



Albert Einstein High School

Summer Task Cover Sheet



Teacher(s):

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Course:

- ✓ **Purpose of the Summer Assignment:** The purpose of the summer assignment is to engage students in rich texts that will be similar to texts that will be read during the school year. These texts have been referenced on multiple AP Literature exams in the past.
- ✓ **Relationship between Summer Task and 1st Quarter Objectives:** The summer task and the 1st quarter objectives will require students to consider the literary techniques an author employs in order to demonstrate a theme of a text. The *King Lear* task asks students to do this by analyzing the text through two different lenses. *The Awakening* task asks students to do this by annotating passages from the text and writing a paragraph about a possible theme in the work.
- ✓ **Description of the Tasks:**
King Lear by William Shakespeare
There is no one theme for a piece of literature nor is there one way to read a text.

King Lear can be read and interpreted through a variety of lenses. Choose TWO of the four lenses below and discuss how the play can be seen through each particular lens. Establish how Shakespeare uses family, politics, the roles and rights of women in society, and/or the stories a culture tells and retells to create this tragedy:

- a family drama
- a political drama
- a feminist drama
- a fairy tale

Length? Say what you need to say. Use specific examples from the text to make your case. Remember to reflect on the whole text – not just one act or scene.



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✓ **Description of the Tasks (continued):**

The Awakening by Kate Chopin

AP Literature requires us to focus not just on what an author says, but also how he or she says it – what literary devices are used, what threads are created, what paths the author takes us down - as we appreciate a work.

As you read *The Awakening*, sticky-note passages that stand out to you as pivotal, enlightening, intriguing, or revealing. Choose three passages on which you wish to focus. The passages should be 4-6 paragraphs in length. Xerox/scan or retype these passages and annotate each by:

- writing questions or comments in the margins
- underlining key words/phrases
- noting patterns of literary devices such as diction, imagery, metaphor, symbolism, detail, irony, allusion, foreshadowing, motifs...
- marking character traits and motivations

The annotations should reflect a close reading of that particular passage.

After each annotation, write a paragraph entitled What I Think. This paragraph is a place for you to share your ideas and questions with us. It is not an essay or piece of formal writing but rather a place for you to engage with the text.

When you have annotated and responded in writing to all three passages, write a final paragraph looking at the three passages again, but this time as a whole. In other words, how do these three passages together speak to your understanding of the novel? Hint: As a whole is used in AP LIT to mean a theme of the novel.

✓ **Supportive Resources:**

First, please be aware that we are not interested in what SparkNotes, CliffsNotes, or any other websites say about these texts. We want to hear what you think, so do the reading and the writing components *on your own*.

Secondly, don't procrastinate! Each of these works is a rich and engaging text. If you wait until the last minute, you will not be fully prepared to engage in class discussions the first week of school.

E-mail us if you have any questions regarding these assignments or texts.

Grading:

- ✓ **DUE DATE:** 2nd day of class (Wednesday, 9/5)
- ✓ **DEADLINE:** 2nd day of class (Wednesday, 9/5)
- ✓ **Grading Category:** Completion
- ✓ **Points:** 100 points
- ✓ **Extent to which the summer task counts towards the marking period grade:** 5%
- ✓ **Grading Criteria and Rubric:** Completion – are all parts included?