

Summer 2009 Assignments for AP English 12

To help you understand and appreciate the books that have been selected this year and to provide your instructor with evidence of your thinking and writing skills, please complete **2 of the 3** following activities and submit them according to directions by **August 18th**. Grades for these papers will be included when determining your first term mark. Also, expect to participate in discussions, presentations and other assessment activities on these books in the first weeks of class.

1. Select **two** of the following books – *Pride and Prejudice*, *Beloved*, *The Bean Trees* – and, in a well-written essay, discuss the role of women as seen by the authors. In doing so, compare and contrast **three** female characters. You might want to consider discussing salient personality characteristics, the authors' views on women, and/or the different cultural attitudes towards women. Begin your essay with a strong introduction and clear thesis. Be certain to provide specifics from the text but avoid plot summary. If you quote, quote sparingly. (Suggested length: 2-3 pages)

2. *Beloved*, *The Bean Trees* and *The Kite Runner* are stories of sacrifice and love. The stories are also tales of redemption. Select **two** of the three books (preferably not the same two used if answering Prompt One). In a well-written essay, discuss one of these themes – sacrifice, social mores, redemption, love – and compare and contrast each author's treatment in his or her respective book. First, determine if the authors share the same views on the topic or do not. Then, discuss the similar and/or contrasting views on the topic. How do the themes evolve in each book? You can discuss the settings; cultural, social, and economic aspects; the characters; motivating factors and implications of actions; changes in characters; etc....but do not try to discuss all of the above. Choose the theme and select those elements which most strongly support your views. Be certain to provide specifics from the text but avoid plot summary. If you quote, quote sparingly. (Suggested length: 3-4 pages)

3. Select **4 passages** from any **two** of the summer reading books. To clarify: 2 passages from one book and 2 passages from a second book. The passages that you select should be between a half-page and a page in length and should be significant to the book as a whole. You will need to make copies of the passages to submit with the writing assignment. For each passage, write a 200-300 word analysis in which you explain its significance in light of the work as a whole. You may discuss the literary elements included, how it establishes mood, reveals character, and/or supports theme. The analysis should be attached to the passage copy. However, if you wish, you may submit the analyses on-line and bring the passages to school. Clearly label the passages and analyses.

In addition, on the reverse are lists of words that we will be using in our discussion of literature. **Be prepared to demonstrate your clear understanding of these words upon returning to school in the fall.** I suggest that you define the words that are unfamiliar. Consider which words are synonyms and determine shades of meaning within groups of synonyms. And, try to apply them as you read throughout the summer.

Your two responses should be submitted by August 18, 2009. They may be submitted by e-mail to dpelczarski@shschools.com or hardcopies may be sent or brought to the high school addressed to Mr. Pelczarski, South Hadley High School, 153 Newton Street, South Hadley, MA 01075. Those papers sent by e-mail should be sent as attachments. To do so, go to FILE, SEND TO, and select MAIL RECIPIENT (AS ATTACHMENT).

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The Language of Literary Analysis

Academic language for describing an author's tone or attitude toward the work

ambivalent	exaggerating	ironic	resentful
analytical	factual	jovial	respectful
approving	fanciful	judgmental	reverent
bemused	fascinated	lyrical	sarcastic
benevolent	gloomy	matter-of-fact	scornful
candid	grudging	mocking	sentimental
cautious	harsh	nostalgic	sincere
condescending	impartial	objective	solemn
confident	indignant	optimistic	superficial
contemptuous	informal	patronizing	sympathetic
critical	informative	pessimistic	taunting
cynical	irate	pretentious	thoughtful
detached	irreverent	reflective	unsympathetic

Academic language for describing a writer's style

abstract	disjointed	metaphorical	scholarly
argumentative	figurative	moralistic	symbolic
colloquial	florid	objective	understated
complex	homespun	poetic	
concrete	informal	precise	
conversational	instructive	reasoned	
descriptive	long-winded	representational	

Academic language for describing the novel's mood (how it makes the reader feel)

anxious	dismal	ominous	soothing
bleak	eerie	peaceful	suspenseful
dark	haunting	playful	tense
delirious	lonely	serene	threatening

Academic language for describing characters

aggressive	careless	dishonest	outgoing
aloof	cautious	easygoing	patient
ambitious	compassionate	envious	self-involved
anxious	conceited	frantic	sincere
apathetic	curious	irritable	sloppy
argumentative	demure	manipulative	spontaneous
arrogant	detached	naïve	suspicious
bitter	devious	nervous	unpredictable
carefree	devoted	noble	wise