

## English IV Advanced Placement Summer Reading Assignment

The students in English IV Advanced Placement will be responsible for reading the play “Othello” by William Shakespeare. In addition to the reading, the students will be responsible for completing the following charts on themes and vocabulary to submit upon returning to school. The students will use the themes and vocabulary to transition into the first unit of the class—a writing workshop to learn elements of the AP essay. The students will use this to write two essays on the play upon completion of the workshop. The essays will be graded using the 6+1 trait-writing rubric (attached), which will be given out at the beginning of school.

- Alienation
- Ambition
- Appearance vs. reality
- Betrayal
- Bureaucracy
- Chance/fate/luck
- Children
- Courage/cowardice
- Cruelty/violence
- Custom/reality
- Defeat/failure
- Despair/discontentment/disillusionment
- Domination/suppression
- Dreams/fantasies
- Duty
- Education/school
- Escape
- Exile
- Faith/loss of faith
- Falsity/pretence
- Family/parenthood
- Free will/will power
- Game/contests/sports
- Greed
- Guilt
- Heart vs. reason
- Heaven/paradise/utopia
- Home
- Illusion/innocence
- Initiation
- Instinct
- Journey/psychological journey
- Law/justice
- Loneliness/aloneness
- Loyalty
- Materialism
- Memory/the past
- Mob psychology
- Music, dance
- Mysterious stranger
- Patriotism
- Persistence/perseverance
- Poverty
- Prejudice
- Prophecy
- Repentance
- Resistance/rebellion
- Revenge/retribution
- Ritual/ceremony
- Scapegoat/victim
- Search for identity
- Social status
- Supernatural
- Time/eternity
- War
- Women/feminism

<b>Theme Chosen</b> <b>“Othello” is about</b> _____.	<b>First evidence of theme</b> <b>from play</b> <i>(specific act, scene, and</i> <i>lines that exemplify this</i> <i>theme)</i>	<b>Second evidence</b>	<b>Third evidence</b>	<b>What does this theme</b> <b>SHOW/TELL us about</b> <b>life in general?</b> <b>“Othello” shows that</b> _____.
EXAMPLE: Alienation				When our intense desire for the company of others goes unfulfilled, the consequences can be tragic.

<b>Word</b>	<b>Definition</b>	<b>Use in original sentence</b> <i>(you may change part of speech)</i> <b>OR Found example from literature</b>
Allegory		
Alliteration		
Allusion		
Anachronism		
Anecdote		
Anthropomorphism		
Antihero		
Apostrophe		
Aside		
Assonance		
Ballad		
Bathos, Pathos		
Black humor		
Cadence		
Canto		
Catharsis		
Chorus		
Colloquialism		
Conceit, Controlling Image		
Connotation		
Denotation		

Consonance		
Couplet		
Diction		
Syntax		
Irony (and types)		
Elegy		
Enjambment		
Epic		
Epitaph		
Farce		
Foil		
Free verse		
Gothic, Gothic novel		
Hubris		
Hyperbole		
Implicit		
In medias res		
Irony		
Metaphor		
Simile		
Metaphysical conceit		
Metonymy		
Objectivity		

Subjectivity		
Omniscient narrator		
Oxymoron		
Parable		
Paradox		
Parallelism		
Parody		
Personification		
Point of view (and types)		
Protagonist/Antagonist		
Pun		
Rhetorical question		
Satire		
Soliloquy		
Stock characters		
Stream of consciousness		
Subjunctive mood		
Suspension of disbelief		
Theme		
Tragic flaw		
Utopia/Dystopia		

## 6+1 Trait-Writing Rubric

	5	3	1
<b>Ideas</b>	This paper is clear and focused. It holds the reader's attention. Relevant details and quotes enrich the central theme.	The writer is beginning to define the topic, even though development is still basic or general.	As yet, the paper has no clear sense of purpose or central theme. To extract meaning from the text, the reader must make inferences based on sketchy or missing details.
<b>Organization</b>	The organization enhances and showcases the central idea or theme. The order, structure, or presentation of information is compelling and moves the reader through the text.	The organizational structure is strong enough to move the reader through the text without too much confusion.	The writing lacks a clear sense of direction. Ideas, details, or events seem strung together in a loose or random fashion; there is no identifiable internal structure.
<b>Voice</b>	The writer speaks directly to the reader in a way that is individual, compelling, and engaging. The writer crafts the writing with an awareness and respect for the audience and the purpose for writing.	The writer seems sincere but not fully engaged or involved. The result is pleasant or even personable, but not compelling.	The writer seems indifferent, uninvolved, or distanced from the topic and/or the audience.
<b>Word Choice</b>	Words convey the intended message in a precise, interesting, and natural way. The words are powerful and engaging.	The language is functional, even if it lacks much energy. It is easy to figure out the writer's meaning on a general level.	The writer struggles with a limited vocabulary, searching for words to convey meaning.
<b>Sentence Fluency</b>	The writing has an easy flow, rhythm, and cadence. Sentences are well built, with strong and varied structure that invites expressive oral reading.	The text hums along with a steady beat, but tends to be more pleasant or businesslike than musical, more mechanical than fluid.	The reader has to practice quite a bit in order to give this paper a fair interpretive reading.
<b>Conventions</b>	The writer demonstrates a good grasp of standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing) and uses conventions effectively to enhance readability. Errors tend to be so few that just minor touchups would get this piece ready to publish.	The writer shows reasonable control over a limited range of standard writing conventions. Conventions are sometimes handled well and enhance readability; at other times, errors are distracting and impair readability.	Errors in spelling, punctuation, capitalization, usage, and grammar and/or paragraphing repeatedly distract the reader and make the text difficult to read.
<b>Presentation</b>	The form and presentation of the text enhances the ability for the reader to understand and connect with the message. It is pleasing to the eye.	The writer's message is understandable in this format.	The reader receives a garbled message due to problems relating to the presentation of the text.