

ap english literature summer assignment 2019

an introduction:

Welcome to Advanced Placement English Literature and Composition. Over the course of the year, you will strengthen your critical thinking skills through exploring a wide selection of texts, including novels, dramas, and poetry. Writing is an integral part of this course; you will practice the skills associated with critical, complex literary analysis and interpretation that you will strengthen over the course of the year.

The summer assignment is designed to review skills that will be fundamental to your success in the course. You will read two texts that frequently appear on the AP exam, *Their Eyes Were Watching God* and *Hamlet*, and write critical responses to these texts that focus on theme development and characterization. Additionally, you will prepare for the start of the school year by compiling a list of colleges of which you are interested in applying, and write a draft of a personal statement for a college of your choice.

a brief note on plagiarism:

The summer assignment is a chance for you to practice fundamental skills you will utilize throughout the year. Please make sure that you are taking this assignment as a learning experience and using it as a chance to explore texts and ideas in depth, instead of trying to find shortcuts on the internet and use the ideas you come across as your own. The expectation for this assignment is that all work you submit should be completely original, and reflect your own unique thoughts and ideas.

Please remember that your teachers have access to the same online resources as you (e.g. Sparknotes, Shmoop, etc.). The quotations you choose to analyze within this assignment should be **different** from the “important quotations” found on these resources in order to reflect your careful reading and understanding of the texts.

All students will be submitting this summer assignment through www.turnitin.com toward the beginning of the school year. If any part of your work is found to be plagiarized (from an online source, from a peer, etc.), it will result in an automatic zero on the entire assignment. Please note that sharing your work with a peer will also result in an automatic zero on the entire assignment.

work due on the first day of classes:

- [College applications overview](#)
- [Personal statement draft](#)
- [Their Eyes Were Watching God passage analyses](#)
- [Hamlet character development tracker](#)
- [Literary insight cards for both Their Eyes Were Watching God and Hamlet](#)

college applications overview: compiling personal statement resources

Directions: At some point during the first quarter, we will explore brainstorming, drafting, revising, and editing techniques relevant to crafting a strong personal statement. Use the table below to compile a list of information about specific college applications. Find information for at least five universities (since ALL UCs and ALL CSUs have the same application, they would each count as one school). Please include a range of reach, target, and safety schools in the five you have selected. When you have finished compiling the required information, please highlight the two schools that you would most like to attend. Feel free to add additional columns to this table if there is any other information you would like to track (for example, some schools might provide FAQ sections of their websites that you may want to return to).

Name of university, reasons you are interested in applying, and majors that interest you	Application Requirements	Link to application website	Important application deadlines	Format of personal statements	Personal statement prompt(s) - if you cannot find a current prompt, include a prompt the school used for the previous admissions cycle
<p><i>Ex: Santa Clara University:</i> I'm interested in Santa Clara because it meets many of the "needs" I am looking for in a school, such as small class sizes (student to faculty ratio is 11:1), an honors program, and being out-of-state. It also offers engaging extracurriculars such as SCCAP (Santa Clara Community Action Program). The campus is really beautiful and the residence halls are nice, which is something I want. I plan to study English, and possibly minor in Education. Also, Santa Clara has a graduate school for teaching, which could be good in the future.</p>	<p>Send official high school transcripts, send official SAT score report, send 2-3 letters of recommendation, mid-year report (aka first semester grades), application fee.</p>	<p>https://www.scu.edu/admission/</p>	<p>Application deadline is January 7th.</p>	<p>One essay is submitted through The Common Application. It can be a personal statement based on the list of prompts given by The Common App, or it can be a personal statement of your choice. 600 words max, more than 350 expected. In addition, must answer supplemental questions (right).</p>	<p>2 questions, 150 word maximum for each:</p> <ol style="list-style-type: none"> Briefly describe how you learned about SCU. If you visited campus, describe what aspect of your visit experience most influenced your impression of SCU. <p>1 question, 150-300 words:</p> <ol style="list-style-type: none"> Santa Clara University's strategic vision promises to "educate citizens and leaders of competence, conscience, and compassion, and cultivate knowledge and faith to build a more humane, just, and sustainable world." What aspect of SCU's strategic vision appeals to you, and why?

