

## Summer Reading Project for IB Language & Literature Year 1 (Juniors)

### The Learning Portfolio Summer Project

#### **Purpose:**

- Consider the choices made in creating a nonliterary text
- Examine the connection between literary and nonliterary texts in presenting the significance of a global issue

#### **Texts:**

- *Maus* by Art Spiegelman -available in the Bend High Library and Deschutes County library, and free online at <https://archive.org/details/Maus1ArtSpiegelman>
- Find two non-literary texts presenting a **global issue\*** you identify in *Maus*. Examples of non-literary texts include, but are not limited to:
  - Documentaries
  - Podcasts
  - Interviews
  - Photographs
  - Advertisements
  - Artwork

**\*Choosing a Global issue:** *A global issue is one of transnational significance, having a large impact on people in their everyday lives. Your global issue needn't be about a problem in society. It could be a solution to a global problem, or about something positive: for example, how friends help each other overcome difficult situations.*

*A global issue may fall into any of the following categories:*

#### **Culture, identity and community**

Students might focus on the way in which texts explore aspects of family, class, race, ethnicity, nationality, religion, gender and sexuality, and the way these impact on individuals and societies. They might also focus on issues concerning migration, colonialism and nationalism.

#### **Beliefs, values and education**

Students might focus on the way in which texts explore the beliefs and values nurtured in particular societies and the ways they shape individuals, communities and educational systems. They might also explore the tensions that arise when there are conflicts of beliefs and values, and ethics.

#### **Politics, power and justice**

Students might focus on the ways in which texts explore aspects of rights and responsibilities, the workings and structures of governments and institutions. They might also investigate hierarchies

of power, the distribution of wealth and resources, the limits of justice and the law, equality and inequality, human rights and peace and conflict.

### **Art, creativity and the imagination**

Students might focus on the ways in which texts explore aspects of aesthetic inspiration, creation, craft, and beauty. They might also focus on the shaping and challenging of perceptions through art, and the function, value and effects of art in society.

### **Science, technology and the environment**

Students might focus on the ways in which texts explore the relationship between humans and the environment and the implications of technology and media for society. They might also consider the idea of scientific development and progress.

**Use the same global issue for both parts of the Summer Reading Project.** You are allowed to work with one or two other students to select your nonliterary texts and create your presentation. However, Part 1 (the Annotated Bibliography with Commentary) must be done independently.

### **Part 1: ANNOTATED BIBLIOGRAPHY OF NONLITERARY TEXTS**

For each nonliterary text, provide:

a) MLA citation for the source

b) DESCRIPTION & EVALUATION: Below the citation, write one paragraph justifying your text selection and evaluating the validity of the source. Include discussion of

- Author or organization or producer's credentials
- What format of this text?
- Summarize the content in a few sentences.
- What other organizations the author/producer is associated with
- What is the funding source?
- What is the bias or slant of the author/organization/producer?
- What are the goals of the author/producer in publishing this nonliterary text?
- Fact check and report on any data presented, either by comparing with other credible sources and/or running data through [factcheck.org](http://factcheck.org), [snopes.com](http://snopes.com), [politifact.org](http://politifact.org)

c) COMMENTARY: one page minimum (2 pages maximum), single spaced, discussing differences and similarities in how the global issue is presented in *Maus* vs. the nonliterary text. You may also discuss your personal reaction to the nonliterary text and how it was different or similar to your reaction to *Maus*. Include commentary on specific features of each text, and how these features influence your understanding of the global issue. Support your commentary with textual evidence.

**This link shows you an example of an annotated bibliography.**

[https://owl.purdue.edu/owl/general\\_writing/common\\_writing\\_assignments/annotated\\_bibliographies/index.html](https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/index.html)

**This link shows you the format for various web sources.**

[https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_works\\_cited\\_electronic\\_sources.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_works_cited_electronic_sources.html)

**Look elsewhere in <https://owl.purdue.edu> website for other types of sources.**

Graded for:

- MLA format heading and citations
- Meets minimum length requirement
- Selection of global issue
- Quality of description and evaluation
  - Includes credentials, goals, funding source, bias, any fact checking
  - Provides concise summary
- Quality of Commentary
  - Discusses differences and similarities in presentation of global issue in *Maus* vs. nonliterary text
  - Discusses personal reactions
  - Discusses textual features of both *Maus* and nonliterary text
  - Examines author purpose in presentation style
- Support and use of textual references
- Clarity and organization
- Word Choice
- Conventions

**Part 2: ORIGINAL NONLITERARY TEXT**

Create your own nonliterary text, presenting your commentary on the global issue.

