

Advanced Placement English Literature & Composition
Summer Assignment

Significance: This summer assignment has been designed with purpose by both your teacher *and the class of seniors before you* to reflect the most important, rigorous, and analytical concepts of the class. These skills are absolutely mandatory for you to master in order to be successful in this course (but you DO NOT have to master these BEFORE the class!). The entire assignment consists of three parts: **1) Literary Device review, 2) Jaws Assignment, and the 3) Writing Assignment.** You will take literary device tests in class the first week that will build in value. We will begin our analytical discussion around the text of *Jaws* as a model for written work, assuming you've already watched and analyzed it—we will move quickly! Finally, you will complete a writing activity based on your paragraphs from the writing assignment the first week of school. We will use these as a baseline for all writing during the year.

From the class before you: “Please take each element of the assignment seriously and be thorough!” “This is everything you’re ever going to do in AP English IV!” “Keep hold of your themes list! Don’t lose this!” “Help each other—do the assignments with friends so you can discuss it.” “Just do it.”

This themes list will be your “bread and butter” when analyzing any work we read this year! You will use it immediately in these activities and a number of times throughout the class. **HANG ON TO THIS PIECE OF PAPER!**

- | | | |
|--|---------------------------------|----------------------------|
| - Alienation | - Falsity/pretence | - Mysterious stranger |
| - Ambition | - Family/parenthood | - Patriotism |
| - Appearance vs. reality | - Free will/will power | - Persistence/perseverance |
| - Betrayal | - Game/contests/sports | - Poverty |
| - Bureaucracy | - Greed | - Prejudice |
| - Chance/fate/luck | - Guilt | - Prophecy |
| - Children | - Heart vs. reason | - Repentance |
| - Courage/cowardice | - Heaven/paradise/utopia | - Resistance/rebellion |
| - Cruelty/violence | - Home | - Revenge/retribution |
| - Custom/reality | - Illusion/innocence | - Ritual/ceremony |
| - Defeat/failure | - Initiation | - Scapegoat/victim |
| - Despair/discontentment/disillusionment | - Instinct | - Search for identity |
| - Domination/suppression | - Journey/psychological journey | - Social status |
| - Dreams/fantasies | - Law/justice | - Supernatural |
| - Duty | - Loneliness/aloneness | - Time/eternity |
| - Education/school | - Loyalty | - War |
| - Escape | - Materialism | - Women/feminism |
| - Exile | - Memory/the past | |
| - Faith/loss of faith | - Mob psychology | |
| | - Music, dance | |

1) Literary Device Review

Significance: Writers use these tools to make their thematic messages clearer to the reader. They're like Easter eggs that you collect through the work while you're reading to understand the writer's message. They will become the evidence that you use in your paragraphs explaining how you know what you know about a text. I will assume you already know the definitions of all literary devices when we begin class. These are IMPERATIVE to know, as you won't be able to write about literature without knowing ALL of them. Also, there are at least two multiple choice questions about literary devices per passage, and these can be easy points if you know them.

From the class before you: "These are an easy grade!" "Easy A." "Just memorize them." "This makes your essays so much easier." "They're all over the AP test." "These are the small details that will become your body paragraphs." "These are the tricky questions on the multiple choice if you DON'T know them" "These are gimmes on the AP exam if you know them." "You will have quizzes in AP style that will require you to know these"

Assignment: go to <https://quizlet.com/699965/ap-literary-terms-expanded-flash-cards/> (or Google "Quizlet AP Literary Terms" and click on the first link: "AP Literary Terms (Expanded) Flashcards") to review/study/learn/test yourself on the literary devices. This is your list! Print it if necessary. We will use this website to test the terms in class, and the tests will build in value. For example, we will go to the "Test" option and take a quiz worth 10 points first, then 20 points, 30, 40, etc. Therefore, the quizzes will quickly add up! If you don't study these, you will have an F in the class early on that you will have to work to combat. Continue to study these throughout the year because they will ALWAYS appear on AP multiple choice passages.

