English IV Advanced Placement (AP)

Semester Reading Assignment

A. Edwards 2018

edwardsa@unicoischools.com

Advanced Placement Literature and Composition is a senior English course using content, writing, and discussion approaches with similar expectations as classes taught at a college level. These studies will incorporate writings, discussions, and a large amount of readings in preparation for the May 2018 AP Exam.  As we do this we will read novels, short stories, drama, and poetry. We will do weekly poetry responses, literary terms, and vocabulary. We will critique the author’s style as well as the content and the message for the reader.

Read the following books:

* *Beowulf-* Burton Raffel translation (read this one before reading *Grendel* trust me… it will make more sense that way)—
* *Grendel*- John Gardner
* *The Tragedy of Macbeth*- William Shakespeare (there is a no-fear Shakespeare version—modern translation that might help)
* *Fahrenheit 451*-Ray Bradbury
* **Please choose one book from the attached list and be prepared to complete an assignment once class begins in January. It is to your best interest to read something you haven’t read before to increase your knowledge base for the class**. **Grades taken on your writing assignments and projects will be the first entered in January**

Watch one or more of these films many of the themes and ideas in the films below will tie to your readings or will be part of something that we will read and or discuss in class (Not necessarily a requirement but it will help.)

* *13th Warrior*
* *Lord of the Rings and The Hobbit*
* *King Arthur* or *Merlin*
* *Lion King- You will see*
* *Star Wars original trilogy and if you are feeling spunky episodes 1-3*
* *The Fountain—A standing extra credit assignment- watch and please explain what it means.. I still need spark notes for it!*

Annotate as you read. If you buy copies of the books, highlight and write marginal notes. This will help you review quickly and efficiently when you need to. Make note of significant quotes that express character development or theme**.** Check out the essay on “How to Mark a Book” at <http://radicalacademy.com/adlermarkabook.htm> to get pointers on what to be looking for and how to mark a book, not to mention the WHY?!

 **As you finish each of the prerequisite readings for English IV AP please complete the following assignments. These assignments will need to be typed and double-spaced, using Times New Roman and 12 font. The essays will also be written in third person. All of these assignments have due dates marked with the assignment.**

***Beowulf* a**nd ***Grendel* Combo Essay *-***essay assignment English IV AP

Please write one essay addressing the following two prompts about *Beowulf* and *Grendel.* Be sure to write in third person. It is up to you to dissect each of the following prompts to form one cohesive essay. The paper should be typed in Times New Roman 12 font. Be sure to underline or italicize book titles and cite evidence from both texts.

For example: (Gardner 65) or *(Beowulf* 13).

Compare B*eowulf* and *Grendel*. Use point by point or subject by subject. Discuss what each piece does for the reader. Does one do more for the reader than the other? Consider what characteristics make Beowulf an **epic** hero? How does he compare to modern heroes? Has the idea of what is heroic changed since Beowulf’s time? *Beowulf* contains characteristics associated with folklore or fairy tales -- lurid and sensational events, man-eating monsters. Why, with these elements, has the poem appealed to sophisticated audiences for more than twelve hundred years?

Should Gardner not have bothered to write *Grendel*? Consider what exactly makes Grendel a monster? Consider not only his physical appearance but also his moral and spiritual understandings. Although Grendel in *Beowulf* represents all that is evil, Gardner seems to take a different, more complex approach. Identify some signs of potential goodness in Grendel. What prevents these "seeds" of goodness from developing? Where does Grendel find Evil in the world?According to Grendel, who or what are "the bad guys"? Who or what is “Good” in Grendel's eyes? Why does Grendel do all he can to mock and deny the idea of The Heroic? Again, use examples from the both texts, numerous examples.

**Make Your Own Soundtrack for Macbeth!-**

**What you will do:**

* Create a soundtrack for Macbeth with at least 10 songs.

You should have 2 songs per act (5 acts x 2 songs = 10).

