

AP Deepening Assignments

Throughout the course of the year, you will select one deepening assignment per quarter to turn in at your discretion. Of course, I would like to avoid a pile of assignments to grade as each quarter ends, so you must complete the assignment during, or within a week of, the unit of study to which it applies. In the last quarter, you must complete your deepening assignment BEFORE the test. Where applicable, you can always send me an assignment via email or through Google Classroom.

WRITING OPTIONS

Write College Essay (Quarter 1 Only):

<http://www.commonapp.org/>

If you don't know where you want to go, and want to apply to multiple universities/colleges, this is a good site to check. Look at their list of schools that accept the application, and see if any of these are of interest to you. If so, print their essay options for the school year you will attend, and select one essay to write. **Highlight the topic you selected and turn it in with the essay you wrote.** If your school choice does not appear, go to the admissions' website of your choice, and see if you need to write an essay for admission. If so, follow the bolded directions above. If not, one last option here is to search for scholarships which apply to you that require an essay. Again, follow the bolded directions--I need to see the prompt and the essay to give you helpful feedback.

Facts from Fiction:

All fiction is based somewhere in fact. It is representing the human experience, and although the plots take place in worlds or times we didn't experience, there are infinite similarities. For example, from *Hamlet* you might explore a mental illness. Select a fact that interests you from one of the works we are reading, and use the "research" option under Tools in a Newsletter template from Google Docs. Make sure to copy and paste from the page you use there, so your research materials are cited using MLA format. Make sure to incorporate images as well by dragging and dropping them in from the same research tab. Finally, tell a story with the research you have done. What led you to research this topic? Is there a connection to your life? Give details that make your research as interesting for your reader as they were for you to discover, incorporating your quotes into the writing to make it all flow into an entertaining and informative work.

Short Story:

Select one of the passages from our prose writings or a character from a novel or play and write what happens before or after the selection given. Your prequel or sequel should show you understand the voice of the narrator being presented in the original, so try to sound like him or her as you are writing. The length of the piece should not be your concern but that it does have a clear exposition, rising action, climax, falling action, and resolution that intriguingly connects to what we read in class.

Poetry Collection:

Create a poetry anthology. It must include at least 10 poems found with CAST and 7 personally authored poems, one sonnet, one haiku, and five other poems that show your ability to utilize the myriad forms and devices that can come to represent your own personal style. They should be neatly and creatively bound together with a cover that illustrates the contents whether it be based on a theme found throughout or a combination of images portrayed.

READING OPTIONS

How to Read Like a Professor, Thomas C. Foster:

<http://ziveuniverzity.sk/wp-content/uploads/2015/11/Foster-How-to-Read-Literature-Like-a-Professor.pdf>

Read as a whole, and annotate your reading throughout each chapter. After each chapter, write a post-it of your take-aways from the chapter. In some cases, you may come back to a chapter after we did something in class that you see now applies. This should be an interactive experience. I want to see your thinking in your reading--show me with highlights, notes in the margins, tabs, post-its, etc. After you complete the whole book, turn it in along with a one-page

explanation of how reading the book as a whole deepened your understanding of literature. This assignment can be completed for each quarter, but you must turn in 7 chapters/quarter. Alternatively, you could select another of the works mentioned in one of the chapters and complete the annotations as described above within the work, including specific references to what was discussed in the chapter and how it is found in the work.

Nonfiction:

Read and annotate a nonfiction book about any of our authors or literary time periods. Make a bookmark of most interesting/surprising facts. Submit your annotations (bonus if you let me keep the book!) and your bookmark.

Short Stories:

Read a collection of short stories and create a prezzi of at least 15 of the literary devices (see Quizlet) as they appeared throughout the stories. For each story be sure to include the author and title, the device used, a description or quote of how the device was used, and how the use of that particular device added to the message of the story. Do not merely summarize, but make a point of using your analytical skills to explain why the author did what (s)he did. For each device you should include at least one image that is related to either the device itself, the author, title, or the story to make your prezzi visually appealing. In some cases, you may include short video clips as long as they are very relevant. Last, explain which story was your favorite and why--what did the author's use of the devices add to the overall story?