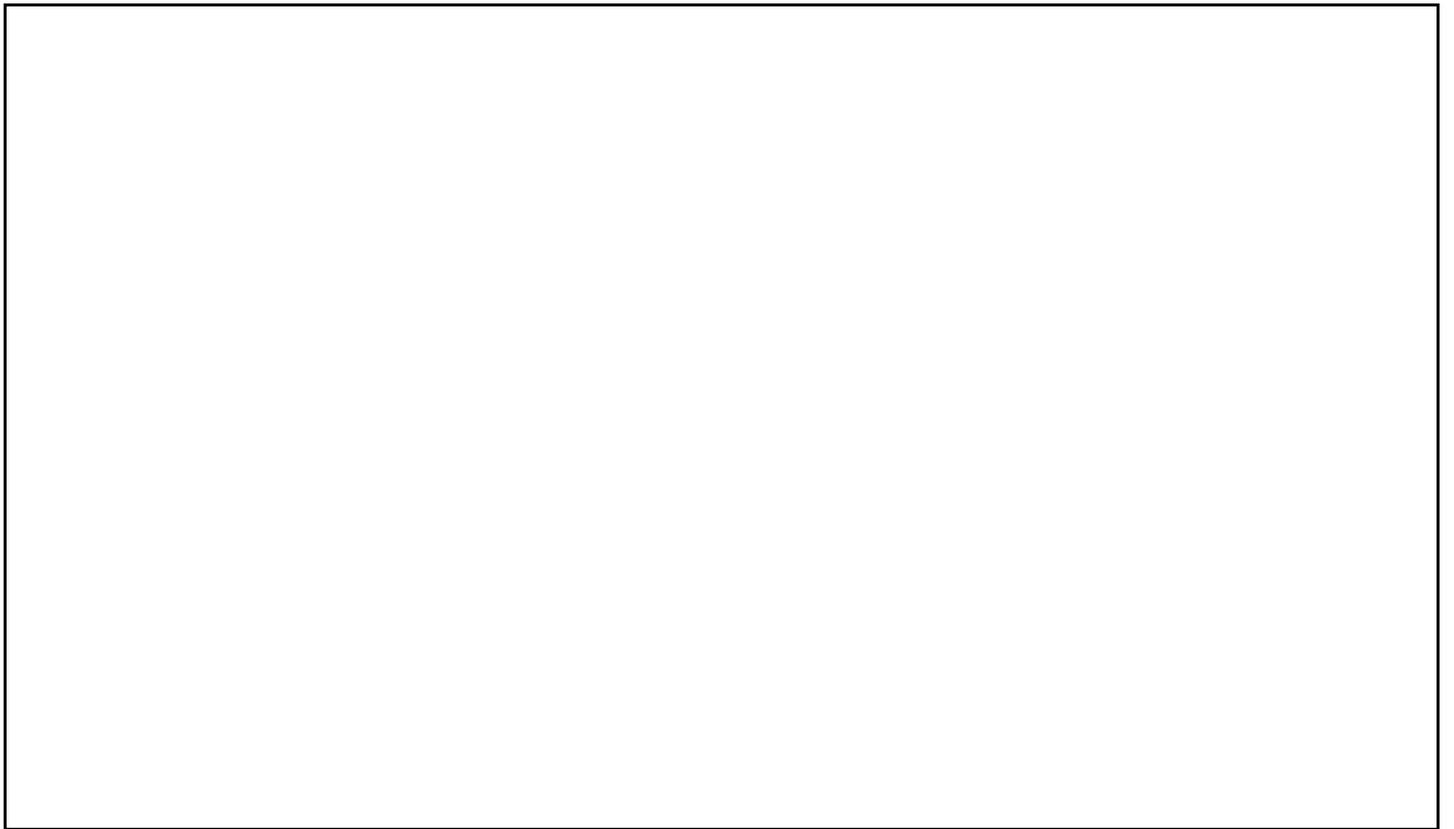
personal statement draft

Directions: Use the information you compiled above to draft a personal statement for one of the prompts for one of your target schools. Before drafting, please include the prompt to which you are responding and the recommended word count. Try your best to write within the word limit/requirement specified by the prompt to which you're writing.

