

English IV/AP Literature & Composition Summer Assignment

PART A

DUE to Mr. Melching in SEPTEMBER the WEEK AFTER LABOR DAY.

The last day to submit it will be Friday, 9/6/2019.

Late work will not be accepted.

- 1) Join Mr. Melching's Remind for AP Lit by texting "@melaplit4" to 81010.
- 2) Read EITHER Mary Shelley's Frankenstein OR Oscar Wilde's The Picture of Dorian Gray and complete a Major Works Data Sheet on the book.

Frankenstein is a book sometimes hailed as the first important work of science fiction, a foundational work of horror, and the definitive novel of the Romantic era. It is also a novel written by someone uniquely suited to capture the spirit of the age: Mary Shelley. What consequences await mankind if we pursue scientific discovery without restraint?

The Picture of Dorian Gray is a book that created quite a stir during the Victorian Era, but probably not as much of a stir as its author, Oscar Wilde, who spent his later years in exile after being convicted of committing acts of "gross indecency." It is the tale of a young man who discovers his actions seemingly have no consequences. What happens to a person who pursues beauty and pleasure with reckless abandon?

The Data Sheet is attached to this assignment. If you would prefer to type the assignment, you should e-mail Mr. Melching (lance.melching@boone.kyschools.us) to request a word document; do not attempt to recreate the document. Your handwriting must be legible. You are limited to the space on each page; you may not add additional pages. Research may be required to complete information about the author and period of the piece, but the vast majority should be completed based upon your own understanding and insight.

- 3) Choose 10 terms from the "AP Lit Tone Words" list that are **unfamiliar** and complete the Google form found at the following link: <https://goo.gl/forms/pG0qC1eHQ2MPQYeS2>

You must be logged into your school google account to access this document. You can have the link e-mailed to you by e-mailing Mr. Melching. You will submit the form once for each word you select. The form asks you to identify the word, define it in your own words, identify the part of speech, list 3-5 synonyms or similar words, list 2-5 images or situations of which the word reminds you, and provide a complete sentence that uses the word with context clues. It is recommended that you read more than just the definition of the word before you complete the form.

Having a rich vocabulary is critical for success on the AP Literature and Composition test, but since the class is only one semester, there is limited in-class time to dedicate to vocabulary. These words were taken from AP Lit multiple choice tests from 2012-2017, and so they should provide the greatest opportunity to impact your score. We will do additional activities in class with the words that are most often chosen during this assignment.

PART B is on the next page and will commence in September.

PART B

Participate weekly in the CANVAS course.

Canvas is going to be our online hub for the class, and it's going to be an incredibly useful tool this first semester. We'll only have about four months of class time to prepare for the exam, but Canvas will give us an opportunity to get ahead of the work. It will also provide an opportunity for me to help you on assignments such as your college admission essays while that feedback is still useful.

The course will not appear in your CANVAS account right away, but if it is not there by the start of September, please contact me and I will send an invitation to your school e-mail inbox. Assignments begin the week of September 9th.

At first, this work load might seem overwhelming, but if you look on the bright side, you'll have less work to do next semester in the course. Here's what we'll be doing this quarter and next:

First Quarter

- 1) Write and revise a college admission essay (also to be used for your senior exit interview)
- 2) Develop an online book club to deepen our understanding of Frankenstein OR The Picture of Dorian Gray

Second Quarter

- 1) Continue the book club discussion with EITHER Hosseini's The Kite Runner OR Alvarez' How the Garcia Girls Lost Their Accent. Complete a Major Works Data Sheet on the chosen book that is due in January.
- 2) Read and discuss some of the introductory material in the Jago text book.
- 3) Take a during school field trip to see a live performance of Shakespeare (unless we do it in the spring instead)

The Kite Runner is a book featuring a deeply human narrator who grapples with his own mistakes as the history of his family and country collide in ways that keep reshaping his life. The book is set against the backdrop of the tumultuous half century that has reshaped Afghanistan since the 1960s. How far do we have to go to escape the tragedies of our past?

