PMSA

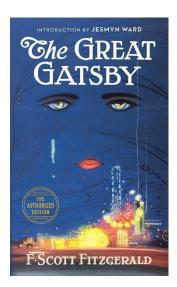
IB Language & Literature DP2

Required Summer Reading 2022

DUE: September 1st (First full day of school)

In IB Lang & Lit DP2, students will continue preparing for their final IB exam as well as complete their Higher Level Essay. To help prepare for this assignment, all students will read the same novel for summer reading to provide the class with a go to text to analyze and use for exemplars.

For your required summer reading assignment, begin by reading *The Great Gatsby* by F. Scott Fitzgerald in its entirety. You can check out the book from PMSA or a local library or you can purchase the book on Amazon, Barnes and Noble, Half-Priced Books, or other book vendor. Then, write a well-developed essay exploring a concept of your choice from the novel. You will establish and develop your own line of inquiry (an exploration and analysis of your concept). Avoid summary.



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Some concepts to consider include, but are not limited to:

- Fitzgerald's critique of the American Dream
- The impact of Nick Carroway as an unreliable narrator
- An evaluation of symbolism in the novel
- An examination of the portrayal of social/economic class in the novel
- An examination of the feminist/gender studies implicit in the novel
- An examination of Gatsby's obsession and determination
- The impact of the past on characters' present decisions and motivations

Your essay will be submitted to Turnitin.com on the first day of class. It will be worth 20 points in the Skills Practice category, including IB weighting adjustments for percentage.

What is a line of inquiry?

A line of inquiry is the question that your essay seeks to explore, often with your thesis then being your answer to that question. The line of inquiry provides focus for the parameters of your essay, and identifies the idea or concept you will be exploring. By exploring and answering your line of inquiry, you support and explain your essay's argument. Note how a line of inquiry allows you to discuss your chosen text, but in an analytical way that requires explanation beyond simple summary.

Example lines of inquiry:

- How do Elizabeth and Darcy's different economic stations influence and effect their courtship?
- How does Nora submit to and later subvert female gender expectations?
- How does viewing Medea as the villain rather than protagonist influence one's reading of the play?

Summer Reading 2022

RUBRIC	0	1	2	3	4	5
Criterion A:	The work	There is little	There is limited	There is satisfactory	There is good	There is excellent
Knowledge,	does not	knowledge and	knowledge and	knowledge and	knowledge and	knowledge and
understanding	reach a	understanding or	understanding of	understanding of	understanding of	understanding of the
and	standard	the work/text	the work/text	the work/text	the work/text	work/text through the
interpretation	described	through the essay	through the essay	through the essay	through the essay	essay and a persuasive
	by the	in relation to the	in relation to the	and an	and a sustained	interpretation of their
	descriptors	chosen topic.	chosen topic.	interpretation of its	interpretation of its	implications in
	below.	References to the	References to the	implications in	implications in	relation to the chosen
		work/text are	work/text are at	relation to the	relation to the	topic.
		infrequent or are	times appropriate in	chosen topic.	chosen topic.	
		rarely appropriate	relation to the	References to the	References to the	References to the
		in relation to the	chosen topic.	work/ text are	work/text are	work/text are well-
		chosen topic.	1	generally relevant and	relevant and	chosen and effectively
		1		mostly support the	support the	support the
				candidate's ideas in	candidate's ideas in	candidate's ideas in
				relation to the chosen	relation to the	relation to the chosen
				topic.	chosen topic.	topic.
Criterion B:	The work	The essay is	The essay contains	The essay	The essay	The essay
Analysis and	does not	descriptive and/or	some appropriate	demonstrates a	demonstrates an	demonstrates an
evaluation	reach a	demonstrates little	analysis of textual	generally appropriate	appropriate and at	appropriate and at
	standard	relevant analysis of	features and/or the	analysis and	times insightful	times insightful
	described	textual features	writer's broader	evaluation of textual	analysis and	analysis and evaluation
	by the	and/or the writer's	choices in relation to	features and/or the	evaluation of textual	of textual features
	descriptors	broader choices in	the chosen topic but	writer's broader	features and/or the	and/or the writer's
	below.	relation to the	is reliant on	choices in relation to	writer's broader	broader choices in
		chosen topic.	description.	the chosen topic,	choices in relation to	relation to the chosen
		1	•	with occasional	the chosen topic.	topic.
				insights.	1	1
Criterion C:	The work	Little organization	Some	The essay is	The essay is well	The essay is effectively
Focus,	does not	present. No	organization is	adequately	organized and	organized and
organization	reach a	discernible line of	apparent. There	organized in a	mostly coherent.	coherent. The line of
and	standard	inquiry is apparent	is little	generally coherent	The line of inquiry	inquiry is well
development	described	in the essay.	development of a	manner. There is	is adequately	developed.
	by the	Supporting	line of inquiry.	some development	developed.	Supporting examples
	descriptors	examples are not	Supporting	of the line of	Supporting	are well integrated into
	below.	integrated into the	examples are	inquiry.	examples are mostly	the structure of the
		structure of the	rarely integrated	Supporting examples	well integrated into	sentences and
		sentences and	into the structure	are sometimes	the structure of the	paragraphs.
		paragraphs.	of the sentences	integrated into the	sentences and	
			and paragraphs.	structure of the	paragraphs.	
				sentences and		
				paragraphs.		
Criterion D:	The work	Language is rarely	Language is	Language is clear	Language is clear	Language is very clear,
Language	does not	clear and	sometimes clear and	and carefully chosen	and carefully	effective, carefully
	reach a	appropriate; there	carefully chosen;	with an adequate	chosen, with a good	chosen and precise,
	standard	are many errors in	grammar, vocabulary	degree of accuracy	degree of accuracy in	with a high degree of
	described	grammar,	and sentence	in grammar,	grammar,	accuracy in grammar,
	by the	vocabulary and	construction are	vocabulary and	vocabulary and	vocabulary and
	descriptors	sentence	fairly accurate,	sentence	sentence	sentence construction;
	below.	construction and	although errors and	construction despite	construction;	register and style are
		little sense of	inconsistencies are	some lapses; register	register and style are	effective and
		register and style.	apparent; the register	and style are mostly	consistently	appropriate to the
			and style are to some	appropriate to the	appropriate to the	task.
			extent appropriate to	task.	task.	
			the task.			