



Dr. David Marmor, Principal

Ms. Carrie Huggins, Assistant Principal of English

**FLHS English Language Arts Summer Assignment
For students taking AP Literature (in Fall 2020)**

<http://www.francislewishs.org> and <http://www.francislewisenglish.com/summer.html>

Directions for Incoming AP Literature Students (Seniors):

In an effort to help you succeed in AP Literature and to achieve your postsecondary goals, please complete the following Summer Assignment to help you prepare for a successful and productive Fall semester. This assignment was developed with the AP Literature teachers and the FLHS College and Career Office in order to ensure that you start the Fall semester off strong with the information you need to prepare for the your AP Literature coursework, to begin the college application process, and to explore your future career or other postsecondary plans.

Part 1: Complete the AP Literature assignment (pages 2-4 of this document)

Part 2: Complete the College and Career Assignment (pages 5-10)

Part 3: Finalize your personal statement that you have worked on in your junior ELA class

***The Summer assignment is due by September 14th, 2020**

Summer Assignment Part I:

- Read *Their Eyes Were Watching God* by Zora Neale Hurston
 - Complete Annotations & Dialectic Journal
 - Study and Practice AP Lit Terms on page 4

Directions for Annotations & Dialectic Journal: You will identify at least 38 KEY QUOTATIONS/PASSAGES that you think are especially significant. You will then write a detailed analysis of that quotation or passage. In order to spread them equally throughout the book, plan on analyzing at least one quotation per chapter. Entries must be typed in 12 point Times New Roman font. Be sure to number your entries and create a title page. In your journal, you will re-write the passage/quotation and page number and your analysis of the passage (see sample below). Your analysis should be at least ONE long paragraph. Occasionally you may reference an event or moment from the text that is larger than a single quote. First you should write the textual evidence: the quotation (exactly, in quotation marks) or the specific event summary, followed in either case by the page number in parentheses. On the next line, write your response to this textual evidence. If you wish, you may do this in a double-column format (see example below). Your journal will count for a significant portion of your first marking period grade. Therefore, failure to do the assignment could result in a failing grade.

On Plagiarism: Assignments must be completed individually, without collaboration with other people or outside reading resources (including the internet). Your journal must represent your own thoughts and ideas. **Plagiarized work will receive a zero and disciplinary consequences will ensue.**

Why do I choose a quotation and how do I respond?

We are particularly interested in responses that are connections (especially text-to-text and text-to-world), questions (as long as you hypothesize about the answers), and especially inferences. Remember that these responses may need to be longer than you are accustomed to writing. In addition, there are other reasons to select quotations including:

- epiphany** – seeing something you didn't see before; a “light bulb” moment
- character insights** – motives, symbolic representation, reasons for conflicts/relationships
- recognition of patterns** – overlapping images, repetitions of idea or details, structural or content shifts
- author's style** – use of certain words, phrases, sentence structures, tone, etc.
- effective use of stylistic/literary devices** – interpret imagery, figures of speech, symbols, allusions, etc. and give possible explanations
- realization of a deeper meaning or theme that is running throughout the novel.** Try to avoid obvious or shallow

observations (Scout had a brother who teased her; my brother teases me). Remember that we are looking for the depth of your thought – your ability to go beyond the text and think about the literary artistry and “big picture” meanings. **Connect to other texts, historical context, the “how” in addition to the “what,” and the rhetorical devices the text presents**

Also of Note:

- Please record your quotations/responses in the order they appear in the novel.
- If you wish to avoid the “start and stop” method of note-taking while you read, place small post-it notes in your book and come back to write and respond later. This is good practice for the school year!
- A strong journal will have 38+ quotations and responses that cover the entire length of the novel.

The responses should be yours and not copied from any source. Plagiarism—using ideas or information from the internet (such as *Sparknotes*)—is unacceptable and will be taken seriously.