Poetry:

Read a collection of poetry and illustrate the pages with the images that come to your mind as you are reading. If you are not an artist, you can add color images from magazines or printed out. At the end of the book, write a response on the back page(s) describing which poems/poets were your favorite and why. Some of my favorites--Picnic, Lightning by Billy Collins or Good Bones and Simple Murders by Margaret Atwood, but your book doesn't have to be by one author, a collection of authors could be interesting as well and give you a better sense of more types of poetry.

Reread:

Select a book from the AP reading list that you already read for another class. Begin by completing what you remember about the book on a My Essential Lit. and writing a short explanation about why you want to reread it. As you reread, make additions/changes to the handout in a different color to show the distinctions between what you remembered and what you take away on a second reading. Finish by writing an additional paragraph about what changed for you on the second reading--consider what you wrote into My Essential Lit. and how it developed from your memory and what resurfaced.

Play Teacher:

In many units you will be selecting from a few books, or you may not get your top book club choice; you may want to read more than one of them. Take this opportunity to read that book and teach the teacher as to why it should be its own unit of study. To do this you should both complete a My Essential Lit. and write a formal letter describing to me why this book would be a better choice than one that it read. Consider addressing how it reaches similar themes or would be better for a particular prompt you have seen. Your letter should be no less or more than three thorough paragraphs.

VOCABULARY OPTIONS

Own Your Vocab:

Create your own vocabulary list. For the quarter, this should include at least 30 words from your reading for this class. Your list must include the title, author, quote, page number, and definition. After you create your list, you will also create a Quizlet set, learn the words by practicing using the Quizlet games, and take a full test until you earn a 100%. After you take the test, print it out, as well as the original list and turn both in.

ARTISTIC OPTIONS

Framed Narrative:

Depict the framed narrative of the *Canterbury Tales*. Illustrating the pilgrimage and at least 4 of its characters as described in the prologue on the frame and events from *The Pardoner's Tale* within. Wherever possible add details that depict a thorough understanding of the Middle Ages and Chaucer's life.

Bosch:

Having investigated "Death and the Miser" you will have seen how the details of the Middle Ages appear throughout Bosch's painting in his 8 x 1 ft. painting. As we read from different time periods, create your own 8 X 1 ft. painting or drawing that includes at least 5 relevant details from the time period to illustrate a theme seen in the reading we did. Like "Death and the Miser", the art should not be a picture of what we read, but of similar ideas presented. Take it a step period by looking for other art of the specific time period we are studying and trying to imitate the style in your own work. Make sure to turn in a list of the 5 time-period details you include and a short explanation of the theme you are representing.

Art Inspector:

Select a piece of artwork that represents a selection from any of our readings. In a slideshow, point to the elements of the art that connect to the reading. Make at least 6 points of connection between the two. Explain your thinking with a quotation from the reading and what you see in the art. Be sure to zoom in to the different aspect of the artwork, so we can see exactly what it is that you are showing us.

Children's Book

Select a favorite poem, TPCASTT annotate it, and then turn it into a children's book. The book should be at least 10 fully illustrated pages with unique images relevant to the poem. The lines of the poem must be the text of the book. Since it is a children's book, the poem you select should be something that would help children understand their place in the world. Remember that children deal with all of the same universal themes in their lives that adults do--try finding a poem that simplifies one of these complex themes and use your illustrations to bring the poem to life for them. Create a hardcover for your children's book with the title, an illustration that hints and what's inside, and both your and the author's name. Your TPCASTT annotations should be folded and included in the back of the book.

VIEWING OPTIONS

Chaucer:

Read "The Knight's Tale" another of Geoffrey Chaucer's *Canterbury Tales* and watch the film version. Create a visual presentation comparing the similarities and/or differences between what you read and what you saw, making a point of addressing the ideas you learned about Chaucer's life and Middle Ages as the major points upon which you are making your comparisons.

Shakespeare:

Watch or read one of Shakespeare's comedies or histories and create a slideshow or tri-fold poster with text and images of how each of the devices relevant to plays (see *Hamlet Quizlet*) contribute to the meaning of the work as a whole.

