

**Assignment #1 | Due: First day of class (4 moments annotated)  
2<sup>nd</sup> week of class (creative response)**

Carefully select and read one text from the list below:

*Catch-22*

*The Grapes of Wrath*

*Invisible Man*

*The Kite Runner*

*One Flew Over the Cuckoo's Nest*

*Who's Afraid of Virginia Woolf?*

*Wuthering Heights*

Be advised that these texts are varied (some more plot-driven than others), and some include mature content. Parents and students should research and discuss before text selections are finalized.

#### 4 Moments Annotated for Cruelty

- 1) Identify **four** distinct moments (spanning 1-3 pages) that develop **one** character as a **perpetrator and/or victim of cruelty**. Because you will eventually be analyzing this character's development over the course of the entire text, pull 4 moments from throughout, not just one portion. Focus on just one character, though.
- 2) Photocopy these four moments to annotate in the margins, exploring **how** and/or **why** the character is doing what he/she is doing.
- 3) Attach a cover sheet with your name, a **concept word** (beyond "cruelty") that best captures your 4 moments, and a **sentence or two of theme** building upon that concept word. (Maybe you see how the cruelty in the text stems from insecurities, so your concept word is "insecurities." Your theme expression would speak to what the author is revealing about human/societal behavior (not just the character's) through the character's relationship with insecurities.)

#### Creative Response

Be prepared to present within the first few weeks of school (not week one) **an individual** creative response to your selected text (5-10 minutes). Select 3 of the 4 moments you annotated for cruelty and now analyze for tone. Similar tones might exist between the 3 moments, but work to differentiate and become more precise. Remember that tone is not the feeling we are supposed to feel as the reader (that's mood) but an attitude that a narrator or character has toward something or someone. For each of the 3 moments,

- 1) Clearly identify the possessor and the object/target of the tone.
- 2) Use specific, precise tone words. (A tone word list is provided on Schoology. Refer to instructions below on how to access this.)
- 3) Deal with the hows and whys. Why does this person feel this way? How does the character/narrator express this emotion?
- 4) Identify at least one specific technique that helped you arrive at the tone word. Consider the general technical approaches of:
 

diction	detail	irony
syntax (sentence structure, word order, repetition, punctuation)	imagery	juxtaposition
	figurative language	

Be as specific as possible with the tech identification. What type of irony? Figurative language? Repetition?

In the past, students have shared dramatic readings, videos, visual art, poetry, music, etc. How you present is up to your personality and the meaning being shared, but I will score you on your intentionality and **depth of response**. In my book "creative" means you created something instead of just re-presenting another person's ideas and method of expression, so you don't have to be "artistic," just thoughtful and intentional.

**Assignment #2 | Due: 2nd day of class**

Read Robert Penn Warren's *All the King's Men* through Chapter 7. **Be ready for a reading accountability test on day 2!** Select **two chapters** to annotate using the chart structure provided on the back. **You will turn in both charts on day 2 before the test.** Digital copies of this sheet, the chart, and tone words lists are available under "Resources" in the Schoology group "2018 AP Lit Summer Work" (access code: F3WJ3-T32SZ).

\*\*\* Editions where Willie's last name is Stark have 10 chapters. The restored edition where his last name is Talos combines chapters 4 and 5, giving it just 9 chapters. Readers of the restored edition will just read through Chapter 6.

**All the King's Men Meaning Chart**

Which edition (circle): Stark or Talos

Chapter #: _____	Characterization (of a character, the setting, or a group of people)	Tone (ID the possessor of feeling and object of tone!)	Conceptual/ Thematic Issue	Technique (like detail, imagery, fig. lang., irony, juxtaposition)	Diction or Syntax
<p><b>Narrow Moment Quoted</b> (with page #) Select a different quotation for each column. Don't use a moment twice. Don't analyze diction/syntax in technique column or vice versa.</p>					
<p><b>Meaning Made</b> (Please bullet major points.) Within points include for characterization at least one adjective, for tone at least one tone word, for concept/theme an idea about humanity/society, for technique an ID of the <u>specific</u> technique, for diction the word quoted, and for syntax an ID of specific syntax move.</p>					