Prompt:

Word Limit/Requirement:

Personal Statement:



their eyes were watching god theme passage analyses

Directions: Read *Their Eyes Were Watching God* by Zora Neale Hurston (Harper, ISBN 9780060838676). As you are reading, look for passages that *connect to an important theme from the novel* and *utilize a range of literary devices*. Please mark these passages as you read, and write why you selected them and how they might connect to a theme so you can return to them later. Once you have finished reading, pick one passage from the first half of the novel, and one passage from the second half of the novel. For each passage, you will annotate the text, and write a detailed paragraph explaining how Hurston uses literary devices to develop a theme using the instructions below.

Directions for annotating:

- Pick two focus passages (no more than a page each) from the novel. One focus passage should come from the first half of the novel, and one focus passage should come from the second half of the novel. A good focus passage:
 - ◆ Connects back to a theme in the novel (what the text is trying to say about life or humanity in general-- see “directions for analysis paragraphs” for further explanation).
 - ◆ Includes a variety of literary devices
 - *Look specifically for passages that might include contrasting ideas, or are rich in figurative language*
 - ◆ May introduce a new concept or idea that is significant to the understanding of the text as a whole
 - ◆ May focus on a specific character’s experiences, and how these experiences impact the work as a whole
- **Highlight** important words or phrases and comment on what makes these words or phrases significant
 - ◆ Consider words that have strong images or ideas associated with them, that connect to other words in the passage, etc.
- **Highlight** *and define* words or phrases that are unfamiliar to you
- **Highlight** any literary devices within the passage that could connect to an important theme within the passage. Be sure to identify the literary device, and *explain the impact of the chosen device*.
 - ◆ Ex: *The author uses a metaphor comparing Juliet to the sun in order to demonstrate that Romeo feels his life revolves around her and would be dark without her in it.*

Literary devices: Consider searching for the following devices within your focus passages. It is expected that you will understand all of the terms in the table below by the time classes start.

<i>Figurative devices</i>	<i>Contrast devices</i>	<i>Repetitive devices</i>	<i>Devices related to diction</i>	<i>Devices related to syntax</i>	<i>Devices related to tone</i>
Allusion Personification Imagery Metaphor Simile Symbol	Juxtaposition Oxymoron Paradox Hyperbole	Alliteration Parallelism Epistrophe Anaphora	Diction Connotation Denotation	Syntax Polysyndeton Asyndeton	Tone *The devices listed in these categories function together to create tone

Passage #1:	Annotations

Passage #2:	Annotations

Directions for analysis paragraphs:

Directions:

- Use the annotations above to draft two detailed paragraphs, each in response to the following prompt: *How does Hurston use literary devices within the passage to develop a theme?*
 - ◆ Write one paragraph in response to your first focus passage, and the second paragraph in response to your second focus passage
- Both paragraphs should include a **theme statement**, and at least **three direct quotations** from the focus passage.

- ◆ A theme statement is a sentence that explains what the passage is saying about life or human nature
- ◆ When creating a theme statement, ask yourself:
 - What key topics does the text explore? Example topics could include: love, hate, family, courage, pride, compassion. *Remember that a topic is not a complete theme-- i.e. you cannot write "the author is talking about the theme of love."*
 - What can the reader learn about the subject after reading the text? For example, if your topic was love, your theme statement might be *"when a person allows romantic love to rule their life, they can lose their individuality in the process."*
- ◆ Example theme statement: When a fear of vulnerability leads an individual to deceive another, there can be disastrous consequences.

Analysis paragraph #1:

Analysis paragraph #2:

hamlet character development tracker

Directions:

Read *Hamlet* by Shakespeare (Folger Library, WSP, ISBN 0-743-47712-X). As you read, use the table below to track information from the play to show the progression of the main character, Hamlet.

After each act, write a brief summary in which you discuss how Hamlet's character develops throughout the course of the act. Consider the following questions in your response:

- What important events from the act might change Hamlet's worldview or personality?
- How do other characters interact with and affect him?

