).*

You will take notes on post-its which you will then adhere to the pages of the book. Write questions, assertions about author's choices, or connections you make to issues present in the world around you.

III. Writing Assignment: *Respond in a Microsoft Word document to (3) prompts, one selected from the "before reading" category, 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 21, 2026 at 11:59 p.m. Mrs. Baggett will give more submission details after school starts!

Prompts

A. Entry #1: Complete 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. Entry #2: Complete 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. Entry #3: Complete 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 (2026)

Achievement Level	*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?*
0	The student does not reach a standard described by any of the descriptors below.
1-2	· 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	· 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	· 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	· 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	· 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 Summer Assignment

Read a book

1. Select a book from the options listed on the IB History reading list and complete the accompanying assignment.
2. You must select a book from the books available. In order to take the book home for the summer from the ACF library, you need to write your name and the title and author of the book on the page provided.
3. As you read the book you need to complete the handout. Your historical thinking skills from AP World History will be useful here.
4. You will complete an art and writing assignment about this book on the second day of IB History so come prepared.

Visit a historic site

- You are welcome to visit any historical site anywhere in the world. It does not have to be here in Columbia.
- As you tour the site or shortly after complete the handout.
- Some free or low-cost options here in Columbia:
  - Historic Columbia – they have free self-guided tours on their website and dollar guided tours on the third Sunday of every month
  - South Carolina State Museum – Check website for dollar Sundays
  - Columbia 63 self-guided walking tour on Main St.

Book Assignment **Name:**

Title:
Author:
Summary:

Context – identify the time period in which the book is set and list other big themes or events that occurred during this time	
Continuity – what themes or events occurred throughout the book? How is this reflective of the historical time period?	
Change – what changes occurred throughout the book as they are related to the time period? How did the central character contribute to these changes or are a product of these changes?	

Causation – identify the causes of historical events or changes in the book and in the larger context	
Consequence – What short- and long-term effects occurred in the book and as a result of events in the book?	
Significance – Why might this event have been recorded? What evidence is used to present this book as an accurate interpretation of the event?	
Perspectives – Who's story is being told? Are multiple stories being told? Is this person part or representative of a larger group? Who or what has been excluded from the narrative? Why might this be?	

Historic Site Visit Assignment **Name:**
Site:
Location:
Overview:

Context – identify the time period(s) in which the site is set and list other big themes or events that occurred during this time	
Continuity – what themes or events occurred throughout the site? How is this reflective of the historical time period?	
Change – what changes occurred throughout the site as they are related to the time period? How does the site contribute to these changes or is it a product of these changes?	

Causation – identify the causes of historical events or changes at the site and in the larger context	
Consequence – What short- and long-term effects occurred at the site and as a result of events at the site?	
Significance – Why might this site have been memorialized? What evidence is used to present this site as an accurate interpretation of the event?	
Perspectives – Who's story is being told? Are multiple stories being told? Is this site part or representative of a larger group? Who or what has been excluded from the narrative? Why might this be?	