You may put more than one quote/passage per page. **Be sure to number each quote entry!**

Quote from novel (this sample is from <i>To Kill a Mockingbird</i>) Page #	Response
<p>1. “...as I read the alphabet a faint line appeared between her eyebrows, and after making me read most of My First Reader and the stock market quotations from the Mobile Register, she discovered that I was literate and looked at me with more than faint distaste. Miss Caroline told me to tell my father not to teach me any more, it would interfere with my reading” (21).</p>	<p>The novel takes place during the Depression, a time when kids like Scout had almost nothing to look forward to and no prospects for a better future. Scout speaks often of how dirty the kids are, how poor everyone is (so poor that no one notices that anyone else is in any better or worse shape than they are). Miss Caroline does not seem to understand that she is probably one of the few things standing between the kids of that era and total disaster. Her job is so important because she can give them the entire key to a better life. Instead, she singles kids out for mistreatment, demeans the children in front of each other, and does not try to inspire the kids in her class. Adults during the Depression had to have been afraid, afraid of starvation, afraid of losing their jobs. Perhaps Miss Caroline is so harsh partly because she is inexperienced, but maybe she is afraid that if she does not run her classroom like a factory (everyone doing the same thing at the same time) that she will lose her job. Maybe she thinks the kids genuinely need her to be so critical and rigid. Fear makes people react to their surroundings instead of acting rationally. Perhaps fear is a theme in this book, fear of poverty, fear of failure, fear of other races. I will use fear as a purpose for reading as I continue through the chapters, noting who is acting out of fear and who is acting rationally. Perhaps those conclusions will lead me to the theme of the novel.</p>

Checklist for *Their Eyes Were Watching God* by Zora Neale Hurston

- _____ 1. Thoroughly read *Their Eyes Were Watching God* by Zora Neale Hurston
- _____ 2. Annotate the text as you read, with sticky notes if the book does not belong to you.
- _____ 3. Create a title page with your name and the title and the author of the novel.
- _____ 4. Complete your dialectical journal.
- _____ 5. Be prepared to discuss the novel and write an in-class essay. (You will be allowed to use your journal on the essay.)

Literary Terms Directions: For each one, make a flash card (3x5 index cards work well). On one side, write the term, and on the other, write the definition and a good example. You are responsible for learning (not just memorizing) the following terms by September 2020.

AP LITERARY TERMS

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|--|--------------------------------------|----------------|
| 1. ALLEGORY | 21. SITUATIONAL IRONY | 42. SYNECDOCHE |
| 2. ALLITERATION | 22. DRAMATIC IRONY | 43. THEME |
| 3. ALLUSION | 23. JUXTAPOSITION | 44. TONE |
| 4. ANALOGY | 24. LITOTES | 45. VERNACULAR |
| 5. ANAPHORA | 25. LOCAL COLOR | |
| 6. ANTITHESIS | 26. LOOSE SENTENCE | |
| 7. ANTIHERO | 27. METAPHOR | |
| 8. ANTHROPOMORPHISM
(Personification) | 28. IMPLIED METAPHOR | |
| 9. APHORISM | 29. DEAD METAPHOR | |
| 10. APOSTROPHE | 30. MIXED METAPHOR | |
| 11. ASSONANCE | 31. METONYMY | |
| 12. CONCEIT | 32. MOOD | |
| 13. COUPLET | 33. MOTIF | |
| 14. DICTION | 34. OXYMORON | |
| 15. DIDACTIC | 35. PARABLE | |
| 16. EPIGRAPH | 36. PARADOX | |
| 17. EPISTROPHE | 37. PARALLEL STRUCTURE (parallelism) | |
| 18. EPITHET | 38. PARODY | |
| 19. INVERSION | 39. STREAM OF CONSCIOUSNESS | |
| 20. VERBAL IRONY | 40. STYLE | |
| | 41. SYMBOL | |

Part II: College and Careers (created by FLHS College Counselors)

1. Log into your [Naviance Student Account](#) - **username** is your 9-digit student ID number; your password is the 10 character password that you've created.
 - a. If you forgot your password, use the "Forgot your password?" link to reset your password.
Naviance will send you a temporary password to the email that is linked with your Naviance account. If you get locked out of your account, please email collegeandcareer@flhs.us - be sure to include your full legal name and 9-digit student ID number

2. As a follow up to your Spring class visit in the College & Career Center, using the research and information you've gathered on the *College List Organizer*, decide which colleges you will apply to and add them on Naviance. This [video](#) will provide you with instructions on how to add the colleges to your "Colleges I'm applying to" list on Naviance.

https://www.screencast.com/users/Hobsons_Naviance/folders/Naviance%20Student/media/47948666-61b4-4f94-8026-c3b5bae54891

3. Using the sample academic profile as a guide, create a list of 8-12 colleges that you will apply to. Your list should include a variety of “Reach, Target and Safety” schools. Admissions profile for CUNY, SUNY and NYS private schools can be found in your College List Organizer assignment.