* Note one song that will emphasize the climax of the story
* On a piece of paper, write down all titles and performers for each song, in the order they appear.
* Include a brief reason why each song fits into the play; this should be two

 or three sentences.

* Include where the song fits into the play; give the act and scene number, and

 explain the action occurring when the song would be playing.

* Create a CD cover jacket that illustrates the play (in your eyes). This

 should be in color! Place this in your CD cover.

**YOU DO NOT HAVE TO BURN AN ACTUAL CD! THIS IS THE CASE/COVER DESIGN AND A LIST OF SONGS WITH AN EXPLANATION AS TO WHY IT FITS WHERE YOU ARE PUTTING IT.**

**Things to consider:**

Do the witches have a theme song? What would it be?

What type of music might be fit for each character?

Specific scenes have more importance than others how would music emphasize this?

**What I will look for while grading**:

 **Total points**

 **100**

1. 10 songs (5 acts x 2 songs = 10). **40**

2. Titles/performers with GOOD reasons (two to three sentences) for song

 inclusion!  **20**

3. WHERE does the song fit in? (Ex. Act I, scene ii)  **20**

4. Cover art fits into play and you put effort into it!  **20**

**Extra Credit?**

* I will give you 2 extra points for each song you include beyond the minimum

 ten!

* These songs must be included on your title/reason sheet!
* Five extra songs is the limit! (For a maximum of 10 extra points.)

**Good Luck!**

Developed by Christy Horn of R. L. Turner High School in Carrollton, Texas.

***Fahrenheit 451*** By Bradbury, Ray. **Choose one of the following and write at least a page and a half to two pages explaining your thoughts.**

* Please write in 3rd person avoiding pronouns like I, me, my, mine, you, your, yours, us, we etc.
* If typing double-spaced, 12 point, Times New Roman font
* Write in paragraph form
* Begin your paper with a clear thesis
* End your paper with a definite conclusion that relates to your thesis
* Apply appropriate transitions between paragraphs
* Provide quotes from the play that justify your points/argument (very important!)
1. Beatty’s dying words are quoted from Shakespeare’s Julius Caesar: “There is no terror, Cassius, in your threats, for I am arm’d so strong in honesty that they pass me in an idle wind, which I respect not!” Beatty mocks Montag as a “second-hand litterateur.” Explain why Bradbury would portray the fire Captain as a literary expert. Why has Bradbury chosen these final words for Beatty?
2. Consider the symbolism of fire in the novel. Explore passages where fire significantly factors into the story. How does Montag’s understanding of fire (and/or burning) change throughout the novel? At the end of the novel Granger looks at the fire and says, “phoenix.” How does fire capture both destruction and renewal?
3. Does Montag kill Beatty out of self-defense or to preserve something lost? Has Montag avenged the deaths of Mrs. Hudson and Clarisse? Can Montag justify murder in defense of books? Finally, do the extreme circumstances of Montag’s world justify lawless behavior to preserve the freedom to read?
4. Bradbury has suggested the story turns on the input from a teenager, Clarisse. Explore Clarisse’s character in detail, explaining her motivations and the values she represents. Why must Clarisse be killed or silenced?
5. Near the novel’s end, Granger tells Montag “the most important single thing we had to pound into ourselves is that we were not important.” What does he mean? How does Granger’s statement reflect a major theme of the novel?

[Show More](http://www.amazon.com/Fahrenheit-451-Ray-Bradbury/dp/0345342968) [Show Less](http://www.amazon.com/Fahrenheit-451-Ray-Bradbury/dp/0345342968)

**Supplementary book list— Please choose one book from this list and be prepared to complete an assignment once class begins in January. It is to your best interest to read something you haven’t read before to increase your knowledge base for the class**.

***1984* By Orwell, George,** 1903-1950. Depicts life in a totalitarian regime of the future.

***Absalom, Absalom!* By Faulkner, William**, A Harvard freshman pieces together the strange story of a southern tragedy involving an ambitious planter who settled in Mississippi in 1833.

