Dear Rising IB Juniors and Parents,

Congratulations! You have made an important decision to accept the challenge of the IB curriculum, and I welcome the opportunity to work with you. The literary works and authors for **English A: Language and Literature HL** were carefully chosen from the Prescribed List of Authors and the Prescribed List of Translated Work published by the International Baccalaureate Organization.

Summer assignments associated with the reading will be collected the **first day of class**:

**Monday or Tuesday August 12th or Wednesday, August 13**

In addition to the assignment, you will also need to purchase the texts listed below. 
**Secure your copies ahead of time; do not wait until the last minute.**
Purchase books with the **ISBN** indicated as I refer to specific page numbers and you will be lost with another version.

**You may ONLY use the print version of the texts in class.**

**Fall Purchase – Need in August**

**Winter Purchase – Need in early January**

**Suggested writing and MLA source** *(you will use this for years to come!)*

**NOTE: Some assignments are to be typed and some handwritten. See specifics below.** The typed assignments must be typed in Google Docs, saved in Google Drive, and Shared with me. You will upload these assignments to Turnitin.com (a plagiarism checker) on the first day of class. Do ORIGINAL work! Do NOT use the internet to look up analysis or copy a reflection—that is plagiarism. Duplication of thoughts, ideas, analysis, notes, etc. from the Internet or another student will result in a ZERO.
**Purpose:** Practice analytical thinking and writing skills. Learn to organize a comparison/contrast essay. Practice constructing a thesis statement. Write as a process: gather ideas, plan your draft, write a first draft, obtain feedback from peers and tutors, revise, then proofread.

**Task:**

1) Listen to Kendrick Lamar’s *Damn.*
2) Choose one song that speaks to you.
3) Print the lyrics.
4) Read and annotate the song.
   - **Color Mark** the printed out lyrics. Annotate for themes, motifs, symbols, setting, characterizations, foreshadowing, irony, conflict, climax, resolution, patterns, allusions, situational archetypes; be sure to add a **KEY** to denote annotations and what it signifies as you read (your color marking will be graded).
   - **TYPE** the **Author’s biographical** details and any **historical** information relevant to the time period of the song’s publication (1/2 page).
   - **TYPED Reflection** (1/2-1 page—single-spaced): This is **NOT a SUMMARY**. This IS: your reaction to the song and an explanation of how the writer writes. Why do we keep telling the same story? What does the song signify? How does it signify this? How does the song reflect the author’s biographical information and/or historical context?

**Task 2:**

Find:

- **Articles**
  - one from a liberal news source
  - one from a conservative new source
- **Songs**
  - one from a different genre with words
  - one instrumental
- **Visual representations**
  - one moving visual (commercial, clip from a movie, TED Talk, etc.)
  - one still (art work, advertisement, political or editorial cartoon, etc.)

**Paper 1 Prompt:** Analyze and compare Kendrick Lamar to each alternative literary source. In separate documents, discuss the similarities and differences between the texts and their theme(s). Include comments on the ways the authors use elements such as structure, tone, images, and other stylistic devices to communicate their purposes.

Write a minimum 200 words, maximum 350 words comparison between Lamar’s song and the six additional sources or documents. Include comparison and contrast: how are the texts similar or different? For each, you should explain how the texts convey the topic. Which one “works”—or does not work, if you think it is ineffective. Keep in mind that work’s goal is to convey an idea or a belief to a particular audience. In your essay, explain how the texts attempts to appeal to its audiences.
**Requirements:**

- **Provide a thesis** that discusses the similarities and differences between the texts and their theme(s).
- Each response should be **200-350 words**.
- Turn into Turnitin.com by **August 9th, 2019 at 11:59 pm**.
- Bring your binder to class on **August 12 or 13, 2019**.

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<tr>
<th>A: Understanding of the Text</th>
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<td>To what extent does the analysis show the similarities and differences between the texts? To what extent does the analysis show an understanding of the texts, their type and purpose, and their possible contexts (e.g. cultural, temporal, relation to audience)? Are the comments supported by well-chosen references to the texts?</td>
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<th>B: Understanding of the Use and Effects of Stylistic Features</th>
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<td>To what extent does the comparative analysis show awareness of how stylistic features of the texts, such as language, structure, tone, technique and style, are used to construct meaning?</td>
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<th>C: Organization and Development</th>
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<td>How well organized and coherent is the comparative analysis?</td>
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<td>How balanced is the comparative analysis?</td>
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<td>Balance here means treatment of the two texts.</td>
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<th>D: Use of Language</th>
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<td>How clear, varied and accurate is the language?</td>
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<td>How appropriate is the choice of register, style and terminology? (“Register” refers, in this context, to the student’s use of elements such as vocabulary, tone, sentence structure and terminology appropriate to the task.)</td>
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