

Lincoln Park Academy 12th Grade IB English A: Literature Summer Reading Assignment

For the 2026-2027 school year at LPA, IB English A: Literature (English IV) 12th graders will read *Hamlet* by William Shakespeare.

Before you leave for the summer, you may check out a copy of *Hamlet* from the school or purchase your own. Suggested versions of *Hamlet* are Barron's *Simply Shakespeare: Hamlet* or *Shakespeare Made Easy: Hamlet*, also by Barrons. Also, you may check out a copy from the local library.

Grading: These assignments will be your first grades for quarter one. They are separated. Assignments Two and Three will be one **formative grade**, worth 50 points each. There will be a test on *Hamlet* in quarter one. Assignment Four will be a separate **classwork grade**, as it is a separate assignment in contrast to *Hamlet* and a practice writing which you have never done before.

The assignments are due on the first day you have class! Assignments can be turned in for half credit by the end of the first week of school.

Plagiarism: All work that you complete must be your own. Summer reading is not a group or partner assignment, nor can you copy from websites, such as Sparknotes, Cliffnotes, use AI, or any other website that may provide answers. Work that is plagiarized will earn a 0%. There will be no exceptions.

Assignment One: Read *Hamlet* by William Shakespeare.

I suggest that if you own a copy of the play, you take time to make annotations, ask questions, highlight, and write notes in the margin of the text. If you have borrowed a copy, use sticky notes to annotate. While there is no requirement to do so, annotation is a part of engaging with the text, and it may prove helpful in the following assignments, class discussion, and assessments. Remember, *Hamlet* will be one of your texts that can be used for the Individual Oral or the Paper 2 exam, and we will be spending some time in quarter one discussing the play.

Assignment Two: Create a Thematic Concept chart.

Choose FIVE of the thematic concepts below. As you read, find FIVE examples from the play that support the thematic concept. There should be one piece of quoted evidence per act. Make your own chart and include the following:

1. State the Thematic Concept.
2. Write the quoted example (cited correctly). MLA format for in-text citations: (Act.scene.line), example: (I.iv.35-36).
3. Explain how the quote supports the thematic concept.

Example:

Betrayal	"The instances that second marriage move / Are base respects of thrift, but none of love. / A second time I kill my husband dead, / When second husband kisses me in bed" (III.ii.170-173).	The quote is taken from the performed play in Act III. The Player Queen remarks that the second marriage is more about gaining advantage, but it is also a betrayal to the first husband, who was murdered. It connects to the overall thematic concept of betrayal in <i>Hamlet</i> because the story is based on a familial betrayal, not just between Hamlet's uncle and father, but also from Hamlet's mother, who married her brother-in-law. The portion "A second time I kill..." speaks to the continuous act of betrayal the Player Queen partakes in every time she is intimate with her new husband.
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Thematic Concepts

Appearance vs. Reality	Death and Decay	Justice and Revenge
Betrayal	Destiny	Madness and Sanity
Corruption, Poison, and Disease	Illusion vs. Reality	Morality

Assignment Three: *Hamlet* and the Individual Oral Preparation

One of the assessments you will take in class this year is the IB Individual Oral. For the oral, you will need to analyze two extracts, one written in your language of origin and one that is a work in translation, in relation to a global issue. Here is the prompt:

Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied.

Assignment Three will provide you with an opportunity to practice what is expected from the oral assessment.

After reading through the play, go back and find **one extract** of no more than **40 consecutive lines** that clearly represents a **global issue**. Try to think of global issues you have already explored within the works in translation from Junior year as you will need to pair texts and extracts by global issue for the oral. Extracts must be taken from the Elizabethan side of the book and provided on paper when you turn in the summer reading and later when you present your oral. Make sure to label Act, scene, and line numbers.

It may be helpful to close read the extract: annotate, color-mark, etc. in order to find the specific ways in which the author's choices develop and represent a global issue.

Then on the form provided (page 5):

1. State the global issue that is being represented. The issue must go beyond the initial concepts/lines of inquiry and be specifically focused. The issue must be clearly evidenced in the extract. You can search "IB English Guys Global Issue" for YouTube videos that are helpful. They have several videos.
2. Create a 5-bullet point outline for a 5-minute oral analysis/evaluation of the ways in which the global issue is presented through content and form. Review the attached example outline (page 4), taking note of the bullet points. Notice that the bullet points are not long, but rather concise. They do not include quotations. When presenting your oral, you will only use the form as a guide; you should not read from it.
3. Add the title of the work in translation that would also support the global issue, but do not provide additional bullet points or an extract. I only want you to think about the work in translation that could support the global issue. *If you used a work in translation on the HL paper, you may not use it for the individual oral.

*If you cannot print the form, you may recreate it. There are also blank IO forms if you search via Google. Make sure they are for Language A: Literature.

