

## English 12AP Summer Assignments

Please complete the assignments in this order to aid your comprehension. All assignments are due the first day of school: **August 14, 2019**

**Join the Remind App:** Text @k448gc (yes, you need the “@” symbol) to **81010**

**Visit my website:** <http://reedsphs.weebly.com/>

### Assignment One: Tone Words on Flashcards

Define each tone word below (see my website for a list of definitions). This list **MUST** be neatly written by your own hand and kept in your school binder for reference throughout the year. It is highly recommended that you begin studying these flashcards early. To be unfamiliar with these terms is to be behind from day one. Expect to be tested on their definitions at the beginning of the semester.

- **TERMS (30):** ambivalent, caustic, colloquial, contentious, didactic, disdainful, earnest, effusive, emphatic, exhilarated, exuberant, fervent, flippant, indignant, indifferent, jovial, lugubrious, nonchalant, nostalgic, objective, pedantic, pompous, prudent, sanguine, sardonic, scholarly, vehement, wary, whimsical, wistful

### Assignment Two: Read *Oedipus the King*, *Oedipus at Colonus*, and *Antigone* by Sophocles\* and journal

While reading each play, you will record your thoughts in a dialectical journal. A dialectical journal is like having a conversation about a text with yourself. The idea is to have you think critically as you read. Each play must have a separate journal clearly labeled with the title of the work at the top of the page (you may type or handwrite this assignment). Divide the paper into two columns. In the left column, record passages that stand out to you in some significant way. Remember to cite each entry properly. In the right column, respond to the quoted passage by posing a question/answer, making a connection, prediction, clarification of understanding, reflection, or evaluation of the text. At no point are you simply to summarize! *Oedipus the King* and *Antigone* should have a minimum of 10 entries each, while *Oedipus at Colonus* needs a minimum of 5. For more information on how to complete a dialectical journal and for examples, please see my website.

**Assignment Three:** After reading the dramas, answer each of the following questions in a well-developed paragraph (number your responses). This assignment should be **typed**. Use your own brain, not the internet! Plagiarism will result in a zero.

- 1.) Discuss the use of dramatic irony in *Oedipus Rex*. At no point should you define the literary term in your response; instead, consider how the technique develops Oedipus’s characterization, creates conflict, builds tone, and/or adds to the meaning of the work as a whole (theme).
- 2.) In *Oedipus Rex*, the chorus advises Oedipus to seek out the blind prophet Tiresias, who is “our source of light” (16). Analyze Sophocles’ use of symbolism here.
- 3.) Compare Oedipus and Creon, taking into account their actions in both *Oedipus* and *Antigone*. What types of kings are they? When and why do we sympathize more with one over the other?
- 4.) In *Oedipus at Colonus*, how might Theseus be characterized, especially when compared to other males in the play? Provide evidence for your characterization.

### Assignment Four: Essay on *Antigone* (adapted from 2014 AP Exam FRQ 3)

It has often been said that what we value can be determined only by what we sacrifice. Consider how this statement applies to the character Antigone. Then, write a well-organized essay in which you analyze how her particular sacrifice illuminates her values and how it provides a deeper understanding of the meaning of the work as a whole (theme). Do NOT write a plot summary! This essay should be analytical in nature, typed in MLA format using 12-point Times New Roman font, and be two to three pages in length (printing double sided is allowed and encouraged). Again, use your own brain; plagiarism will result in a zero.

\*You may check out a copy of *The Oedipus Plays of Sophocles* from the school library, purchase your own copy, obtain a copy at any local bookstore or library, or you may read it online at Project Gutenberg (<http://www.gutenberg.org/>). Our version is the Paul Roche translation. The book consists of three separate plays called *Oedipus the King* (also referred to as *Oedipus Rex*), *Oedipus at Colonus*, and *Antigone*. You are expected to read all three works.

### Assignment Five: UC Insight Prompts

Review the eight UC Insight Prompts for incoming freshmen and select the four you would like to answer. You can find the information here <http://admission.universityofcalifornia.edu/how-to-apply/personal-questions/freshman/index.html> (the link is on my website). You are expected to have brainstormed your responses to the four you select, but I will not collect a final copy until a couple of weeks after the semester starts.

Left-Hand Side	Right-Hand Side
Page Number and Quote	Your Analysis
Choose a passage from the text. <b>Copy this down carefully.</b> If it is more than a few sentences in length, then use an ellipsis (...) between the first and last sentences. <b><u>Use this format for each quote.</u></b>	<p><b>Options for Annotations:</b></p> <p><b><u>Make connections with the text</u></b> - Look for ways to relate the text (such as the characters, the action, or theme, etc.) in the world itself, to your own life, etc. Analyze and discuss.</p> <p><b><u>What is the author saying about life?</u></b> - What might their purpose be in writing this passage? how does this particular passage contribute to the work as a whole? Analyze and discuss.</p> <p><b><u>Identify examples of figurative language</u></b> - Similes, metaphors, personifications, symbols, imagery etc. Try to define what "effect" they create for the reader: Mood? Feeling? Setting? Characterization?</p> <p><b><u>How does this passage relate</u></b> to society's treatment of race, class, gender, religion, other social issues, etc.? Can you identify conflict: man v. self, man v. man, man v. society, man v. nature? Analyze and discuss.</p> <p><b><u>Word Choice</u></b> - How does the tone of one or more particular words in a passage (their connotation) create meaning? Analyze and discuss.</p>
<b><u>EXAMPLE:</u></b>	<b><u>EXAMPLE:</u></b>
"It was a pleasure to burn ... his hands were like the hands of some amazing conductor playing all of the symphonies of blazing and burning to bring down the tatters and charcoal ruins of history" (3).	This is our first introduction to the text. Bradbury loaded this passage with figurative language. We meet Guy Montag for the first time participating in what he seems to find a joyous act of destruction. The fire imagery is rampant: "blackened and changed", "blazing and burning", "tatters and charcoal." I wonder if fire will be a motif in the novel. The metaphor of a fire hose as a "great python spitting its venomous kerosene upon the world" presents the idea that the act of burning is deadly, perhaps even evil as snakes are often associated with Satan and the Garden of Eden. Additionally, the connotation of the word venomous instead of poisonous seems to imply the intention to do ill, as venomous animals use their venom to kill and poisonous plants do not seek out death. The next metaphor of Montag's hands as those of a conductor "playing all of the symphonies" conveys the odd idea that there is some kind of harmony in this act of destruction. It seems that Montag loved this destructive action, but the author's use of figurative language provides the reader with the idea that this is harmful.