

JCHS Summer Reading Assignment - AP Literature 12

TYPED , 12 POINT TIMES NEW ROMAN FONT, DOUBLE-SPACED

DUE THE 1ST DAY OF CLASS

* CONTACT MRS. MARCUS IF YOU HAVE QUESTIONS.

Choose ONE of the following three scenes from George Orwell's *1984*:

Book One, Chapter VII: Winston reflecting on the past and pondering what is true

Book Two, Chapter IV: Meeting in Mr. Charrington's room

Book Three, Chapter II: Winston's reeducation with O'Brien

Use DIDLS strategy (see end of document for help) to analyze this one scene from the novel.

- REREAD THE SELECTED CHAPTER AND WRITE A THEMATIC STATEMENT

FOR THIS. (What theme / message for the novel does this chapter best convey? Phrase as a sentence.) **Type this at the top of the page.**

- Select two aspects from the chapter that illustrates each element of DIDLS. You will write a brief paragraph of 2-4 sentences for each example chosen. (SO you will have a total of 10 paragraphs - two important details, two significant images, two examples of interesting word use/choice (diction), two examples of peculiar or effective language (patterned or figurative), and two examples of syntax - how the sentence structure in a particular place or use of repetition is effective.)

1) Introduce the DIDLS element with a lead-in, providing context (what's going on here) for how it is seen in the chapter. Cite quotations with page number (Orwell #).

2) Commentary - Explain the significance of this DIDLS element in the scene. BE SURE TO TELL HOW THE STYLE ELEMENT HELPS CONTRIBUTE TO MEANING. (Why did the author use that particular word? What does that image bring to mind? What is the effect of the repetition? etc.)

3) Follow up commentary - Then explain the significance of this moment in how it connects to the theme you selected for the chapter.

ALL ABOUT DIDLS

Diction - the connotation of the word choice

What words does the author choose? Consider his/her word choice compared to another. Why did the author choose that particular word? What are the connotations of that word choice?

Considering diction . . .

Laugh: guffaw, chuckle, giggle, cackle, snicker, roar

Self-confident: proud, conceited, egotistical, stuck-up, haughty, smug, condescending
House: home, hut, shack, mansion, cabin, residence

Old: mature, experienced, antique, relic, senior, ancient

Fat: obese, plump, corpulent, portly, porky, burly, husky, full-figured

Images - vivid appeals to understanding through the senses - concrete language

What images does the author use? What does he/she focus on in a sensory (sight, touch, taste, smell, etc.) way?

The kinds of images the author puts in or leaves out reflect his/her style? Are they vibrant? Prominent? Plain? NOTE: Images differ from detail in the degree to which they appeal to the senses.

Details - facts that are included or those that are omitted

What details does the author choose to include? What do they imply?

What does the author choose to exclude? What are the connotations of his / her choice of details?
PLEASE NOTE: Details are facts. They differ from images in that they don't have a strong sensory appeal.

Considering Details. . .

Details are most commonly the facts given by the author or speaker as support for the attitude or tone. The speaker's perspective shapes what details are given and which are not.

Language - the overall pattern of type of language, such as formal, clinical, jargon OR this can be figurative language

Consider language to be the entire body of words used in a text, not simply isolated bits of diction. For example, an invitation to a wedding might use formal language, while a biology text would use scientific and clinical language.

What is the overall impression of the language the author uses? Does it reflect education? A particular profession? Intelligence? Is it plain? Ornate? Simple? Clear? Figurative? Poetic? Make sure you don't skip this step.

Considering Language . . .

- When I told Dad that I had goofed the exam, he blew his top. (slang)
- I had him on the ropes in the fourth and if one of my short rights had connected, he'd have gone down for the count. (jargon)
- A close examination and correlation of the most reliable current economic indexes justifies the conclusion that the next year will witness a continuation of the present, upward market trend. (pedantic)

Sentence Structure - how structure affects the reader's attitude

What are the sentences like? Are they simple with one or two clauses? Do they have multiple phrases? Are they choppy? Flowing? Sinuous like a snake? Is there antithesis, chiasmus, parallel construction? What emotional impression do they leave? If we are talking about poetry, what is the meter? Is there a rhyme scheme?

Considering sentence structure. . .

How a sentence is constructed affects what the audience understands.

-Parallel syntax (similarly styled phrases and sentences) creates interconnected emotions, feelings and ideas.

-Short sentences are punchy and intense. Long sentences are distancing, reflective and more abstract.

-Loose sentences point at the end. Periodic sentences point at the beginning, followed by modifiers and phrases.

-The inverted order of an interrogative sentence cues the reader to a question and creates tension between speaker and listener.

-Short sentences are often emphatic, passionate or flippant, whereas longer sentences suggest greater thought.