

IB Literature HL1

Summer Reading: *Cat's Eye*

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During the 1st quarter of your junior year, many of our class discussions will explore how we define art as well as examine the purposes of artistic expression in a society. To those ends, your summer assignment will have two components. The first part is more open-ended, and will help me get to know you a bit. The second is more focused and analytical, and will give me a sense of your academic skills. All work must be original to you (no AI or resource websites allowed). You will submit your work through Google Classroom during the first week of school.

Part 1 (2-3 paragraphs)

Go experience a performance or art exhibition. The performance or exhibition can be formal (such as a visit to a museum, a gallery space, or performance hall) or informal (such as a First Friday street fest, poetry reading, or performance in a park). Your experience of art does not have to take place in Evansville, but it must happen over the summer. After this experience, choose a specific piece (or aspect of the performance) and reflect on what it has to say about the nature, role, or definition of art. People have reflected on these questions for thousands of years without arriving at a definitive answer, so I'm not looking for a correct answer. However, I am looking for evidence that you engaged seriously with the topic and with the artistic experience you chose.

Everyone must respond to this main question in Part 1:

In what ways did my experience of an art event/performance/exhibition impact my understanding of the nature, role, or definition of art.

Feel free to consider any number of the following questions in developing your response:

- a. What was the context of the performance or exhibition?
- b. Was there a unifying theme to the performance or exhibition? If so, describe how that theme manifested in the work you saw.
- c. Is it uncommon for you to go to a performance or exhibition? If so, what were your expectations going into the experience vs. what were your thoughts afterwards?
- d. Were certain aspects of the artwork more accessible or inaccessible than others? How did those elements affect your reception of the work?
- e. What were your thoughts on the nature, role, or definition of art before you experienced the performance or exhibition? How did your experience impact your thoughts on those questions?

Part 2 (4-5 paragraphs)

This part of the summer assignment is the more analytical of the two. Your response will give me a sense of your strengths as a writer but also any areas of need I might focus on during the first semester. This assignment is a literary analysis of Margaret Atwood's novel, *Cat's Eye*. By literary analysis, I mean an examination of the ways the author's creative choices (use of literary techniques) impact your understanding of a theme (a major recurring idea) in the novel.

Cat's Eye is a complex novel for such a short analysis, so I'd like you to choose a quotation that resonated with you as a starting point and trace the significance of the ideas in that quotation through a few pivotal moments in the novel. Ideally, your analysis will trace this idea through the beginning, middle, and end of the novel. Your analysis must be supported by other quotations from the text.

I recommend annotating and keeping a journal of your thoughts as you read. It doesn't need to be anything elaborate, but you'll find that doing the little things along the way adds up to much more interesting writing in the end.

Rubric for Part 1 (Experience of artistic performance)

1	2	3
<p>Your response shows minimal engagement with the performance or exhibition. You may have mainly summarized the event without sharing any of your own insight or follow up questions. Your response may speak in generalities.</p> <p>Alternatively, your response may be underdeveloped and would benefit overall from greater depth or detail.</p>	<p>Your response shows some level of engagement. You may have referenced ideas or details from the performance or exhibition, but may not have strongly enough to the main questions at the core of the assignment. You may have posed a follow up question in your response, but not provided much of your own thoughts on the question. Some ideas in your response might benefit from greater depth or detail.</p>	<p>Your response shows a deep level of engagement with the performance/ exhibition. You refer to specific details from one of the art pieces as you responded to main questions posed by the assignment. You've also raised and reflected on some original higher-level questions about the nature, role, or definition of art, and you've considered the implications of those questions.</p>

Rubric for Part 2 (Literary Analysis)

The language in the top row comes directly from the IB. The wording in the second row seeks to paraphrase or otherwise clarify the IB's language.

Criterion B: Analysis and Evaluation				
1: Your response is descriptive and demonstrates little relevant analysis of textual features and of the author's broader choices in relation to the chosen topic.	2: Your response demonstrates some appropriate analysis of textual features and the author's broader choices in relation to the chosen topic, but is reliant on description.	3: Your response demonstrates a generally appropriate analysis and evaluation of textual features and the author's broader choices in relation to the chosen topic.	4: Your response demonstrates an appropriate and, at times, insightful analysis and evaluation of textual features and the author's broader choices in relation to the chosen topic.	5: Your response demonstrates a consistently insightful and convincing analysis and evaluation of textual features and the author's broader choices in relation to the chosen topic.
1: You've summarized or paraphrased the text, with few or no quotations.	2: You've summarized or paraphrased the text with quotations. You may mention literary devices, but with little substantiation. Your response rarely goes beyond the thematic level. You list examples, but there isn't a line of reasoning.	3: You've identified literary devices in the text. Quotations serve as evidence of a claim. Some connection between individual examples and larger themes. You relate your examples back to the thesis.	4: You've articulated relationships between structural and language-level literary devices. Examples are generally related and a line of reasoning develops over the course of the response. Quotations substantiate a claim. At times, you make inferential insights.	5: You've articulated relationships between structural and language-level literary devices. Examples are clearly related and a line of reasoning is set in the context of a broader pattern in the text. Quotations substantiate a claim. You make several inferential insights.