

2026 SUMMER ASSIGNMENT FOR IB Y2 LANGUAGE AND LITERATURE

Overview: You will read *Pachinko* by Min Jin Lee. As you read, you will look for and analyze various **authorial choices** that work to drive theme – the meaning of the work as a whole.

The HL Essay, requires students to write a 1,200 –1,500 word formal essay which develops a particular line of inquiry of their own choice in connection with a non-literary body of work OR a literary work studied during the course. The HL essay offers students an opportunity to develop as independent, critical and creative readers, thinkers and writers by exploring a literary or language line of inquiry over an extended period of time, refining their ideas by means of a process of planning, drafting and re-drafting. The essay requires students to construct a focused, analytical argument examining the work from a broad literary or linguistic perspective. It also requires them to adhere to the formal framework of an academic essay, using citations and references.

While annotations will not formally be checked, you will be expected to present various segments of the text which demonstrate literary insight when we return to school in the form of the HL essay. To that end, highlighting with notes and/or underlining with notes is highly recommended. Annotations are meant to be helpful, so find a system that works for you.

Step by Step Directions:

1. Purchase *Pachinko* by Min Jin Lee.
2. Review the Seven Concepts of Understanding listed below. These CAN be used to help guide your analysis question, so it is wise to keep them in mind while you read.
3. You have a choice: (1) Read the entire novel before the first day of school – yeah! OR you can read Book I and Book II, which will leave Book III to complete in the first 10 days of school (Book III consists of 153 pages).

Consider making notes in the margins to help remind you of key points about the following:

- a. Characterization
- b. Setting (time, place, culture)
- c. Authorial Choices that work to drive theme
- d. Theme (literary argumentation)

IB Conceptual Understanding(s) Assessed

- Identity: What is the relationship between the author and the different perspectives and voices they assume in the text? How does the identity of the reader come into play when reading and interpreting a text?
- Culture: How does a text relate to the context of its production and reception, and to the respective values, beliefs, and attitudes prevalent in them?
- Creativity: To what extent is originality important or desired in the production and reception of a text?
- Communication: To what extent do writers facilitate communication of or dialogue with particular topics through their choices of style and structure?
- Perspective: To what extent does a text offer perspectives which may or may not reflect the views of its author? How do readers' perspectives shape their understanding of the text?
- Transformation: How does each text refer to one another? What elements are transformed to suit a different aesthetic or communicative purpose? How can we find evidence of transformation in a text?
- Representation: How do form and structure interact with, and relate to, meaning and/or reality

GA Standards of Excellence Assessed

- ELAGSE11-12RL2: Determine two or more themes or central ideas of text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- ELAGSE11-12RL3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- ELAGSE11-12RL5: Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- ELAGSE11-12RL10: By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

*If you have any questions about this assignment, please email me at: greenkb@fultonschools.org