Example Student: High School GPA: 92 SAT Combined Score: 1280	College	High School GPA	SAT Combined Scores (middle 50%)
Reach: My GPA and SAT scores are <i>LOWER</i> than the average of what the college usually accepts	Cornell University	93 - 98	1390 - 1540
Target: My GPA and SAT scores are <i>IN THE RANGE</i> of the average of what the college usually accepts	Stony Brook University	90 - 96	1230 - 1420
Safety: My GPA and SAT Scores are <i>HIGHER</i> than the average of what the college usually accepts	City College	86 - 92	1035 - 1220

Find your most recent **Weighted GPA** on **Naviance**: About Me > My Account and enter it here:

- A. Your SAT/ACT scores are pre-populated - if they're not, check your **College Board** account for your latest scores. Enter your combined **SAT/ACT** here:

- Are you planning to retake the SAT/ACT? (fee waivers for standardized testing can be requested through the College and Career Center [Google site](#). Income eligibility is based on guidelines set by USDA Food and Nutrition Service)

Yes

No

Next Exam Scheduled: _____

¹Only the following SUNY schools offer **Early Decision**: NYS College of Ceramics at Alfred University, Environmental Science & Forestry (ESF), Geneseo, and Maritime

² Only the following SUNY schools offer **Early Action**: Albany, Binghamton, University at Buffalo, Cortland, New Paltz, Old Westbury, Oneonta, Oswego, Purchase (College of Liberal Arts & Sciences only), and SUNY Polytechnic Institute

³ Please check with the individual colleges to find out if you can apply to Early Action/Early Decision and EOP. Here's some statistics of [admissions rates for EA/ED/RD](#).

<p>College</p>	<p>Intended Major</p>	<p>College Match <i>Reach, Target, or Safety?</i> Choose one</p>	<p>Type of Application used? <i>CUNY, Common Application, SUNY, School Specific</i> Choose one</p>	<p>Letter(s) of Recommendation?</p> <ul style="list-style-type: none"> ● Not Required ● 1 Teacher ● 2 Teachers ● Counselor & 1 Teacher ● Counselor & 2 Teachers <p>Choose one, include any specifics</p>	<p>Type of Admission and Deadline?</p> <ul style="list-style-type: none"> ● Early Decision ● Early Action ● Regular Decision ● Rolling Admission <p><i>(ex: Regular admission-Jan. 1st)</i></p>	<p>Indicate the Writing Requirement(s) for your college?</p> <ul style="list-style-type: none"> ● Personal Statement ● Supplemental Essay(s)

College Net Price Calculator Worksheet

A Net Price Calculator can be an important tool to help families figure out an estimate of how much it will cost to attend a particular school. Every College/University is required to provide a Net Price Calculator on their website. (use the search bar to locate the calculator on the school's website).

Select 3 colleges you listed on the table above and use the "Net Price Calculator" to complete the table below.

Estimated Net Price	College Choice # 1	College Choice # 2	College Choice # 3
Cost of Attendance			
Estimate of Total Grant/Scholarship Aid (gift aid that you do not need to pay back)			
Estimated Net Price (after Grants and Scholarships)			

Other Post-secondary Options

Not thinking about going to college? If you are thinking about alternatives to college, please review the “[Alternatives to College: What are my options?](#)” Google Slides document and answer the following questions regarding your career plans:

Answer these questions regarding your Post-secondary plan:

1. What are your long term career goals?
2. How will your post-secondary plan help you reach your career goals?
3. Describe the resources (link to an article, a mentor, internships, volunteers, meetings, or personal experience, etc.) that led to your post-secondary decision.
4. List two advantages of pursuing your post-secondary plan after High School.
5. List two disadvantages of pursuing your post-secondary plan after High School.

Summer Assignment Part 3: Finalize your personal statement that you have worked on in your junior ELA class.