2) Jaws Assignment

Significance: Story-creators (writers/authors, directors, etc.) create their own worlds and their own rules. Justice and Fairness exist and are typically rewarding. Usually, the good guys win; contrastingly, "bad guys" and rule-breakers get punished (which is not always the case in reality). They try to make it clear from the very beginning of the story who the reader/audience is supposed to like and dislike, and they leave clues about the finale all the way until the end. Your job as the reader/audience is to try to uncover those clues to figure out the end *before* it happens. This is the case in all forms of media (books, plays, movies, tv shows, poems, songs, etc.). STOP AND RE-READ THIS PARAGRAPH AT LEAST ONCE BEFORE MOVING ON!

From the class before you: "No, seriously. Go back and reread that." "We weren't kidding. Do it. Reread that." "You need to understand and explain tropes/stereotypes for your body paragraphs and understanding characters in books." "This is an easy spring-board into AP books." "If you're surprised by the ending of the story, you're doing it wrong." "This helps you actively think about characters and what you're 'reading.'" "Details are important." "Waiting until the end of the story won't do you any good."

Assignment: watch *Jaws* (1975). You MUST watch the whole thing; otherwise, your analysis of how the writer foreshadowed the finale won't make sense. Fill out the chart AS you watch, not after! Complete the chart for each scene (listed at the top of the chart). *You only have to complete the chart for the scenes that are explicitly titled in the chart. You do not do a chart for every scene of the movie! Only complete the chart for the scenes that have asterisks (**)* beside them on the following page.

I'm using this chart for DVD chapter titles:

1	Main Titles	0:00:00
2	Chrissie's Last Swim	01:45.6
3**	A Feast for the Crabs	07:16.6
4	If You Yell Shark...	10:53.6
5	Blood on the Beach	13:03.2
6**	The Town Meeting	17:28.2
7	The Shark & Sunday Dinner	23:31.0
8	The Expert	26:34.4
9	The Wrong Shark	31:27.4
10	The Dead of Night	43:27.7
11	July 4th	51:20.8
12	Predator in the Pond	58:58.9
13**	The Shark Hunters	03:30.1
14**	Face-to-Face	17:45.1
15**	Scars	22:53.9
16	The Chase	32:28.8
17	Hooper Goes In	45:31.8
18**	Quint's Last Stand	52:01.2
19	Brody & the Beast	53:03.6
20	End Titles	57:35.6
21	Chapter 21	58:50.4

EXAMPLE:

Scene/Chapter:		<i>“Chrissie’s Last Swim”</i>		
Character of Focus	Adjectives to Describe Him/Her <i>*Pay attention to connotation!*</i>	Theme Associated <i>*Turn the adjectives into nouns!*</i>	How do you know? <i>What detail/action told you this?</i>	Simplified Version of Thematic Statement <i>*Make a statement about the theme that is true and applicable to both the movie AND real life*</i>
Chrissie	Reckless Irresponsible Foolish Immature Rash	Recklessness Responsibility Ignorance Maturity Rashness	She doesn’t know the guy she’s making eyes at but takes off her clothes in front of him regardless. She doesn’t seem concerned or care about the potential danger of the ocean/swimming at night, yet she dives in anyway.	When we act recklessly, we face negative consequences. Lack of responsibility feels like freedom, but it is temporary and often regrettable. Ignoring danger is the surest way to guarantee it.

Scene/Chapter:		<i>“A Feast for the Crabs”</i>		
Character of Focus	Adjectives to Describe Him/Her <i>*Pay attention to connotation!*</i>	Theme Associated <i>*Turn the adjectives into nouns!*</i>	How do you know? <i>What detail/action told you this?</i>	Simplified Version of Thematic Statement <i>*Make a statement about the theme that is true and applicable to both the movie AND real life*</i>
Brody				

Scene/Chapter:		<i>"The Town Meeting"</i>		
Character of Focus	Adjectives to Describe Him/Her <i>*Pay attention to connotation!*</i>	Theme Associated <i>*Turn the adjectives into nouns!*</i>	How do you know? <i>What detail/action told you this?</i>	Simplified Version of Thematic Statement <i>*Make a statement about the theme that is true and applicable to both the movie AND real life*</i>
Brody				
Quint				

