**IB World History SL Summer Reading (12th Grade)**

**Book**: *One Day in the Life of Ivan Denisovich* by Alexander Solzhenitsyn.

**Directions**: Read *One Day In The Life of Ivan Denisovich* and select one of the following two options for your typed report.

**Option 1**: Apply the Six Key Concepts of IB History to the text. Use the following bullet points to guide you:

* Read the background section (below) on the text to give you an understanding of the novel.
* Read the description of each concept.
* Choose 4 of the 6 concepts to apply to the book.
* Write a two-paragraph analysis for each of your four concepts that explore how you see that historical concept developed in the novel.
* Responses should be typed with 12-point font and Times New Roman.
* Be sure to cite page numbers from the text in your responses.

**For Example**: If you choose ***Change*** as one of your 4 concepts, you can talk about the ways in which Ivan Denisovich’s life is changed due to imprisonment in a Gulag.

**Option 2**: Apply the IB Learner Profile traits to characters in the text. Use the following bullet points to guide you:

* Read the background section (below) on the text to give you an understanding of the novel.
* Read the description of each concept.
* Choose 4 of the 10 IB Learner traits to apply to the book.
* Write a two-paragraph analysis for each of your four traits that explore how you see that trait developed or suppressed in the novel.
* Responses should be typed with 12-point font and Times New Roman.
* Be sure to cite page numbers from the text in your responses.

**Background**: *One Day in the Life of Ivan Denisovich* is a novel that tells a story of the Gulag labor camps that existed in the Soviet Union during Stalin’s rule. While the text is fiction, it is based on historical reality. The author, Alexander Solzhenitsyn, spent 8 years in the Gulag system and the work is based of his experiences as well as others he lived with. The novel had a huge impact globally, as it exposed the forced labor camps and inhuman treatment of prisoners under Stalin’s rule.

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**Six Key Concepts of IB History**

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| **CHANGE** | The study of history involves investigation of the extent to which people and events bring about change. Discussion of the concept of change can inspire sophisticated discussions such as encouraging students to think about, and look for, change where some claim none exists, or using evidence to challenge orthodox theories and assumptions about people and events that it is claimed led to significant change. Students’ questions and judgments about historical change should be based on deep understanding of content and on comparisons of the situation before and after the events under examination. |
| **CONTINUITY** | While historical study often focuses on moments of significant change, students should also be aware that some change is slow, and that throughout history there is also significant continuity. Students can demonstrate deep historical knowledge and understanding by, for example, showing awareness that there are times when there has been considerable continuity in the midst of great historical change. Alternatively, students may question and assess whether a change in political leadership, for example, brought about a change in foreign policy, or whether it was simply mirroring policies of previous governments. |
| **CAUSATION** | Effective historical thinkers recognize that many claims made about the past seek to more thoroughly explain and understand how a certain set of circumstances originated. Deep historical understanding is demonstrated where students recognize that most historical events are caused by an interplay of diverse and multiple causes that require students to make evidence-based judgments about which causes were more important or significant, or which causes were within the scope of individuals to direct and which were not. |
| **CONSEQUENCE** | History is the understanding of how forces in the past have shaped future people and societies. Students demonstrate competency as historical thinkers where they understand and can explain how significant events and people have had both short-term and long-lasting effects. Students use evidence and interpretations of those people and events to make comparisons between different points in time, and to make judgments about the extent to which those forces produced long-lasting and important consequences. |
| **SIGNIFICANCE** | History is not simply the record of all events that have happened in the past. Instead, history is the record that has been preserved through evidence or traces of the past, and/or the aspects that someone has consciously decided to record and communicate. Students should be encouraged to ask questions about why something may have been recorded or included in a historical narrative. Similarly, they should be encourage to think about who or what has been excluded from historical narratives, and for what reasons. Additionally, students’ questions should encourage them to think about, and assess, the relative importance of events, people, groups or developments, and whether the evidence supports the claims that others make about their significance. |
| **PERSPECTIVES** | IB students should be aware of how history is sometimes used or abused to retell and promote a grand narrative of history, a narrowly focused national mythology that ignores other perspectives, or to elevate a single perspective to a position of predominance. Students are encouraged to challenge and critique multiple perspectives of the past, and to compare them and corroborate them with historical evidence. Students should recognize that for every event recorded in the past, there may be multiple contrasting or differing perspectives. Using primary-source accounts and historians’ interpretations, students may also investigate and compare how people, including specific groups such as minorities or women, may have experienced events differently in the past. In this way, there are particularly strong links between exploring multiple perspectives and the development of international-mindedness. |

**IB Learner Profile**

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| The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be: | |
| **Inquirers** | They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives. |
| **Knowledgeable** | They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines. |
| **Thinkers** | They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions. |
| **Communicators** | They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others. |
| **Principled** | They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them. |
| **Open-minded** | They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience. |
| **Caring** | They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment. |
| **Risk-takers** | They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs. |
| **Balanced** | They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others. |
| **Reflective** | They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development. |