

Senior IB Interdisciplinary Project: Where English and History Come Together

Requirements

Select one of the works you have studied during your two-year English course (listed below for your reference) and prepare to **explore its historical context** (What was happening in the world while this work was being produced and then, consumed?), **the author's intent in writing it** (Why was this work written? What was the author's intent in producing it?), and **its significance** (What is the work's historical significance and impact on the wider society?). Please note that if you choose Chekhov, Adichie, or Duffy, you will have to look at the selected works you studied by each author collectively (i.e. you cannot choose to focus on a single short story or poem).

Final Product

Once you submit your topic proposal, annotated bibliography, and outline (see details below), you will submit **three installments or episodes of a documentary or podcast**.

Literary Works

Junior Year	Senior Year
1. The Kite Runner	7. In Cold Blood
2. Jane Eyre	8. Short Stories by Adichie
3. Hamlet	9. Poetry by Duffy
4. Chronicle of a Death Foretold	10. The Taming of the Shrew
5. Short Stories by Chekhov	11. The Importance of Being Earnest
6. A Doll's House	12. A Streetcar Named Desire
	13. Waiting for Godot

FAQs

1. How am I supposed to format my podcast or documentary?

Ideally, we would like to see creativity in action! You can assume the role of an interviewer, and if you choose to have a partner, they can assume the role of the author or even, a historian. If you'd rather work alone, feel free to assume both roles and dress up, change your voice/accent, etc. Think outside of the box and do your best to have fun with your last high-school English and History project ever!

2. So, are you saying I can work with a partner?

Yes, you may work with *any* IB senior. Just be aware that **both partners are required to submit the work** (no submission = 0; late submissions = late grade, even if your partner has submitted **THEIR** work on time). Make sure to indicate who your partner is in the topic proposal (both partners have to do this) and make sure to ask your partner if they would like to work with you before you include their name in your proposal. Collaboration is encouraged, but it is definitely not mandatory. If you enjoy working alone, you may certainly do so.

3. Can I work with two partners?

No, you may work with one partner or alone.

4. How long does each episode need to be?

Each episode needs to be 5-8 minutes long.

5. Where should I look for inspiration?

Feel free to find inspiration in your favorite podcasts and/or documentaries.

6. What will happen if I submit my work late?

You will be penalized according to the A.C. Flora school policy. If some unforeseen event occurs that compromises a timely submission, you are to contact us both as soon as possible. Remember, do not wait until the last moment to submit your work to avoid getting overwhelmed. If you submit your work late, 10 points will be deducted for each day that your work is late. Due to our own deadline for submitting senior grades, we will be unable to accept late work after May 15th.

Stages of the project

What is due?	Description	Deadline	Where is it due?
Topic Proposal (minor grade)	Construct relevant and appropriate questions that indicate what you are going to examine, how you will develop your podcast, and a justification for your selection. Helpful advice: use the questions used in the requirements section and adapt them to your chosen work. Indicate if you will be working with a partner and the name of your partner.	Wednesday, April 22 nd by 11:55 p.m.	Dropbox on ManageBac (see English class Calendar)
Annotated Bibliography (major grade – see rubric below)	Upon approval of your topic, you should then find at least five high-quality sources that will assist your exploration. Helpful advice: the quality of your podcast will largely depend on the quality of sources that you find. Stand on the shoulders of giants! Format your annotated bibliography according to the MLA style guide. Resource: https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/index.html	Tuesday, April 28 th by 11:55 p.m.	
Outline (minor grade)	Develop a plan for how your three podcasts will be structured. Be sure to spend time thinking about the transitions between them, as this will promote a more cohesive podcast series. Helpful advice: “Every battle is won before it is ever fought.” -Sun Tzu	Friday, May 1 st by 11:55 p.m.	