Then, for each act, choose one key quotation you found as significant in some way to Hamlet's character development. Include the key quotations in the table below. Be sure to cite act, scene and line numbers correctly, i.e. (5.3.3-5). Then, on the right-hand side of the table, discuss the following:

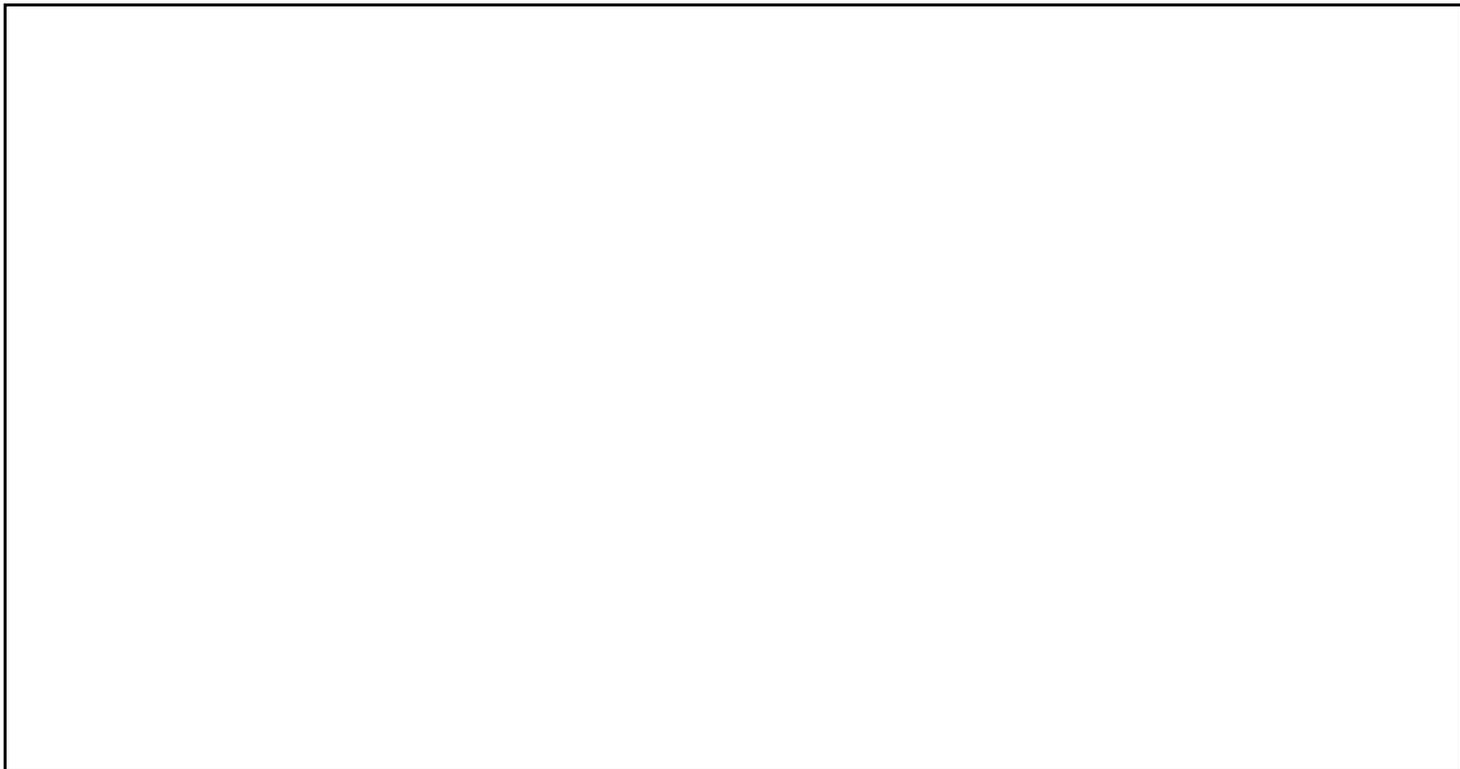
- What literary devices, words, or meaning represented in the quotation are key to our understanding of who Hamlet is?
 - ◆ For example: *In this quotation, the author uses personification to compare Hamlet's internal debate to a fight between boxers, revealing the aggressive and brutal nature of the mental and emotional conflict he is processing.*
- What character traits do we see being revealed or strengthened in him?

