

A/B Honors Humanities Summer Assignment 2009-10

Part I

Know the definition of all the poetic literary devices on the attached literary device list. Be able to identify these literary devices in poetry. You can use the practice poetry and the internet (that's right, look up sample poetry and their devices) to test your ability to identify devices.

Assessment: Day 1 of Hon Humanities you will take a multiple choice test that asks you to **identify definitions of literary devices and label literary devices in selected poetry.**

Part II

Visit a museum, gallery or public art display of your choosing and take a photo in front of your TWO favorite pieces of art you see during your visit.

For each piece of art:

- 1) print a hard copy of the picture that shows you and the art
- 2) label the picture with your name, the artist's name and the title of the art
- 3) write a brief (5-8 sentences) paragraph describing what you liked about the piece – you might describe your visceral or emotional reaction, compare it to others pieces you've seen or comment on the content or motivation behind the piece. As long as your thought process is sophisticated, anything goes.

Tips: - Go with a group! It's more fun with friends.

- Ask for a docent tour. A docent is someone who works for the museum and can explain the history and meaning behind what you are looking at. Docent tours are usually free!
- Pick art you are actually interested in – if sculpture is more appealing to you than paintings, then go see a sculpture exhibit. I'm pretty flexible with what qualifies as art.
- If visual art (paintings, etc) doesn't fit your fancy, go to a play, a classical music concert or ballet. However, choose wisely! The performance you attend must be WIDELY recognized as ART and performed by professional artists not just entertainment. For example, "High School Musical" the play is entertainment while Shakespeare's "A Midsummer Night's Dream" is art.

Suggested Museums, Galleries and Public Displays of ART:

1. Museum of Contemporary Art San Diego - <http://www.mcasd.org>
2. San Diego Museum of Art - <http://www.sdmart.org>
3. Lux Art Institute - <http://www.luxartinstitute.org>
4. Chicano Park - <http://www.chicanoparksandiego.com>
5. Port of San Diego - <http://www.portofsandiego.org/public-art.html>
6. The Getty - <http://www.getty.edu> – my favorite, free, but in LA

This list is just to get you started so feel free to get online and research where art you like might be displayed and go there!

Assessment: Pictures and paragraphs will be assessed for effort and MOSTLY **thoughtful reaction to the art.** Because you are graded partially on thoughtfulness, **be sure to write with sophisticated sentence fluency and word choice.**

Part III

Choose ONE category below and read the corresponding selection.

For the category you choose, research:

- 1) the definition of the category
- 2) the main ideas of this way of thinking
- 3) how this school of thought was a reaction against either the time period or the historical events leading up to the time period. When you read the piece, annotate with this focus in mind: In what ways does this writing show the main ideas of the category?

Either check the selections out from your local library or use the links included to find the text online. IF YOU CHECK OUT THE READING BE SURE YOU READ THE GIVEN SELECTION – MOST CATEGORIES ASK THAT YOU ONLY READ A PORTION OF THE ENTIRE WORK.

Assessment: Day 1 of Honors Humanities you will take a multiple choice exam on the category and reading of your choice. **The exam will address the questions given above.** You may use any notes you take and any annotations of the reading. ALL notes and annotations MUST be handwritten – don't print something out from wikipedia and try to use it.

Categories:

Humanism

Plato's "Allegory of the Cave"

<http://wsu.edu/~dee/GREECE/ALLEGORY.HTM>

Be sure you understand the symbolism in this one!

Reformation

Martin Luther's "On the Freedom of a Christian" - Excerpt

<http://wsu.edu/~dee/REFORM/FREEDOM.HTM>

If you are unfamiliar with the practice of indulgences or who Martin Luther was in regards to the Catholic church, research him briefly to understand the references!

Romanticism

Emerson's "Essay on Self Reliance" Excerpt

http://www.wsu.edu:8080/~wldciv/world_civ_reader/world_civ_reader_2/emerson.html

Existentialism

Sartre's "Myth of Sisyphus"

http://www.zafiris.net/articles/Sisyphus_Myth_Camus.htm

If you don't know the original Greek myth of Sisyphus – research it first so you can understand the reference!