Assignment Four: Unseen Text Writing (Page 3)

Assignment four is related to the Paper 1 Exam. On this exam, you will be given two unseen texts and be directed to write two guided analysis essays in just over two hours. Each unseen text will also have a guiding question, which can be used to write the essay.

1. For summer reading, you will select the extract below based on your last name.
2. Read the guiding question at the top of the extract. Read the extract. You may annotate if you would like. Do not go out of your way to look up anything additional about the extract, author, or body of work. Doing this will hinder the purpose of the assignment.
3. Write about the extract in relation to the guiding question. Do not spend more than 60 minutes on this piece of writing. Make sure to write on looseleaf paper in blue or black ink. Your writing should be legible; if you make a mistake, cross it out and keep going. I do not expect perfection; this is a practice writing.

*Do not be worried about the rubric. The point of this assignment is to give you a taste of responding to texts you have never seen. Recall your time in Junior year when you were given a question and had to write – do the same here. We will take time in class to discuss and revise your work as we explore the requirements for Paper 1.

M-Z: What is the relationship that the narrator explores between himself and the landscape?

<p>“The Birds” Robert Creely</p> <p>I’ll miss the small birds that come for the sugar you put out and the bread crumbs. They’ve</p> <p>made the edge of the sea domestic and, as I am, I welcome that. 5</p> <p>Nights my head seemed twisted</p> <p>with dreams and the sea wash, I let it all come quiet, waking, counting familiar thoughts and objects.</p> <p>Here to rest, like they say, I best 10</p> <p>liked walking along the beach past the town till one reached</p> <p>the other one, around the corner of rock and small trees. It was</p> <p>clear, and often empty, and 15</p>	<p>peaceful. Those lovely ungainly pelicans fished there, dropping like rocks, with grace, from the air,</p> <p>headfirst, then sat on the water, letting the pouch of their beaks 20</p> <p>grow thin again, then swallowing</p> <p>whatever they’d caught. The birds, no matter they’re not of our kind, seem most like us here. I want</p> <p>to go where they go, in a way, if 25</p> <p>a small and common one. I want to ride that air which makes the sea</p> <p>seem down there, not the element in which one thrashes to come up. I love water, I love water –</p> <p>but I also love air, and fire. 30</p>
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A-L: In what ways and to what effect does the poem use comparison?

<p>“Summer Solstice, Batticaloa, Sri Lanka”</p> <p>The war had turned inward until it resembled suicide. The only soothing thing was water. I passed the sentries, following the surf out of sight. I would sink into the elements, become simple.</p> <p>Surf sounds like erasure, over and over. 5</p> <p>I lay down and let go, the way you trust an animal. When I opened my eyes, all down the strand small crabs, the bright yellow of a crayon,</p>	<p>had come out onto the sand. Their numbers, scattered, resembled the galactic spill and volume of the stars. 10</p> <p>I, who had lain down alone, emptied, waked at the center of ten thousand prayers.</p> <p>Who would refuse such attention. I let it sweeten me back into the universe. I was alive, in the midst of great loving, which is all I’ve ever wanted. The soldiers of both sides probably wanted just this.</p>
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Example IO Form:



Language A: literature Internal Assessment
Student outline form

<p>Global issue:</p> <p style="text-align: center;">Clash of Individual Conscience and Governmental Power</p>
<p>Works chosen</p> <p>Work in translation: Antigone by Sophocles</p> <p>Second work: 1984 by George Orwell</p>

<p>Notes for the oral (maximum of 10 bullet points):</p> <p>The clash of individual conscience and governmental power exists regardless of time period, place, or system of government</p> <p>Antigone : Antigone's individual conscience pushes her to defy Creon, the king, to protect her own beliefs</p> <p>Sophocles uses dialogue, diction, and contrast between the characters Ismene and Antigone</p> <p>Ismene represents the majority of people, abiding by governmental rules out of fear of consequences</p> <p>Antigone strives to carry out her duty in spite of her impending demise (duty>self)</p> <p>Dialogue conveys different opinion and different perspectives</p> <p>1984 : Winston fights against a totalitarian regime and its controlled restrictions to assert his individual conscience and beliefs</p> <p>Orwell conveys this message through figurative language, symbolism, and diction</p> <p>Winston rebels in his own way despite knowing it was hopeless and he was doomed</p> <p>Both Antigone and 1984 show the clash between the protagonist's individual conscience and the powers of the government, highlighting the aspects of humanity (belief / morality) that fuels their actions</p>
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Blank IO Form for Assignment Three:



Language A: literature Internal Assessment: Student outline form

Global issue:

Works chosen

Work in translation:

Second work:

Notes for the oral (maximum of 10 bullet points):