TED Talks:

Watch 1 hr. of TED Talks related to stories, literature, authors studied in class, or poetry. Put the videos you watch in a prezzi, and describe your take-aways from the viewings, making specific connections to what we are doing in class. Do not merely summarize the content of the video, but show how it added to your perspective. One you might begin with is *The Danger of a Single Story* <https://www.youtube.com/watch?v=D9lhs241zeg>, (19 min.). Alternatively, once you have viewed the videos, and gained a sense of the type of speaking necessary to perform in a TED Talk, you could write your own speech, and record yourself giving it, not merely reading it. Your topic can be related to anything we have done in class, but you should be just as charismatic and persuasive as those you saw. This is more important than the length of the video.

SNL & Satire:

Watch several Saturday Night Live clips of your choosing; Select at least 4 and put them in a prezzi. For each, explain whether they are satirical by looking for **exaggeration, incongruity, reversal, and parody**. Describe how the presence or lack thereof makes it a satire or not. Then, explain what role you think a show like SNL plays in shaping the culture in which we live today. Alternatively, once you have viewed the videos, and truly understood how at least one of them is satirical by looking at the bolded, select a current event and create your own SNL skit. You can work in a small group to do this, but each individual must turn in their own analysis of the SNL clip when the final video is privately posted to YouTube and emailed to me.

Historical Film:

Watch a film that represents the history of a time period we are studying like *Elizabeth* for Shakespeare. Begin with the notes that you took for the author and create a timeline of the events that shaped the times in which the author lived and wrote. The timeline must include aspects from our notes about the time period and the author, and what (s)he wrote, as well as new elements from the film. The timeline should have specific dates as well as images and explanations for each event. Your timeline must include at least 10 significant events and can be created on paper or in a presentation format.

Shelley or Austen Exploration

Both of these authors have had multiple variations of their lives and stories developed into a mythos of their own. For example, *Victor Frankenstein* (2015) and *Pride and Prejudice and Zombies* (2016) show the mass appeal of these timeless stories. Having read the book make a presentation that explores at least two themes in the book and how they appear in at least one

DRAMATIC OPTIONS

Acting Out:

With a small group, select a scene from one of the plays we read in class, memorize your lines, dress accordingly, and create or be in an appropriate setting. Record yourselves acting out the scene. Individually, explain how you more deeply understood your character through learning to be him or her. This can be added to the end of the video, or you can each write a paragraph to be emailed along with the link to the private YouTube of your video.

Poetry Out Loud:

READ: <http://www.poetryoutloud.org/poems-and-performance/find-poems>
LISTEN: <http://www.poetryoutloud.org/poems-and-performance/listen-to-poetry>
WATCH: https://www.youtube.com/results?search_query=poetry+out+loud

Type a short paragraph explaining why you chose that poem. Work together with a small group of students to have a poetry reading contest. Discuss and write a paragraph explaining how the contest winner will be chosen. Have your reading TOGETHER and record the event (snapping is a must). As a group, choose your winner based on the rules you described in the paragraph. Post your reading to YouTube privately, and email the link to me along with the paragraphs and the winner, explaining why (s)he won, and an individual response for each group member as to what each learned from the experience of memorizing the poem and the event. If you want to participate in the contest go to: <http://www.arts.wa.gov/arts-in-education/poetry-out-loud/registration-and-key-dates>

Play/Musical:

Attend a play or musical put on in our area. Having attended, select an appropriate lens, review the questions, and pretend that you are a literary critic. Write an article (relevant pictures with captions should be included) that doesn't just answer the questions, but addresses the ideas of the lens and how they were seen in the play. As the critic, you may make points about whether or not you liked the play, but only in how it addresses the questions. For example, if you are

reading *Doll's House* through the lens of gender studies, the way that Torvald and Nora behave can be criticized as unacceptable, but if you were reading through the historical lens, their behavior would have been acceptable. Think critically about what you saw and what you want to say, and choose your lens wisely. Think of the layout as an actual magazine or blog, so that the format looks polished for publishing.

Although I have tried to encapsulate many ideas that could come up for projects throughout the course of the year, this is certainly not an extensive list. If you have something else in mind, you should write up a thorough description like those you have seen here and submit it to me prior to beginning work on the project. Remember, you will complete one project per quarter. In some cases there will be other projects that are added to these options as we progress through the units of study, but you should choose at least one of these as we begin our work in exploring the beautiful layers that create the expanse of literature.