***Bless me, Ultima* By Anaya, Rudolfo A**. Six-year-old Antonio embarks upon a spiritual journey under the watchful guidance of Ultima, a healing woman that leads him to question his faith and beliefs in family, religion, and other aspects of his Chicano culture.

***Catch-22* By Heller, Joseph**. A bombardier, based in Italy during World War II, repeatedly tries to avoid flying bombing missions while his colonel tries to get him killed by demanding that he fly more and more missions.

***Dr. Jekyll and Mr. Hyde* By Stevenson, Robert Louis**. A respected London doctor invents a formula which turns him into an evil and ugly person who stalks the streets at night killing people, and by the time his friends discover his secret, it is too late.

***The Grapes of Wrath*** **By Steinbeck, John,** 1902-1968. John Steinbeck's classic novel about an Oklahoma farm family driven from their home and forced to travel to California during the Great Depression of the 1930s.

***The Handmaid's Tale* By Atwood, Margaret Eleanor**, Set in the near future, America has become a puritanical theocracy and Offred tells her story as a Handmaid under the new social order.

***The Hound of the Baskervilles* By Doyle, Arthur Conan, Sir**,  Presents the classic mystery novel in which legendary detective Sherlock Holmes and his assistant Dr. Watson are called to investigate the case of a family in Devonshire living under the curse of a spectral hound.

***The House of the Seven Gables* By Hawthorne, Nathaniel**, Follows the Pyncheon family who lived for generations under a dead man's curse until his death restored their house.

***The Chocolate Wars* By Cormier, Robert** The school year is almost at an end, and the chocolate sale is past history.  But no one at Trinity School can forget The Chocolate War. The time for revenge has come to those boys who secretly suffered the trials of Trinity.  The fuse is set for the final explosion.  Who will survive?[Show More](http://www.amazon.com/Beyond-Chocolate-War-Robert-Cormier/dp/044090580X) [Show Less](http://www.amazon.com/Beyond-Chocolate-War-Robert-Cormier/dp/044090580X)

***Lord of the Flies* By Golding, William**, After a plane crash strands them on a tropical island while the rest of the world is ravaged by war, a group of British schoolboys attempts to form a civilized society but descends into brutal anarchy.

***A Midsummer Night's Dream* By Shakespeare, William,** Midsummer Night's Dream is the bards most fantastical play in the true sense of the word. The language is absolutely beautiful and the plot is so creative and wonderful. This is a play that can be enjoyed over and over again for a lifetime. In some respects this is the perfect play to introduce young people to Shakespeare and hopefully inspire a lifelong love of his work.

***Pride and Prejudice* By Austen, Jane**, Presents Jane Austen's 1813 novel about the fervent attempts of a gentlewoman to find husbands for her five daughters, which lead to the questionable pairing of the prejudiced Elizabeth with the proud Mr. Darcy.

***Rosencrantz & Guildenstern are Dead* By Stoppard, Tom**.
Presents the play of Hamlet as seen through the eyes of Rosencrantz and Guildenstern.

***Wuthering Heights* By Bronte, Emily,** Forced by a storm to spend the night at the home of the somber Heathcliff, Mr. Lockwood uncovers a tale of terror and hatred on the Yorkshire moors.

***Out of Africa*- Isaak Dinesen-**  true account of her life on her plantation in Kenya. She tells with classic simplicity of the ways of the country and the natives: of the beauty of the Ngong Hills and coffee trees in blossom: of her guests, from the Prince of Wales to Knudsen, the old charcoal burner, who visited her: of primitive festivals: of big game that were her near neighbors—lions, rhinos, elephants, zebras, buffaloes—and of Lulu, the little gazelle who came to live with her, unbelievably ladylike and beautiful.

***A Separate Peace* John Knowles-** Knowles' classic story of two friends at boarding school during World War II--one of the most starkly moving parables ever written about the dark forces that brood over the tortured world of adolescence.