

AUSTIN HIGH SCHOOL'S AP LITERATURE SUMMER ASSIGNMENT 250 TOTAL POINTS

WRITE YOUR READER PROFILE – DUE BY JUNE 30, 2018 (10 POINTS)

Before you begin any of the reading for this summer, craft a well written profile of yourself as a reader. What are your strengths and weaknesses in reading prose and poetry? What purposes does reading serve for you? How do you feel about reading? Be as honest and forthcoming as you possibly can be. This should be no more than 200 words. Email your profile to Alana.Haughaboo@dcs.k12.al.us by June 30th and put your name and READER PROFILE in the subject line of the email. **Please use your DCS google email to send it so it does not go to my junk mail.** If you are added to my class after 6/29, you should send it as soon as possible before school starts.

REQUIRED READING (YOU MUST READ THESE BOOKS)

<i>How to Read Literature Like a Professor</i>	Foster	entertaining guide to literature
<i>Frankenstein</i>	Shelley	Think you know the story? Think again.

ALSO: CHOOSE ONE FROM THIS LIST

1984	Orwell	Big Brother is watching your every move
<i>As I Lay Dying</i>	Faulkner	losing a mother from a family's different points of view
<i>Beloved</i>	Morrison	baby ghost creates the re-memory of slavery Nobel Prize winner
<i>Bless Me, Ultima</i>	Anaya	a magical grandmother influences a six year old boy
Obasan	Kogawa	child's perspective of Japanese internment camps
<i>The Awakening</i>	Chopin	19th c. woman rebels against traditional female role
<i>The Poisonwood Bible</i>	Kingsolver	missionary family in Africa in the 1950s
<i>Things Fall Apart</i>	Achebe	complex tribal civilization interrupted by colonialism

SEE NEXT PAGE FOR ASSIGNMENT

ASSIGNMENT DUE ON THE FIRST DAY OF CLASS

YOUR ASSIGNMENTS

ASSIGNMENT #1: HOW TO READ LITERATURE LIKE A PROFESSOR (60 PTS.)

This may be typed or handwritten

Assignment: After 15 of the chapters in this book (there are 26!) summarize 2-3 main points and analyze those points in relation to a work you have read. While I realize that you may not have read a plethora of literary texts, please try to choose works that have been studied in high school or at the very least are high school reading level. We will have in-class discussions about the canon and why some texts are in and others are out. If you are wondering if your reading selection is appropriate, Google AP Lit texts and you'll find a list of texts referenced on AP tests in the past. **YOU MUST DEMONSTRATE VARIETY**; so do not use the same book or two for all the examples.

Here is a sample for Chapter 1:

Chapter 1: Every Trip is a Quest (Except when it's not)

Main Ideas:

- There is usually a quester, a place to go and a stated reason to go there
- The quester usually encounters numerous challenges and trials that help him/her on the journey
- The ultimate reason for the quest is to gain self-knowledge and understanding

Connection: In *The Kite Runner*, Amir's quest is to return to this past to set right the wrong he did as a young child. His reason for returning to Afghanistan is to rescue Hassan's son, Sohrab, who has been sold as a child prostitute to Amir and Hassan's childhood enemy. Amir faces many challenges, including restrictions imposed by the Taliban, and the physical and mental challenge of confronting Assef. Ultimately, having completed his journey, Amir gains valuable knowledge about himself and his relationship to his own past as well as the possibilities of the future.

*Note: The sample provided (1) incorporates the theme of Foster's chapter (the quester, quest etc.), (2) provides a specific reference to the text, and (3) connects the purpose of the quest as it is incorporated in the book. This is the connection that I am looking for you to recognize. Find this, **avoid plot summary**, and you will do well.

ASSIGNMENT #2: FRANKENSTEIN-A COMMON TEXT FOR CLASSROOM DISCUSSION (80 PTS.)

Please use notebook paper for this assignment because I expect this assignment to be neatly handwritten, no typing, please. You may write on fronts and backs of the pages.

Purpose: In AP Literature and Composition, you are forced to revisit literary and rhetorical devices. Knowing what these devices are, how to find them, and to show how they add meaning will be the crux of the work in this class.

Read *Frankenstein* multiple times over the summer. Try to have your final reading take place shortly before school starts, that way it will be fresh in your mind. *Frankenstein* is a very gripping tale; show up ready to enthusiastically discuss it when school resumes.

Close read the novel and **write 20 entries about rhetorical devices** (a list of these are on my website) and the way they are used in the book, equally distributed over the entire text, about 1 entry per chapter. Organize each entry in the following manner:

CHAPTER, Entry # (1-20)

- Page #
- quotation
- label (literary/rhetorical device)
- explain writer's intended effect on reader and how it adds meaning.

SAMPLE ENTRY FOR ASSIGNMENT 2

CHAPTER 1, Entry # 3

A. page 18

B. "He came like a protecting spirit to the poor girl, who committed herself to his care;"

C. simile

D. The man is being compared to a spirit that protects the girl from harm. This simile helps portray a positive tone and shows us more about Victor's father's characteristics. References to spirits and heavenly attributes appear throughout descriptions of the characters in the novel. This gives the reader an overall sense that the ideas of a heavenly power or religious spirit will be important in the novel.

ASSIGNMENT #3: ANNOTATING A NOVEL

(100 POINTS-IN-CLASS ESSAY WHEN SCHOOL STARTS)

Read one book from the reading list found at the beginning of this handout to annotate. These works are of "recognized Literary Merit" and come from the College Board in Princeton, New Jersey, in its guidelines for Advanced Placement English literature courses.

The purpose of this assignment is to add to your reading experiences and to develop your critical thinking skills. Do not choose a book on this list that you have already read! In preparation for the AP Literature exam you will need to be familiar with a wide range of literature.

Use the guidelines below to annotate the book you have read. This will help you to organize your thoughts, connect with the text and ultimately to remember it all after a long summer.

You will be completing annotations for all of the texts you read during the course, so this is really a good start. Your annotations will not be collected; however, you will need to bring the book to class on the first day of class. You will be assessed on this assignment at the beginning of the semester using an AP exam prompt to write an essay about it in class.

IDEAS FOR ANNOTATING LITERATURE

- Use a pencil so you can make circles brackets and notes.
- Look for patterns and label them (motifs, diction, syntax, symbols, images, and behavior, whatever).
- Mark passages that seem to jump out at you because they suggest an important idea or theme- or for any other reason (an arresting figure of speech or image an intriguing sentence pattern, a striking example of foreshadowing, a key moment in the plot, a bit of dialogue that reveals character, clues about the setting etc.).
- Mark phrases, sentences, or passages that puzzle, intrigue please or displease you. Ask questions make comments talk back to the text.
- At the ends of chapters or sections write a bulleted list of key plot events. This not only forces you think about what happened, see the novel as whole, and identify patterns, but you create a convenient record of the whole plot.
- Circle words you want to learn or words that jump out at you for some reason. If you don't want to stop reading, guess then look the word up and jot down the relevant meaning later. You need not write out a full dictionary definition; it is often helpful to put the relevant meaning in your own words.
- The Harvard College Library has posted an excellent guide to annotation, "Interrogating Texts: Six reading habits to Develop in your First Year at Harvard." <http://guides.library.harvard.edu/sixreadinghabits>