

2018-2019 Summer Reading (IB Seniors)

Dulaney/Smith/Walthers

Google Classroom Code: 5zwhgx

Language and Literature 2B continues the work you have started in your junior year IB course. The Language and Literature course operates under two principles: first, **through deliberate and conscious re-writing and re-re-writing, writers employ techniques to strengthen and vivify their work**, and second, **writers do not operate in vacuums. The creation of a text is emphatically affected by the authors' understanding of their worlds, and the audiences that will receive their work.**

Part One: College Essay

- A. **Read** the *Washington Post* article “How to Conquer the Dreaded College Application Essay” posted in Google Classroom.

Most likely, over this summer the IB 12 students who are conscientious and committed will start their college visits, and start slogging through the applications. With this in mind, read the article focusing on the advice given to seniors regarding how to write a college essay. Consider, also, how a college essay differs from the typical literary analysis essay. Please use and be ready to discuss the advice provided in this article.

- B. Using the advice given to you in the article above, draft your college essay.**

Upon your return in the fall, bring with you a typed draft of your college essay; it will be collected and will count for an essay grade. Consider the schools you plan to apply to. Research their college essay prompts, or use the ‘Common Application’ shared by over 100 colleges and universities. The Common Application essay topics are below; some have been ‘tweaked’, so you are shown in brackets whether or not a certain question has been revised, and in *italics* you can see the newly appended words.

2018-2019 Common Application Questions (CHOOSE ONE)

1. Some students have a background, identity, interest, or talent that is so meaningful they believe their application be incomplete without it. If this sounds like you, then please share your story. [No change]
2. The lessons we take from *obstacles we encounter* can be fundamental to later success. Recount a time when you faced a *challenge, setback, or failure*. How did it affect you, and what did you learn from the experience? [No change]
3. Reflect on a time when you *questioned* or challenged a belief or idea. What prompted your *thinking*? What was the *outcome*? [No change]
4. Describe a problem you've solved or a problem you'd like to solve. It can be an intellectual challenge, a research query, an ethical dilemma - anything that is of personal importance, no matter the scale. Explain its significance to you and what steps you took or could be taken to identify a solution. [No change]
5. Discuss an accomplishment, event, or *realization* that *sparked a period of personal growth and a new understanding of yourself or others*. [No change]
6. Describe a topic, idea, or concept you find so engaging that it makes you lose all track of time. Why does it captivate you? What or who do you turn to when you want to learn more? [No change]

Certainly, email one of us or post in Google classroom during the summer if you have any questions or concerns.

Part Two: King Lear, Act 1

We will dive into this great Shakespeare play shortly after you arrive in the fall. Please read the *No Fear Shakespeare* version of Act 1. (A link to this version can be found on Google Classroom.) Using the format shown in Google Classroom, **construct a dialectical journal on Act 1**. Save this work as a Google document and be ready to submit it on the first day of class.

Part Three: Poetry

We will delve deeply and often into the intricacies of this genre. Enjoy the summer part of it!

- A. In Google Classroom print and read through Carl Sandburg's, "Tentative Definitions of Poetry" [There are 38 definitions]. Out of the 38, of poetry, identify the **TWO** that are most powerful to you. Copy them down and write a paragraph for each, explaining why this definition speaks to you.
- B. In Google Classroom print and read the article "How to Read a Poem". Annotate the article for the most important advice you receive in regards to reading poetry. Use the information in this article as you annotate the poems cited below.
- C. In Google Classroom choose and print SIX of the poems below. At least ONE must be a sonnet. Heavily annotate each poem to show your knowledge of poetic terms and concepts. Be prepared to discuss and write on these poems when the year begins.
- Maya Angelou's "Still I Rise"
 - Claude McKay's "I Know My Soul" (sonnet)
 - Robert Frost's "Design" (sonnet)
 - Billy Collins' "Sonnet" (sonnet)
 - Sylvia Plath's "Metaphors"
 - Langston Hughes' "Theme for English B"
 - Marianne Moore's "Poetry"
 - Billy Collins' "Taking Off Emily Dickinson's Clothes"
 - Emily Dickinson's "Much Madness is Divinest Sense"
 - Emily Dickinson's "Tell all the Truth but Tell it Slant"
 - William Carlos Williams' "The Red Wheelbarrow"
 - Phillis Wheatley's "On Being Brought from Africa to America"
- D. Find a poem that *speaks to you* and print a copy. Heavily annotate the poem to show your knowledge of poetic terms and concepts. Be prepared to present your poem to the class in an impromptu presentation format at any time during the first marking period including Day 1, 2, possibly day 3. Just be ready!

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