



## Ocean City High School Summer Assignment 2022

<b>Course</b>	In-coming AP Language and Composition 11	<b>Teacher</b>	Humes
<b>Email</b>	<a href="mailto:Kevhumes1@yahoo.com">Kevhumes1@yahoo.com</a> <a href="mailto:khumes@ocsdnj.org">khumes@ocsdnj.org</a>	<b>Due Date</b>	First day of class
<b>Standards</b>	Read and comprehend literary nonfiction. Determine the meanings of words and phrases as they are used in a text, analyze how an author uses and refines the meaning of a key term or terms Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Recognize key allusions in readings.		
<b>Topic Purpose</b>	<i>Reading Like a Writer</i> by Francine Prose, Greek and Biblical allusion research (see attached). Reading non-fiction to assist learners to become skilled readers of prose and to recognize allusions in works we read throughout the year. Students will incorporate their learning to their own writing as well. The texts are <b>critical</b> to the skills taught in the course.		
<b>Text/Novel(s) &amp; Brief Description</b>	<i>Reading Like a Writer</i> by Francine Prose, Greek and Biblical allusion research (see attached).  Books are available for purchase at SunRose Words and Music on Asbury Ave or from Amazon.com. The public library also has the book. Some copies are available at school for loan.		
<b>Approximate Time on Task</b>	10 hours depending on the reader's approach		
<b>Suggested Timeline</b>	Not too early to forget, not too late to be rushed.		
<b>How It Will Be Assessed</b>	There will be an exam on the research immediately upon return to school. I will also be checking annotations for <i>Reading Like a Writer</i> . We will also apply the summer readings to our first essay of the year, so they are important, year-long components of this course		

### AP Language and Composition Summer Assignments

**Please read this closely and in its entirety.**

The AP English Language Summer work involves research into mythical and Biblical passages that we explore in a literary and psychological context. In addition to appearing frequently in literature as allusions, these passages have had an enormous impact on Western art and civilization and literate citizens should be familiar with them. We will examine what

themes, implications, and issues each story or allusion presents and how they compare and contrast with stories from other cultures. We will also explore the ways that writers incorporate these allusions into their writing.

Given that students have different backgrounds and different levels of exposure to Greek and Biblical stories, I am not assigning particular texts. I **recommend** the *King James Bible* and Edith Hamilton's *Mythology*, but howsoever you learn and commit to memory these stories are up to you. **In short, in this instance, I care more *that you know the information than the methods by which you know it.*** So *The Lightning Thief* or the many sites on the internet are fine for this research, so long as you know the actual stories and not merely an internet summary.

### Objectives:

- Allusion, and the reading and writing skills that come along with recognizing them. Mythology is ubiquitous in literature, pop culture, even in advertising.
- Familiarization with the foundations of Western Culture.
- The origins and purposes of mythology
- Comparative Mythology and Archetypes: How stories and figures are similar and different and what this reveals about respective cultures and the universals of the Human Condition
- How myths are treated in other art forms, particularly in paintings, poetry, and drama
- Relevance of myths to today
- How to read like a writer

**Part I—Independent allusion research. I recommend that you create a notecard** for each of the characters or topics listed below. On the front should be the name of the character or topic. On the back is a short description of the character or topic. For example, after researching Achilles, your notecard might say:

“Greek warrior who was dipped in the River Styx as an infant by his mother, Thetis, who hoped to make him immortal. He later fought in the Trojan War and was killed by Paris who shot him in the heel with a poisoned arrow. Because Thetis held Achilles by the heel when she dipped him in the river, his heel was his one vulnerable spot.”

Alternately, you can take whatever notes you need to learn these. Some stories you may already know, thus I leave the depth of this research up to the individual student. **There will, however, be a test on these allusions during the first week of school, so you are ultimately responsible for knowing all of the following:**

### Mythological Allusions

Achilles

Cronus and Rhea

The Twelve Olympians

Dionysus / Bacchus / maenads

Icarus / Daedalus

Hercules

Theseus / Minotaur

Perseus / Medusa

Persephone

Prometheus / Pandora

Pygmalion / Galatea

Narcissus

Orpheus

Sisyphus

Cassandra

Chimera

Helen of Troy

Romulus and Remus (Roman)

Midas

Baucis and Philemon

**Biblical Allusions: Old Testament**

Creation

Adam and Eve

Tree of Knowledge

Serpent

Garden of Eden

Cain and Abel

Noah/flood/ark

Tower of Babel

Babylon

Jezebel

Sodom and Gomorrah

Lot and Lot's wife

Abraham and Isaac

Moses

Burning bush

Parting of the Red Sea

Ten Commandments

Sampson and Delilah

David and Goliath

Philistines

Job

### **New Testament**

Birth of Jesus (nativity)

Loaves and fishes

Turning water into wine

Walking on water

Prodigal son

Thirty pieces of silver

Last Supper / Holy Grail

Pontius Pilate

Crown of thorns

Death of Christ

Resurrection/3 days

Lazarus

Armageddon

**Part II:** Read and extensively annotate Francine Prose's *Reading Like a Writer*. It is critical to this course and we will use this text throughout the year. I will check your annotations on the first day of school.