Below are some possible formats

- Create a piece of original art, accompanied by a minimum one page explanation of how your art expresses the global issue
- Create a blog or vlog in which you express your personal reactions to the three texts
- Write journal entries responding to the three texts (minimum one page, single spaced, per text)
- Create a skit or monologue and video tape it
- Make your own documentary or podcast
- Create your own graphic novella about this global issue (minimum 10 panels)
- Your choice

Graded for:

- Clarity and Organization
- Demonstrates understanding of impact of global issue
- Creativity and Originality
- Ideas and Development

- Effective use of chosen format for presentation, e.g. if you choose to do original art plus explanation, the art should be detailed and show some effort. If you choose to perform and record a skit or monologue, you should have good vocal energy and enunciation, good use of nonverbals, appropriate use of any costuming, props, scenery

**On Thurs., Sept. 5 (unless our first “real” class is Friday of that week):**

- Learning Portfolio Summer Project due: be prepared to share informally with small groups.
- The summer reading is worth 5% of your first semester grade

**EXAMPLE OF ANNOTATED BIBLIOGRAPHY ENTRY**  
***Comparing Serial Season 3, Episode 2, to To Kill a Mockingbird***

**MLA FORMAT HEADING:**

Student Name \_\_\_\_\_

Summer Reading Project: Annotated Bibliography

IB Year 1 Section \_\_\_\_\_

Global Issue: Equality in the Criminal Justice System

**EXAMPLE ENTRY** (use hanging indent, refer to owl at purdue for formatting)

Koenig, Sara, host. "You've Got Some Gauls." *Serial*, season 3, episode 2, 2018.  
<https://serialpodcast.org/season-three/2/youve-got-some-gauls>.

DESCRIPTION & EVALUATION: *Serial* is a podcast created by the Serial Productions, with Sarah Koenig as the host. The podcast has won many prestigious awards in broadcasting, including the duPont-Columbia, Scripps-Howard, and Edward R. Murrow awards. *Serial* was initially funded by WBEZ, but then relied on individual donations and the sponsorship by ZipRecruiter. The goal in broadcasting "You've Got Some Gauls" was to present a picture of the average courtroom in the middle of America, to evaluate the criminal justice system of the whole country. Serial Productions chose Cleveland, Ohio, because Koenig was allowed to record courtroom proceedings, as well as conversations in judges' chambers, attorneys' offices, and jail cells.

**COMMENTARY:**

I felt emotionally more connected to the situation in the podcast, compared to the novel, *To Kill a Mockingbird*. Hearing modern day courtroom proceedings, was more impactful than trying to imagine the 1930s courtroom presented in the novel. In the podcast, Judge Gaul's tone of voice was sometimes angry, sarcastic, or mocking; I had a strong reaction to how his voice sounded, in addition to what he said. For example, one of Gaul's favorite lines is, "You didn't care about his black life, did you?" during any trial involving black-on-black violence. Gaul belittles the entire Black Lives movement with this frequently used question. Sarah Koenig's commentary would often provide further explanation that showed how unfairly some of the defendants were being treated. For example, Judge Gaul told one defendant that a condition of his probation was he could father no more children. Koenig's commentary pointed out that Gaul's ruling was actually unconstitutional. I don't know much about courtroom procedures, but Koenig's commentary helped me understand how far out of bounds Gaul's requirement was. Another example is when one defendant was denied the opportunity to be tried in "drug court". Koenig then explained drug court was created to help people with addiction problems – treating the disease, rather than the symptom. That explanation helped me realize the significance of Gaul denying drug court to a drug addict.

Surprisingly, I found that Tom Robinson, the defendant in *To Kill a Mockingbird* actually had some advantages over the defendants in *Serial*. Judge Taylor made sure Tom Robinson was assigned the best lawyer available, Atticus Finch. Atticus Finch put his life, and that of his children, at risk, in defending Tom Robinson. He used his best strategic lawyer tactics in presenting a strong case. His

closing statement was memorable and well suited to the task of convincing racist jurors. In *Serial*, attorneys would coach their clients to be meek and try to kiss up to the judge. Also, a defendant might have a new attorney each time he or she appears before Judge Gaul, the attorney then taking their \$100 for the hearing and moving on to the next case. One defendant had gone through five different attorneys for a single case. This situation makes it difficult for the attorney and client to develop an understanding relationship, and contrasts greatly with the commitment Atticus Finch had in defending Tom Robinson. Maybe this is the difference between fiction and real life, as well as the 1930s compared to 2018. Further, the novel's Judge Taylor addresses the defendant by his name, "Tom", contrasting with the prosecution referring to Tom as "boy" and the prosecution's witnesses using the "n\_\_" word. Judge Gaul is less professional than Judge Taylor; in an attempt to "speak in a language they understand", he addresses African American defendants as "brother", "dude", baby mamas, and baby daddies. Far from connecting with defendants, Judge Gaul is seen as "an entitled king", to quote one defendant leaving the courtroom.

In both the novel and the podcast, I was impacted by stories of individual cases of inequality. The sentencing of Tom Robinson was a blatant example of inequality; he was convicted "without one iota of evidence", as stated by Atticus, and sentenced solely based on the color of his skin. Subtler forms of inequality are present in today's courtroom, and *Serial* reveals how a judge's attitude and prejudices impact a courtroom. The podcast, however, was more complex than the novel; in the novel we have one case with a clearly innocent defendant. Judge Gaul, on the other hand, was seeing multiple cases per day, with some of the defendants appearing to be repeat offenders. As opposed to clear divisions between "good and evil" as presented in *To Kill a Mockingbird*, the cases in Judge Gaul's courtroom were much more layered and complex.

NOTE TO STUDENTS: You must have a total of two entries (each with Description, Evaluation, and Commentary in your Annotated Bibliography), one for each nonliterary text. Place your entries alphabetically.