

AP English Literature & Composition  
2018-2019 Summer Assignment

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Welcome to AP Literature and Composition! The AP English Literature and Composition course is designed with the goal of enhancing students' abilities to explore, comprehend, interpret, evaluate, and appreciate complex literary texts. Upon completion of this course a student should be proficient in discussing literature of varied themes, historical contexts, and genres, whether it be in an on-demand, timed writing prompt, an in-depth, scrutinized, and revised essay, or in class discussions.

**Assignment 1: Tone**  
**Quiz on Tuesday, July 31, 2018**

Like the tone of a speaker's voice, the tone of a work of literature expresses the writer's feelings. The ability to determine the tone(s) of poetry and prose is crucial in offering a complete analysis of such work. To assist you in developing and employing an appropriate tone vocabulary, you will create flash cards for the words below that can often express a writer's tone in poetry and prose.

On Tuesday, 7/31, your notecards will be due and you will have a quiz over the words.

**Instructions:** For each word listed below, complete the following:

- Write the word on the front of an index card
- On the opposite side of the index card, record the definition(s) of the word, citing your source, and at least one SAT-level synonym for the word and at least one SAT-level antonym
- Also, compose a sentence of your own about a text you have read, using the new word (or one of its forms) in context that clearly shows its meaning. You must show me that you can use the word correctly – DO NOT copy or rephrase sentences from internet sites. Underline the word in the sentence.
- Index cards must be hand-written and may be either 3x5 or 4x6 in size.

aloof	solemn	resentful	didactic
indifferent	somber	indignant	earnest
apathetic	pensive	defiant	sincere
wistful	ambivalent	confident	convivial
nostalgic	apprehensive	preemptory	laudatory
elegiac	foreboding	pompous	passionate
contemplative	remorseful	patronizing	formal
philosophical	melancholy	bitter	clinical
reverent	despondent	sardonic	pragmatic

## **Assignment 2: Poetry Explication**

**Due: Thursday, August 2, 2018**

Poetry is an integral part of the AP English Literature exam. The ability to appreciate, analyze, and thoughtfully discuss the tone, meaning, and structure of poetry is paramount if you expect to do well on the exam. To that end, you will choose one of the poems below and write a poetry explication.

“Death Be Not Proud” by John Donne  
“A Poison Tree” by William Blake  
“The World Is Too Much With Us” by William Wordsworth  
“Kubla Khan” by Samuel Taylor Coleridge  
“She Walks in Beauty” by George Gordon, Lord Byron  
“Ozymandias” by Percy Bysshe Shelley  
“My Last Duchess” by Robert Browning  
“Sonnet 43” by Elizabeth Barrett Browning  
“Ah, Are You Digging on My Grave?” by Thomas Hardy  
“When I Was One-and-Twenty” by A. E. Housman  
“To An Athlete Dying Young” by A. E. Housman  
“The Rear Guard” by Siegfried Sassoon  
“Dulce et Decorum Est” by Wilfred Owen  
“The Unknown Citizen” by W. H. Auden  
“Do Not Go Gentle Into That Good Night” by Dylan Thomas  
“Sonnet 116” by William Shakespeare  
“Mending Wall” by Robert Frost  
“Stopping by Woods on a Snowy Evening” by Robert Frost  
“Because I could not stop for Death” by Emily Dickinson

A poetry explication is different from other essays and papers you have written in the past, as it does not follow the standard 5-paragraph rule of an introduction with a three-pronged thesis statement, body paragraphs, and a conclusion. Saying that, your essay should still follow MLA and have MLA formatted citations. Specific information about what to include in your poetry explication is on my web page under 2018 AP Summer Assignment.

Your completed poetry explication is due by 11:59 p.m. on Thursday, August 2. Submit your completed essay on [www.turnitin.com](http://www.turnitin.com). The information you need to join the AP class is below.

Class ID: 17803750

Enrollment key: Edwards

## **Assignment 3: Theme**

**Due: Wednesday, August 1, 2018**

Authors write about life around them and more often than not use their literature to make a cultural or societal comment about humanity. This comment about humanity is theme. Theme is not a topic, but is the author’s comment about the topic. Themes are not a single word, but instead, a sentence that explains what the author is expressing about humanity as a whole.

Discussing and writing about theme is a skill you have been practicing and studying since the beginning of your English/Language Arts journey because determining theme is key to

understanding an author's purpose. In order to continue to practice this skill, you will select four (4) short stories below and complete the following activities for each.

"A Good Man is Hard to Find" by Flannery O'Connor

"A&P" by John Updike

"A Rose for Emily" by William Faulkner

"Barbie Q" by Sandra Cisneros

"Barn Burning" by William Faulkner

"Everyday Use" by Alice Walker

"The Demon Lover" by Elizabeth Bowen

"The Flowers" by Alice Walker

"The Pedestrian" by Ray Bradbury

"The Rocking House Winner" by D. H. Lawrence

"The Yellow Wallpaper" by Charlotte Perkins Gilman

"There Will Come Soft Rains" by Ray Bradbury

**Task 1:** Write a theme statement for each short story using the following template filling in the parenthesis.

The (genre) (title) by (author) is about (topic) and reveals that (assertion about the human condition).

**Task 2:** Create three levels of questions for each short story.

Level 1 questions - These questions can be answered explicitly by facts accessible in other resources. In other words, you cannot find the answer by looking back in the text.

Level 2 questions - These questions are textually implicit, requiring analysis and interpretation of specific parts of the text.

Level 3 questions - These questions are more open-ended and go beyond the text. They are intended to provoke a discussion of an abstract idea or issue.

**Task 3:** For the remainder of the page, write a response to the short story. Tell me what you like about the story, what you didn't like, observations that you had as you read about the way the author told the story, connections to other literature that you have read, connections to personal experiences or to current events that the story prompted. You may also answer your level #2 and level #3 questions in this response. Your response must fill up the remainder of the page.

This assignment is due at the beginning of the period on Wednesday, August 1 —not mid-way through. It must be written in ink on loose-leaf paper. Limit your writing to front side of the paper and please make sure it is legible.

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I hope you have a wonderful summer and I cannot wait to see you Monday, July 30. Please email me if you have any questions about the assignments over the summer. I will check my school email frequently. Please do not wait until the last minute to complete these assignments. You do not want to spend the last few days of summer or the first few days of school frantically working as typically this does not result in your best effort.

Mrs. C. Edwards