

DP Literature

Preparing students for their IA



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Your Role as the Teacher

While the Individual Oral assessment is testing the students' knowledge and skills, you play a vital role in this assessment. The interactive oral must be student-inspired and created.

Your role is to guide the student and monitor progress.

The first step in guiding your students is supporting them as they select a global issue, their two texts, and their extracts.

When students select their global issue, encourage them to look through their learner portfolio for global issues they have already discussed and different works that show a common issue they may be interested in.

When exploring a global issue, there are few things to keep in mind:

- It must be significant on a large scale
- It must be transnational
- It must impact everyday local contexts

Once the student has selected a large, global issue, they must narrow this issue down.

For example, a student may be interested in culture, identity and community but this is much too broad for a 10 minute oral. Ask the student to again narrow down to a theme within this issue. Perhaps now the student decides on family. Again this theme may be too large to explore, so again the student narrows down his/her theme to the idea of the loss of childhood.

Each global issue and theme will require different types of narrowing; the goal is for the student to have a global issue that can be fully explored within the 10 minute time limit. This will become very important when we discuss how the IO will be marked.

Now that students have selected their issue, check:

- ☐ Their two texts to make sure one is a work in translation and one is a work written in the language studied
- ☐ Their extracts to make sure their global issue is clearly presented in their two extracts
- ☐ Their extracts are a manageable length (most likely not longer than 40 lines)

My notes



Conducting the Oral

The students should have 10 full minutes of uninterrupted time in which to present their IO.

As the teacher, you should make notes on what the student is saying and places where you can ask questions. I look for places where the student hasn't fully explored an issue, textual evidence is lacking, or places where the student can expand upon.

This time of teacher questions is extremely important. If you ask a question that the Examiner is also asking himself/herself while grading the Oral and the student answers the question well, the student has gained points on the rubric.

If the teacher asks subsequent questions that are not helpful or outside the passage, the student will not gain any points in these last five minutes of the IO.

Here are a few tips for asking questions:

- Look through your notes and select a section of the passage that needs further development.
- Do not ask leading questions (“Can you talk about the metaphor you see in lines 10-15?”); instead ask questions that give students points if they mention a literary choice, like “Can you tell me more about how you see the loss of childhood in lines 10-15?”
- Ask the student to evaluate the ways in which the author has presented the global issue, especially if they have missed this earlier. This is the section of the rubric that is, in general, most difficult for the students.
- If students have not talked about the larger body of work, ask questions about how their extract fits into the larger body of work and where else they see their GI in the larger work.
- Focus on topics students will know; don’t try to trick them. You are on their side and your job is to support them in showing what and how much they know. There is no benefit for them or you if they get stuck. You may inadvertently ask a question they don’t know -- and should know the answer to! -- and that’s fine. If they don’t know the answer, you should move on by saying something like: “Let’s move on. Another question I have is...”. Again, it is not in the student’s benefit to them and haw for a long time; they are just wasting precious time they could be using to show what they do know.

Lesson Plans & Activities

It is important to incorporate many opportunities into your classroom for students to practice speaking about literature so they are comfortable doing so during their IA.

Here are some learning activities and lesson plans to help you plan out this part of the course. Read through each type of activity. Then find the printable in the Resources section.

Small & Large Group Discussions

Discussions are a great way for students to show levels of individuality without just regurgitating information from the teacher, which will support students as they gain confidence to select their own texts, excerpts, and global issue when preparing for the IO.

In the resources section, find:

- An example of a graded group discussion guide for a unit on *I am Malala* . You may want to add space for students to create a goal for themselves based on the risk-taker, communication, open-minded, or caring Learner Profile attributes and then reflect on their goal after the discussion.
- A template to create your own graded group discussion worksheet.

Small Group Reading

This is similar to small group discussions: your students are working in small groups of 3-5 students each. Have your students read in small groups in the format of a mini reader's theatre. I give the students a guide so they can complete this activity on their own and at their own group's pace. This gives students the practice of speaking out loud, but in a small group setting.

In the resources section, find:

- An example from a unit on *Romeo and Juliet* where students have worked in small groups completing a reader's theatre activity followed by a discussion. This activity guides small groups into these types of discussions and considerations.

Group Oral

A great way to practice for the IO is to have students complete Group Orals throughout the course leading up to the IO.

I start this assignment with text #1 in our semester and create large groups for students to work in. Students then work together to craft their GO and present in front of the class.

For text #2 of the semester I assign smaller groups and students again prepare and present in front of the class.

For text #3 of the semester I sign students up with one other student and together in pairs they prepare and present in front of the class.

This is a great way to scaffold the Individual Oral.

In the resources section, find:

- An example of the Group Oral worksheet for *The Handmaid's Tale*.
- A template for the Group Oral worksheet so you can create your own Group Oral worksheet.

Mock Oral

It is important for students to complete a mock IO. When students complete a mock oral they can shake out any nerves they may be feeling, go through the process from beginning to end so they know what to expect, and fully practice their oral. I like using recorders so students can listen to their oral the following day to make some goals and reflect on their strengths and weaknesses.

Acting

Acting out scenes (without rehearsing) is a great way to get students up in front of the class speaking and taking risks. When I ask my students to act in class, I do not require them to memorize lines or rehearse ahead of time (this usually takes too much time and there is no assessment objective for IB Literature for memorizing lines for acting). Instead I have my students read the play/scene the night before and then I have props for them the next day in class. The students select which character they would like to play and bring their text with them up to the front of the class to act. I have one prop available for each character who is acting (for example: a hat, an apron, a flower, a cape, etc).

Tableau

A tableau is a vivid and graphic piece of physical imagery. It is created when performers on stage freeze in a rehearsed position that supports the narrative in a meaningful way.

Tableaux are great ways to have students get familiar with presenting in front of the class since they are working in groups, and don't need to speak (unless they are the narrator).

I also like this activity since it gives students a chance to be creative, learn kinesthetically, and review the material we have read.

In the resources section, find:

- An example of the directions and rubric when studying Seamus Heaney.
- A template for using tableaux with the poetry you are teaching in your own classroom.
- A template for using tableaux for non-poetry pieces you may be teaching in your class is included below.

Conclusion

Now think about your specific students, classroom environment, and school programme to reflect on ways you can support your students. You can use the reflection sheet on the following page to help you.

Notes

Teacher Reflection

Think about your own students and classroom environment. What are some ways you can prepare your students for their IA?

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Answers will likely include activities where students are practicing speaking, thinking independently, and collaborating with others.

My notes



Resources

Find all the printables that were discussed in this Print and Go Pack by downloading the individual files in this Pack.



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