How the Garcia Girls Lost Their Accent tells its story backwards, by starting with four adult sisters in 1980s New York City and following them in reverse through their childhood to their escape from the Dominican Republic during a period of political instability. How much of who we are is shaped by the environments in which we find ourselves?

If you have questions, contact Mr. Melching at lance.melching@boone.kyschools.us.

AP Lit tone words from 2012 – 2017 tests

1. alarmed
2. aloof
3. amused
4. ardor
5. audacious
6. austere
7. bemused
8. callous
9. colloquial
10. compliant
11. condescending
12. congenial
13. consecrating
14. contemptuous
15. contented
16. deferential
17. despondent
18. determined
19. didactic
20. disapproving
21. discursive
22. dispassionate
23. ecstatic
24. enigmatic
25. envious
26. ephemeral
27. equivocating
28. evocative
29. exasperating
30. expansive
31. facetious
32. fastidious
33. fatuous
34. fecund
35. fleeting
36. frivolous
37. gregarious
38. grateful
39. idyllic
40. illustrious
41. ineffectual
42. imploring
43. incensed
44. incongruous
45. incredulous
46. insidious
47. intricate
48. introspective
49. invective
50. irrepressible
51. jocular
52. laudable
53. lofty
54. lucid
55. malevolent
56. mercurial
57. morose
58. obdurate
59. oblivious
60. ominous
61. oppressive
62. paradoxical
63. pastoral
64. patronizing
65. penitent
66. pensive
67. pragmatic
68. pretentious
69. rapaciousness
70. redemptive
71. reluctant
72. repudiating
73. resignation
74. reticent
75. revulsion
76. sadistic
77. sardonic
78. scathing
79. scholarly
80. sedate
81. self-deprecating
82. self-effacing
83. sensuous
84. sentimental
85. solemn
86. spiteful
87. stoic
88. sublime
89. timidity
90. tranquil
91. tumultuous
92. unscrupulousness
93. vacillating
94. weary
95. whimsical
96. wistful
97. wry
98. zealous

Major Works Data Sheet

Responses must fit in the space provided. Font size cannot be smaller than 10 point. Use "SHIFT+ENTER" to create a new paragraph/create a line break. Use dashes (-) if you want to create a bulleted list.

Student Name: _____	Biographical information about the author relevant to the work (5 pts):
Title: _____	
Author: _____	
Publication Date: _____	
Genre: _____	
Historical information about the period of publication that is relevant to the work (5 pts):	Identify characteristics of the genre and place the work in the country and literary movements of the time. Comment on how/whether the work fits. Research may be required (5 pts):
Plot summary including only the details necessary to give a general but informed overview of the plot (10 pts):	

Describe the author's style including things such as diction, syntax, literary devices, organization, etc. (5 pts):	Quote an example from the work that demonstrates this style and explain how it does so. Include a page OR act/scene/line number (5 pts):
--	---

3-5 **memorable quotes** from across the work that capture tone, theme, character, style, or critical event (15 pts)

Quotation including page OR act/scene/line number	Explanation of how the quote is significant to the plot or the work as a whole

Detailed sketch of the **major characters** including any who cause a twist in the plot (15 pts)

Name	Role in the story	Significance to the work	Adjectives w/ quotes showing trait for main characters

<p>Describe the setting including time and place and explain its significance or lack of to the work (5 pts):</p>	<p>Briefly describe the significance of the opening scene and how it contributes to the work. You will likely need to finish the work before you can do this (5 pts):</p>
<p>List and describe any symbols and explain how they contribute to the meaning of the work (5 pts):</p>	<p>Briefly describe the significance of the closing scene and how it contributes to the work (5 pts):</p>
<p>Identify at least two possible themes stated as complete, universal statements. Support the theme with specific examples from the work. Do not use themes from research if you do not understand them. (10 pts):</p>	
<p>By printing and signing this document, you assert that this major works data sheet is your own original work as informed by reading and discussion of the text itself and research about the text. You have not copied work from another source or student.</p> <hr/> <p>Signature</p>	