

Phillip O. Berry Academy of Technology AP English IV: Literature and Composition
Summer Reading: The Sky is the Limit!

AP English IV: Literature and Composition Instructors for 2018-2019 School Year:

- Tricia Barnes-Parkins: tricia.parkins@cms.k12.nc.us
- Melissa Downing: melissar.downing@cms.k12.nc.us

Google Classroom

- All completed summer assignment should be submitted to the Google Classroom. Please use the codes provided to enroll in your assigned classroom. Refer to student schedule for teacher assignment.
- Please feel free to explore the Google Classroom for additional course information and resources.
- New Google Classrooms will be created at the start of the year to differentiate by block.

Teacher	Google Classroom Code
Mrs. Barnes Parkins	sae83ix
Mrs. Downing	x8nx0q3

Course Information

Hello, Mrs. Barnes-Parkins or Ms. Downing or will be your teacher for the 2018-2019 school year, and we are excited about your approaching senior year. AP English Literature and Composition will be a demanding college-level course. To get acclimated to the course, visit the College Board Advanced Placement Program website and then look for information on this course. During the summer, you will have three assignments to complete. If you have any questions about the assignment of the text during the summer, please do not hesitate to contact either one of us. We will be available all summer to answer questions.

Course Materials- Please note the different materials per teacher

- Mrs. Barnes-Parkins Students: 3 Section spiral notebook with pocket dividers - This can be substituted with a composition notebook or binder that has dividers
 - Sections will be as followed for a 3 Section Notebook/ Binder:
 - 1) Prose/ Terms and Vocabulary 2) Poetry/ Writing, 3) Major Literary Works/ Drama
- Downing Students: 1 in binder with dividers.
 - Sections will be as followed for a 3 Section Notebook/ Binder:
 - 1) Major Literary Works/ Drama, 2) Prose/Poetry, 3) Terms and Vocabulary and Writing Skills/ AP Practice.
- Pens/ Pencils/ Highlighters/ Post-it Notes (for annotating school texts)
- Composition notebook (for poetry journal) - Both teachers

Assignment #1: College Essay: Informal

Due Date- A Day: Monday, August 27 by 11:59/ B Day: Tuesday, August 28 by 11:59

Essays can be submitted to Google Classroom using the codes given above. Make sure you join the teacher's class that matches your schedule.

Before you begin your essay, please read the article 10 Tips for Writing the College Application Essay by Jeremy S. Hyman and Lynn F. Jacobs. The article can be found at the following link: <http://bit.ly/N68pQ1>. Also, you may want to visit John Hopkins University website on College Essays that work to read examples of essays and comments from admission officers on what stands out about a college essay. <https://apply.jhu.edu/apply/essays-that-worked/>

Once you have read the article and visited John Hopkins University site, select a topic from the list below or you may use a topic from a specific college application that you are interested in applying. Essays should be at least 550-650 words on a topic of your choice or on an essay from a college application (word count should be indicated on the essay). If you are using a topic from a college application, please type the prompt at the top of the document and indicate the college. If you are using a prompt from below, indicate the prompt number. (Note: these essays come from the Common Application essay prompts.)

1. Some students have a background, identity, interest, or talent that is so meaningful they believe their application would be incomplete without it. If this sounds like you, then please share your story.
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?
3. Reflect on a time when you questioned or challenged a belief or idea. What prompted your thinking? What was the outcome?
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.
5. Discuss an accomplishment, event, or realization that sparked a period of personal growth and a new understanding of yourself or others.
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?
7. Share an essay on any topic of your choice. It can be one you've already written, one that responds to a different prompt, or one of your own design.
8. Prompt from another college application.

Assignment #2 Literary Terms Review: Informal

Due Date- A Day: Wednesday, August 29/ B Day: Thursday, August 30

Please review the terms and ensure that you know each definition and can identify an example of the terms. Definitions of the terms that you are unfamiliar with should be **hand written** in the Terms and Vocabulary section of your **AP binder or notebook**.

Narrative Terms

Point of View

- First person narration
- Third-person narration
 - Limited
 - Objective
- Omniscient narration
- Limited omniscient narration
- Free indirect discourse
- Objective Narrator
- Unreliable narrator
- Stream-of-consciousness narration

Character

- Protagonist
- Hero/Heroine
- Antagonist
- Stock character
- Dynamic character
- Flat character
- Round Character
- Foil
- Confidant/Confidante
- Mentor

Characterization

- Direct characterization
- Indirect characterization

Elements of Style

Figures of Speech

- Alliteration
- Apostrophe
- Assonance
- Cacophony
- Cliché
- Enjambment
- Euphemism
- Hyperbole
- Metaphor
- Mixed Metaphor

- Metonymy
- Onomatopoeia
- Oxymoron
- Paradox
- Personification
- Synecdoche

Literary Techniques

- Antithesis
- Allusion
- Foreshadowing

SUMMER READING TEXTS

Mandatory Text 1: *Kindred* by Octavia Butler.

Mandatory Text 2: [How to Read Literature Like a Professor](#) by Thomas Foster

Mandatory Text 3: *A Lesson Before Dying* by Ernest Gaines

- These novels are available at your local bookstore, library, used bookstores, and limited copies are at Phillip O. Berry.
- PDF Versions have been linked for some of the texts above.
- Students can see Ms. Barnes-Parkins or the secretaries in the main office to check out a text.
- *A Lesson Before Dying* by Ernest Gaines will be covered during the first month of school. You may want to get a head start on reading this text.

