

Summer Assignment



#APLit

Summer Assignment Checklist
Summer 2021

- Compose full draft of college admissions essay.
- Read one short story.
- Annotate short story for character in color #1.
- Annotate short story for setting in color #2.
- Compose three character analysis paragraphs.
- Compose setting analysis paragraph.
- Submit assignments on Canvas by Friday, August 27.

Dear AP Scholars,

Welcome to AP Literature & Composition. We cannot wait to explore the vast world of literature with you in the coming school year and expand our literary understandings and skills.

To prepare for our journey, you have two assignments to complete this summer:

- 1) Draft a college admissions essay.
- 2) Read, annotate, and analyze one short story.

Instructions for each assignment are on the following pages. Students should complete these same tasks regardless of whether they are taking the course as a yearlong A/B-day course or a semester course. Students taking AP Lit second semester are expected to complete and submit their summer assignment the first week of school.

Barring any major schedule changes this summer, students enrolled in the yearlong course will have Mrs. Eaves (formerly Ms. Couch), and students enrolled in either of the semester courses will have Ms. Odom. Our contact information is below. Reach out if you have questions or concerns. We look forward to meeting you in August!

Sincerely,
Emmalea Eaves & Jessica Odom

Mrs. Emmalea Eaves		Ms. Jessica Odom	
 emmalea_couch@dpsnc.net  @MsCouchJHS Mrs. Eaves (formerly Ms. Couch) just got married, so her contact information may change this summer. Reach out to one of the other teachers or VIPs if you don't hear back from her.		 jessica_odom@dpsnc.net	
V.I.P.s			
If you have an emergency question and cannot reach us, please reach out to one of the administrators below.			
Mr. Brian McDonald Advanced Placement Program Chair brian_mcdonald@dpsnc.net (919)560-3912 ext. 12721	Mrs. Jamel Anderson-Ruff Assistant Principal of Advanced Placement jamel_anderson-ruff@dpsnc.net (919)560-3912 ext. 12280	Dr. Jose Cardoza Assistant Principal of English jose_cardoza@dpsnc.net (919)560-3912 ext. 12285	
Websites			
JHS Advanced Placement Program: https://jhsaprogram.weebly.com/ AP Classroom: https://myap.collegeboard.org Jordan Homepage: https://jordan.dpsnc.net			

Summer Assignment

The College Admissions Essay

Many colleges across the United States use Common App for their admissions process. Even schools that do not use Common App tend to use similar admissions essays prompts. Thus, to prepare for the coming college admissions season, students will select one of this year's Common App essay prompts and compose a full draft. Common App's essay word limit is 250-650 words. *Most* student writing starts off verbose and needs refining, so the [word count](#) for this assignment is **500-650 words**. If you are in the process of applying for a school that uses a prompt other than those given by Common App, you may submit it through Prompt 7, which is an essay of your choice.

Prompts (Choose one):

1. Some students have a background, identity, interest, or talent that is so meaningful they believe their application would be incomplete without it. If this sounds like you, then please share your story.
2. The lessons we take from obstacles we encounter can be fundamental to later success. Recount a time when you faced a challenge, setback, or failure. How did it affect you, and what did you learn from the experience?
3. Reflect on a time when you questioned or challenged a belief or idea. What prompted your thinking? What was the outcome?
4. Reflect on something that someone has done for you that has made you happy or thankful in a surprising way. How has this gratitude affected or motivated you?
5. Discuss an accomplishment, event, or realization that sparked a period of personal growth and a new understanding of yourself or others.
6. Describe a topic, idea, or concept you find so engaging that it makes you lose all track of time. Why does it captivate you? What or who do you turn to when you want to learn more?
7. Share an essay on any topic of your choice. It can be one you've already written, one that responds to a different prompt, or one of your own design.

Writing Checklist:

- **Hook** – a specific incident (including narrative details like description, dialogue, setting, etc.) begins the essay and conveys the writer's personality and/or point
- **Focus** – the essay addresses the prompt without meandering off topic
- **Voice** – the writer's voice is personal and appropriate for the audience and purpose; diction, syntax, and choice of detail reflect purposeful attention
- **Organization** – the essay follows a logical progression of ideas, free of extraneous information; the paragraph breaks make sense in the organizational structure, and sensible transitions move the essay along without being formulaic
- **Sentence Structure** – the essay features varied sentence structures including some complex sentences with phrases and clauses; it is free of fragments and run-ons
- **Conventions** – the essay is mostly free of errors in spelling, capitalization, pronoun usage, verb tense, and punctuation
- **Procedural Items** – the draft is typed in the correct font (Times New Roman, 12 point, double-spaced); it includes a header and word count; it was submitted on time; and it is between 500 and 650 words