	Summary (3-4 sentences)	Quotation	Explanation (4-6 sentences)
Act 1			

Act 2			
Act 3			
Act 4			
Act 5			

After you finish the table above, write well-developed paragraph that explains how Hamlet evolves over the course of the play. In your paragraph, please include **at least three** direct quotations from the play, and be sure to include discussion of how the literary devices you noticed within these quotations contribute to the development of his character.

Character analysis paragraph:



Literary insight cards

Directions: In order to prepare for the third essay prompt on the AP exam, you will create literature insight cards for the two works from the summer assignment (*Their Eyes Were Watching God* and *Hamlet*) in order to track important ideas and concepts. You can either create these insight cards digitally, or you can use a 5x8 index card per literary work. *A brief reminder: the information you include on these cards (e.g. information about characters, themes, etc.) should be entirely original.*

These cards will contain the following information:

FRONT

Title	Author	Year
Published		
Type of work	Date of Author's Life	Culture/genre
Topics:	Characters:	

BACK

Quotations (Approx. 5):	Themes (Approx. 3-5):
Insights:	

example insight card

<i>The Awakening</i> Novella (fiction)	Kate Chopin 1851-1904	1899 American/Local color - realism
Topics: <ul style="list-style-type: none">- Society vs individualism- Relationships- Love- Marriage- Feminism- Death- Art- Southern setting- Racism- Mother-child relationship- Happiness vs responsibilities- Family- Freedom- Public's opinion- Sexism- Scandal- Rite of passage	Characters: <ul style="list-style-type: none">- Edna Pontellier - Unhappily married mother of two, while on vacation she falls in love with Robert Lebrun, who helps change her perspective on life, eventually kills herself- Leonce Pontellier - Edna's husband, very stuffy and wants Edna to go back to being respectable, cares about appearances- Robert Lebrun - is known to fall in love with married women, eventually falls for Edna but leaves, eventually comes back but leaves a goodbye note for Edna because he doesn't want to ruin them both- Madame Ratignolle - perfect example of what women should be in their society, feminine and beautiful, has a happy marriage, is friends with Edna- Mademoiselle Reisz - opposite of Madame Ratignolle, is an outcast from society, a great pianist, Edna identifies with her- Alcee Arobin - fairly shallow, Edna finds herself physically attracted to him but not mentally, does not like him the way she likes Robert- Victor Lebrun - brother of Robert, very brute and masculine	

Quotations: <ul style="list-style-type: none">- "A green and yellow parrot, when hung in a cage outside the door, kept repeating itself over and over: 'Allez vous-en! Allez vous-en! Sapristi! That's all right!'" (ch. 1)- "The voice of the sea is seductive, never ceasing, whispering, clamoring, murmuring, inviting the soul to wander for a spell in abysses of solitude; to lose itself in mazes of inward contemplation." (ch. 6)- "The bird that would soar above the level plain of tradition and prejudice must have strong wings." (ch 23)- "Do? Nothing, except feel glad and happy to be alive." (ch. 26)- "I love you. Good-by--because I love you." (ch. 33)	Themes: <ul style="list-style-type: none">- Freedom is achieved by breaking away from the confines of society- One cannot be truly happy with their lives and what they want for themselves if they listen to the views of others.- A person does not thrive in loneliness, as others are needed to share life's challenges with.
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Insights: <ul style="list-style-type: none">- Edna is very much a mix of the two ladies Reisz and Ratignolle. She's not an outcast, but is not a clear motherly figure.- The two birds of the beginning of the story could symbolize Edna and Reisz, caged while the mockingbird sits and watches.- The sun could symbolize hope, and Edna was associated with it, but people kept blocking it with the parasols and sunshades- The moon is featured as dark and mysterious, and many of the important scenes with Robert reference the moon- The lady in black following the couple works to create an ominous tone, and connects back to how Edna and Robert's relationship cannot succeed