Scene/Chapter:		<i>"The Shark Hunters"</i>		
Character of Focus	Adjectives to Describe Him/Her <i>*Pay attention to connotation!*</i>	Theme Associated <i>*Turn the adjectives into nouns!*</i>	How do you know? <i>What detail/action told you this?</i>	Simplified Version of Thematic Statement <i>*Make a statement about the theme that is true and applicable to both the movie AND real life*</i>
Brody				
Quint				
Mr. Hooper				

Scene/Chapter:		<i>"Face to Face"</i>		
Character of Focus	Adjectives to Describe Him/Her <i>*Pay attention to connotation!*</i>	Theme Associated <i>*Turn the adjectives into nouns!*</i>	How do you know? <i>What detail/action told you this?</i>	Simplified Version of Thematic Statement <i>*Make a statement about the theme that is true and applicable to both the movie AND real life*</i>
Brody				
Quint				
Mr. Hooper				

Scene/Chapter:		<i>"Scars"</i>		
Character of Focus	Adjectives to Describe Him/Her <i>*Pay attention to connotation!*</i>	Theme Associated <i>*Turn the adjectives into nouns!*</i>	How do you know? <i>What detail/action told you this?</i>	Simplified Version of Thematic Statement <i>*Make a statement about the theme that is true and applicable to both the movie AND real life*</i>
Brody				
Quint				
Mr. Hooper				

Scene/Chapter:		<i>"Quint's Last Stand"</i>		
Character of Focus	Adjectives to Describe Him/Her <i>*Pay attention to connotation!*</i>	Theme Associated <i>*Turn the adjectives into nouns!*</i>	How do you know? <i>What detail/action told you this?</i>	Simplified Version of Thematic Statement <i>*Make a statement about the theme that is true and applicable to both the movie AND real life*</i>
Brody				
Quint				
Mr. Hooper				

3) Writing Assignment

Significance: The most damaging and prevalent problem I see in my students' writing is their assumption that the reader "just gets it" and will fill in the blanks for them. Wrong. In order to write more assertively and with the amount of explanation necessary for AP, you need to assume not that the reader knows/likes/understands you but that the reader actually hates you and disagrees with everything you have to say. This will require you to write more convincingly, thoroughly explaining yourself. The writer should ALWAYS do more work explaining than the reader does figuring it out.

From the class before you: They literally made up this assignment, saying it was one of the most challenging yet helpful writing drills we did all year and really "opened their eyes" to their problems with writing explanations.

Assignment: You will choose ONE of two "prompts" below that have no explanation and write a thorough explanation that addresses every part mentioned. Act like you're explaining the concept to a five-year-old who doesn't "get it."

Example: This is a conversation that took place between me and my young son when I picked him up from the sitter's one afternoon:

Me: "Carson, how was your day?"

Carson: "I had a great day. Mrs. Bridget made biscuits."

This technically lacks any explanation whatsoever. Really, it's just two simultaneous facts placed next to each other with no indication that one has to do with the other. Of course, I knew what he meant, but we often make this assumption about our reader when, in fact, the reader does not always know what we mean. Here, Carson is assuming that I "get" what he means, but I (the "reader") did more work to figure out his idea than he (the "writer") did, which is common and always problematic. The reader may hate biscuits. What if they're dry? What if they're gross? The implication is that they aren't, but the writer never came out and said so. We should never imply. We should always outright state what we mean.

Corrected Version: Today was a great day because Mrs. Bridget made biscuits for us to eat, **and biscuits are one of my favorite foods**; therefore, because I got to eat one of my favorite foods today, this event made today great.

Now, pick ONE of the following "prompts" and write a full paragraph (it will be a long paragraph!), filling in the very absent explanations. Be extremely thorough. Assume your reader has absolutely no context for either of these situations! For every claim you make, pretend your reader is going to say "not necessarily...!" and then explain it.

Situation One:	Situation Two:
Kid: "Why are the football players wearing pink socks?" Adult: "Because October is Breast Cancer Awareness month."	"I ate Lucky Charms today because it's St. Patrick's Day."