Poetic Lit Terms

Allegory - a story with two meanings, a literal meaning and a symbolic meaning. Ex: The Crucible, Animal Farm, Brave New World

Alliteration - the repetition of consonant sounds ex: peter piper picked

Allusion - textual reference to another text, story or historical event ex:

Anaphora - Repetition of a word, phrase, or clause at the beginning of word groups occurring one after the other. Ex: To die, to sleep; to sleep: perchance to dream.—Shakespeare, Hamlet.

Apostrophe – addressing someone or something, usually not present, as though present.
ex: Death, be not Proud.

Assonance -repetition of vowel sounds ex: the rude dude wanted more food.

Connotation - the implied meaning of a word or phrase

Denotation - the literal or exact meaning of a word or phrase

Diction - word choice

Enjambment -the continuation of a sentence from one line of poetry to another with out punctuation

Extended Metaphor - two or more things are compared through out a poem (usually over the course of more than 2 stanzas)

Figurative language - used to express more than the literal meaning ex: "love is the only hug big enough for the world" is intended to mean that love makes everyone feel better (like a hug would) regardless of culture; the phrase does not actually mean that love is a hug

Hyperbole - exaggerated statement ex: I stubbed my toe and it hurt so bad I thought I would die

Irony - words, phrases or situations that imply the opposite of their denotative meaning (verbal, dramatic and situational)

Imagery – a specific image created (usually using figurative language) to emphasize meaning or context

Juxtaposition - placing two unlike things or phrases near one another to show a contrast

Metaphor - comparing two unlike things with out using like or as ex: hate is the seed from which all evil grows (comparing hate and a seed)

Mood - the general sense or feeling which the reader is supposed to get from the text

Parallelism – refers to the repeated use of phrases, clauses, or sentences that are similar in structure and meaning

Personification - giving human qualities to non human elements ex: the sun smiled down on me, love wrapped me in a warm embrace

Psychological setting - the philosophical context or mind set of the narrator

Rhyme Scheme - the pattern of rhyme

Rhythm - the repetitive beat or rhythmic pattern of a poem

Simile - comparing two unlike things using like or as ex: love is like a rollercoaster

Stanza - a poetic paragraph; a group of poetic lines sharing a subject or rhyme scheme

Structure - the form or specific pattern of a poem including the length, grouping and rhyme scheme of lines

Synecdoche - when one uses a part to represent the whole ex: lend me your ears (give me your attention) or when in Rome (copy others to blend in)

Tone- style of expression; the feeling or attitude of a piece of writing

Practice Poem: After studying the literary devices, practice identifying the literary devices in the following poem. Use the blank side for practice and the labeled side as your answer key (though, keep in mind that you may find more than what is labeled!). If you find that you miss a majority of literary devices, study the definitions and find more poems (sonnets are a good way to go) online to practice with.

Prologue to "Romeo and Juliet"

Two households, both alike in dignity,
In fair Verona, where we lay our scene,
From ancient grudge break to new mutiny,
Where civil blood makes civil hands unclean.

From forth the fatal loins of these two foes
A pair of star-cross'd lovers take their life;
Whole misadventured piteous overthrows
Do with their death bury their parents' strife.

The fearful passage of their death-mark'd love,
And the continuance of their parents' rage,
Which, but their children's end, nought could remove,
Is now the two hours' traffic of our stage;

The which if you with patient ears attend,
What here shall miss, our toil shall strive to mend.

Prologue to "Romeo and Juliet"

Two households, both alike in dignity,
In fair Verona, where we lay our scene,
From ancient grudge break to new mutiny,
Where **civil blood makes civil hands unclean.** Repetition, imagery

From forth the fatal loins of these two foes Alliteration, enjambment

A pair of **star-cross'd lovers** take their life; Imagery

Whole misadventured piteous overthrows Diction

Do with their death **bury their parents' strife.** Imagery/Figurative Language

The fearful passage of their **death-mark'd love,** Imagery

And the continuance of their parents' rage,
Which, but their children's end, nought could remove,
Is now the two hours' traffic of our stage;

The which if you with patient ears attend,
What here shall miss, our toil shall strive to mend.

○ = repetition and extended image of two or duality; implies that there are two sides of something that cannot be separated

Devices such as **stanza** and **rhyme scheme** have not been labeled as they are pretty obvious