Assignment #3: Reading Activities: Formal

Mandatory Text 2: [How to Read Literature Like a Professor](#) by Thomas Foster

Due Date - A Day: Wednesday, September 5 / B Day: Thursday, September 6

Essays can be submitted to Google Classroom using the codes given above. Make sure you join the teacher's class that matches your schedule. Based on your reading of *How to Read Literature Like a Professor*, answer the **Introduction Response Questions** and **one** assignment **from each** of the 3 groups listed below. Each of the 4 questions that you select needs to be typed on separate documents and submitted to google classroom. There will be an assessment on the whole text, so make sure to keep notes. Notes can be placed in the Major Literary Section.

Introduction Response Questions:

How do memory, symbol, and pattern affect the reading of literature? How does the recognition of patterns make it easier to read complicated literature? Has there ever been a time when your appreciation of a literary work was enhanced by understanding symbol or pattern? **(25 points)**

Group #1

Select 1 question from Group #1 to respond to in a typed essay. (25 points)

Chapter 1: Consider the five aspects of a QUEST and then apply them to something you have read (or viewed). Use the list on p.4-5 to structure your response.

Chapter 2: Choose a meal scene from a literary work (or film) and apply the ideas that were discussed in Chapter 2.

Chapter 3: Explain what Foster means when he says, "ghosts and vampires are never only about ghosts and vampires."

Chapter 5: Discuss a work that you are familiar with that alludes to or reflects Shakespeare. Show how the author uses this connection thematically. Read pages 44-46 carefully. In these pages, Foster shows how Fugard reflects Shakespeare through both plot and theme. In your discussion, focus on theme.

Chapter 7: Think of a work of literature that reflects a fairy tale. Discuss the parallels. Explain how the work creates irony or deepens appreciation.

Group #2

Select 1 question from Group #2 to respond to in a typed essay. (25 points)

Chapter 8: Write a free verse poem derived or inspired by characters or situations from Greek mythology. Be prepared to share your poem with the class.

Chapter 9: Discuss the importance of weather in a specific literary work, not in terms of plot. Discuss the role that the weather plays in the story.

Chapter 11: Present examples of two kinds of violence found in literature. Show how the effects are different.

Chapter 13: Assume that Foster is right and "it is all political." Use his criteria to show that one of the major works assigned to you in the last three years is political.

Chapter 18: Think of a "baptism scene" from a significant literary work. How was the character different after the experience? Discuss.

Group #3

Select 1 question from Group #3 to respond to in a typed essay. (25 points)

Chapter 19: Discuss at least two different aspects of a specific literary work that Foster would classify under “geography.”

Chapter 20: Find a poem that mentions a specific season. Then, discuss how the poet uses the season in a meaningful, traditional, or unusual way. (Attach a copy of the poem.)

Assignment #4: Dialect Journal for Mandatory Text: *Kindred* by Octavia Butler
***for use on in class Assessment**

ASSESSMENT DATE- A Day: Tuesday, September 11/ B: Day -Wednesday, September 12

Assignment for mandatory texts- *Kindred* by Octavia Butler and *A Lesson Before Dying* by Ernest Gaines

Read and create a dialectic journal. Dialect Journals should be kept in the Major Literary Work section of your AP Notebook. **DO NOT purchase a journal for this assignment.** Assignment should be handwritten- Do Not Type.

- You will be able to use your dialect journals on the assessment.
- A total of 15 entries is expected for your dialect journal.
 - 2 Entries should connect to the central conflict.
 - 2 Entries should connect to the theme.

Dialectic Journal

- The purpose of a dialectic journal is to have a meaningful conversation or dialogue with a piece of text in order to foster real learning. A good dialectical journal is one in which you have found a way to connect with the reading on a personal level. Real learning happens when you build connections between new ideas and older ones. So, when a piece of literature or an essay can get tied to one of your memories or beliefs, you are much more likely to have an authentic and lasting learning experience. Examples and images of a dialect journal can be found online (search dialectic journal).
 - <https://bit.ly/2xHAQjY>

Assignment #5: Essay - Formal
Mandatory Text: *Kindred* by Octavia Butler

Due Date - A Day: Thursday, September 17 / B Day: Friday, September 18

Essays can be submitted to Google Classroom using the codes given above. Make sure you join the teacher’s class that matches your schedule.

Essay Response for *Kindred* by Octavia Butler

After reading *Kindred* by Octavia Butler, choose one of the following AP essay prompts located to address. Responses between 600-700 words should be typed, double-spaced, 12-point Times New Roman font. Please choose one of the following AP Prompts to construct your essay on. Avoid plot summary:

- 1982 AP Prompt: In great literature, no scene of violence exists for its own sake. Using *Kindred* by Octavia Butler, readers and audience are confronted with a scene or scenes of violence. In a well-organized essay, explain how the scene or scenes contribute to the meaning of the complete work. Avoid plot summary.
- 2012 AP Prompt: “And, after all, our surroundings influence our lives and characters as much as fate, destiny or any supernatural agency.” Pauline Hopkins, *Contending Forces* *Kindred* by Octavia Butler has cultural, physical, or geographical surroundings that shape psychological or moral traits in a character. Write a well-organized essay in which you analyze how surroundings affect this character and illuminate the meaning of the work as a whole.
- 2018 AP Prompt: Many works of literature feature characters who have been given a literal or figurative gift. The gift may be an object, or it may be a quality such as uncommon beauty, significant social position, great mental or imaginative faculties, or extraordinary physical powers. Yet, this gift is often also a burden or a handicap. Select a character from *Kindred* by Octavia Butler who has been given a gift that is both an advantage and a problem. Then write a well-developed essay analyzing the complex nature of the gift and how the gift contributes to the meaning of the work as a whole.