Summer Assignment

The Short Story

The first unit of the AP Literature and Composition course explores short fiction. To gauge where students' skills are before we start the unit, students will select [one short story](#) to **read, annotate, and analyze**. Following the short story options, you will find a chart using the verbiage of the AP Lit & Comp course framework. Our course focuses on 6 major categories: **character**, **setting**, **structure**, **narration**, **figurative language**, and **literary argumentation** and leads us through enduring understandings, skills, and essential knowledge related to each. For the summer assignment, students are asked to analyze our text considering the first two categories: **character** and **setting**. Complete the "Performance Tasks" section of the chart for this assignment. For annotations, students may open the PDF in Kami or students may make a Google Doc copy and add comments and use the highlighter tool. Students are also welcome to print a copy and make annotations by hand. If you do so, submit large, clear, well lit images of the annotations.

Story Choices:

- ["Everyday Use," By Alice Walker](#) [doc](#) [pdf](#)
 - **genre:** realistic fiction
 - **thematic topics:** family, heritage, education
 - **author:** African American female writer, poet, and social activist for women's and African American rights; b. 1944, still living

- ["Harrison Bergeron," by Kurt Vonnegut](#) [doc](#) [pdf](#)
 - **genre:** dystopian
 - **thematic topics:** perfection; individualism; intelligence; strength; equality
 - **author:** white American male writer, lecturer, painter, and activist for constitutional liberties; b. 1922 - d. 2007

- ["The Handsomest Drowned Man in the World," by Gabriel García Márquez](#) [doc](#) [pdf](#)
 - **genre:** magical realism
 - **thematic topics:** transformation, death, power, isolation, culture
 - **author:** Columbian male novelist, screenwriter, and journalist; labeled subversive for his socialist views and criticism of American imperialism; b. 1927 - d. 2014

Overview of Tasks:

- 1) Read the story.
- 2) [Annotate](#) for **character** using one color.
- 3) Compose a three-paragraph [character analysis](#) for **one** character of your choice. (See chart for more explicit directions.)
- 4) Read the story again.
- 5) [Annotate](#) for **setting** using a different color.
- 6) Compose a one-paragraph [setting analysis](#) by exploring how changing one significant setting detail would affect the whole story.

Summer Assignment

Enduring Understanding – Character: Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.

Skill: 1.A Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.

Essential Knowledge:

- CHR-1.A Description, dialogue, and behavior reveal characters to readers.
- CHR-1.B Descriptions of characters may come from a speaker, narrator, other characters, or the characters themselves.
- CHR-1.C Perspective is how narrators, characters, or speakers understand their circumstances, and is informed by background, personality traits, biases, and relationships.
- CHR-1.D A character's perspective is both shaped and revealed by relationships with other characters, the environment, the events of the plot, and the ideas expressed in the text.

Performance Tasks

1. **Annotation:**

Annotate the story by highlighting portions of the text that exemplify the essential knowledge above and providing marginal commentary. Note significant instances of:

- character description
- dialogue
- character action or inaction
- relations among characters
- characterization that reveals background, personality traits, and/or biases

2. **Character Analysis:**

Write an analysis of one character from the short story based on the essential knowledge above. Write three paragraphs and include textual evidence. Have a paragraph for each:

- Who is the character? What is revealed about the character's identity (background, beliefs, biases, personality, values, etc.)? What is not revealed? What questions is the audience left with?
- What perspective does the character have on the main events of the short story? What is this character's opinion about what occurs?
- What impact does this character have on the story? How does the character affect others (characters and audience)? What effects does this character have on significant events? And finally, how does the inclusion of this character affect the overall meaning of the short story. (To answer this last one, you must present an interpretation of the story. Make a claim about its theme.)

Enduring Understanding – Setting: Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.

Skill: 2.A Identify and describe specific textual details that convey or reveal a setting.

Essential Knowledge:

SET-1.A Setting includes the time and place during which the events of the text occur.

Performance Tasks

3. **Annotation:**

Annotate (in a new color) the story by highlighting portions of the text that exemplify the essential knowledge above and providing marginal commentary. Note details about the story's:

- Time (When and how long and at what pace does the story take place?)
- Place (Where does the story take place? Are there setting changes? Mark those shifts.)
- Situational Context (What is occurring in the background of the story? Think historical movements, wars, social movements, elections, famines, etc. BIG details.)

4. **Setting Analysis:**

Choose **one** of the bullet points you annotated about for setting (time, place, or situational context). Write one paragraph in which you explore how the story would be different if those details changed.