<p>Episode 1 (Historical Context) of Podcast or Documentary (minor grade for submission, 1/3 of a major grade – see rubric below)</p>	<p>Explore the contemporary dynamics of the author’s time. What was happening globally, nationally, and locally? How did these events influence and inspire the writer? Examine their time socially, politically, and economically. Helpful advice: One’s environment impacts their choices and ideas.</p>	<p>Tuesday, May 5th by 11:55 p.m.</p>	<p>Dropbox on ManageBac (see English class Calendar</p>
<p>Episode 2 (Author’s Intent) of Podcast or Documentary (minor grade for submission, 1/3 of a major grade – see rubric below)</p>	<p>Explore the reasons that prompted the author to construct this work. You need to piece together the puzzle, as authors often have multiple reasons for developing their works. Consider any social commentaries that may be present.</p>	<p>Friday, May 8th by 11:55 p.m.</p>	
<p>Episode 3 (Historical and Literary Significance) of Podcast or Documentary (minor grade for submission, 1/3 of a major grade – see rubric below)</p>	<p>In this final episode, develop original thoughts and arguments that pertain to the historical and literary significance of the work. Evaluate the values and limitations of using the work to understand the geographic place/time of the author. Be dynamic and examine the work through historical and literary lenses.</p>	<p>Tuesday, May 12th by 11:55 p.m.</p>	

Annotated Bibliography Rubric

Criteria	5	10	15	20
Quality of Sources	Little or no reliable and/or trustworthy sources cited.	Some sources can be considered reliable and/or trustworthy	Most sources cited can be considered reliable and/or trustworthy.	All sources cited can be considered reliable and/or trustworthy.
Annotation Content	All annotations are lacking in completeness, thought, and/or writing quality.	Some annotations are well-written, but some are lacking in completeness, thought, and /or writing quality.	Most annotations are thoughtful, complete, and well-written.	All annotations are thoughtful, complete, and well-written.
MLA Style Requirements	There is little or no adherence to the MLA formatting requirements in the document.	There are many and/or frequent formatting errors in the document's citations.	There are a few formatting errors in the document's citations.	Citations are formatted correctly in the document.
Quantity of Sources	The Annotated Bibliography is three or four sources under the required number of sources.	The Annotated Bibliography is two sources under the required number of sources.	The Annotated Bibliography is one source under the required number of sources.	The Annotated Bibliography cites the number of sources (5+) outlined in the assignment.
Writing Conventions	There are numerous errors in grammar, mechanics, and spelling that interfere with understanding.	There are several errors in grammar, mechanics, and spelling that interfere with understanding.	There are some errors in grammar, mechanics, and/or spelling that interfere with understanding.	There are no errors in grammar, mechanics, or spelling that interfere with understanding.

Final Product Rubric

Criteria	5	10	15	20
Knowledge and Understanding	Project does not convey the exploration of the literary work’s historical context, the author’s intent in writing it, and its literary and historical significance.	Project partially conveys the exploration of the literary work’s historical context, the author’s intent in writing it, and its literary and historical significance.	Project adequately conveys the exploration of the literary work’s historical context, the author’s intent in writing it, and its literary and historical significance.	Project clearly and excellently conveys the exploration of the literary work’s historical context, the author’s intent in writing it, and its literary and historical significance.
Accuracy	Information is mostly inaccurate and does not include references to specific elements from research.	Information is mostly accurate and includes a few references to specific elements from research.	Information is accurate and includes some references to specific elements from research.	Information is accurate and includes multiple references to specific elements of research.
Insight	Project provides no insight into the literary and historical significance of the chosen work.	Project provides little insight into the literary and historical significance of the chosen work. Remains largely descriptive.	Project provides adequate insight into the literary and historical significance of the chosen work. Predictable.	Project provides high-quality insight into the literary and historical significance of the chosen work. Original and thought-provoking.
Attention to Detail and Effort	The project exhibits no attention to detail. The level of neatness and effort are lacking, as is evident in the quality of the podcast/ documentary.	The project exhibits little attention to detail. The level of neatness and effort are limited, as is evident in the quality of the podcast/ documentary.	The project exhibits adequate attention to detail. The level of neatness and effort are average, as is evident in the quality of the podcast/ documentary.	The project exhibits thorough attention to detail. The level of neatness and effort are excellent, as is evident in the quality of the podcast/ documentary.
Organization, Language Use, and Speaking Skills	No organization is evident and language use interferes with understanding. Student speaks in low volume and with a monotonous tone, which causes audience to disengage.	Lacks organization and language use is lacking. Student speaks in uneven volume with little or no inflection.	Generally organized and satisfactory use of language. Student speaks with satisfactory variation of volume and inflection.	Well organized and excellent use of language. Student speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points.