

**Assignment #1 | Due: First day of class (4 moments annotated)
2nd 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 Insecurity

- 1) Identify **4** distinct moments (spanning 1-3 pages each) that develop **1** character as **insecure**. 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 1 character, though.
- 2) Photocopy these 4 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 "insecurity") that best captures your 4 moments, and a **sentence or two of theme** building upon that concept word. [Maybe you see how the insecurity in the text stems from lack of self-control, so your concept word is "self-control." 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 self-control.]

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 insecurity 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
syntax (sentence structure, word order, repetition, punctuation)

detail
imagery
figurative language

irony
juxtaposition

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 John Steinbeck's *The Grapes of Wrath* through Chapter 24. **Be ready for a reading accountability test on day 2!** Select **3 chapters** (1 must be a philosophical/non-plot-driven chapter) to annotate using the chart structure provided on the back. **You will turn in the 3 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 "2019 AP Lit Summer Work" (access code: **VV4TN-V263Q**).

The Grapes of Wrath Meaning Chart

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>Narrow Moment Quoted (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>Meaning Made (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 specific technique, for diction the word quoted, and for syntax an ID of specific syntax move.</p>					