

AP English Literature and Composition  
2021 - 2022 Summer Reading Assignment  
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Due Date: September 10, 2021

**Purpose:** The purpose of summer reading assignment is complex:

- To help build confidence and competence as readers of complex texts
  - To give you, when you enter the class in the fall, an immediate basis for discussion of literature- elements like theme, narrative, viewpoint, symbolism, plot structure, etc.
  - To set up a basis for comparison with other works we will read during the year
  - To provide you with the beginnings of a repertoire of works you can write about on the AP Lit exam next spring •
- Last but not least to enrich your mind and stimulate your imagination

Although video versions of your book may exist and can be enjoyable, they differ greatly from the written word; it is better to rely on the works themselves. Some of the works may contain somewhat explicit language, sexual references, or mature subject matter. Feel free to make another choice, but please be advised that many of the works we read and discuss will have content such as this.

**Grading:** This will be your first test grade for Trimester 1. It will be graded based upon your deeper insights on how literary/rhetorical devices as well as excerpted evidence add meaning to the text. Surface level interpretations as well as those found on websites such as Sparknotes are not considered 'A' level work. You will be rewarded for your own thoughts and ideas. The total points earned divided by 155 possible points will give you your test grade percentage.

**\*\*\*Plagiarism:** Any student found to have used another person's ideas or words including classmates or online resources will receive a zero for the assignment as well a parent conference.

**Heading:** Please use this MLA format heading for all papers.

Name  
AP English Literature and Composition  
Sr. Sarah  
(Title)  
Date

The assignments below are due the first day of school. Bring your typed or handwritten copies to class. No work will be accepted late.

**I. FIRST ASSIGNMENT:** This may be typed or handwritten. Title for the heading of this assignment is *Between The World and Me*. (50 pts.)

**Text:** *Between the World and Me*

**Paperback:** 176 pages

**Publisher:** Penguin Random House

**ISBN-13:** 9780812993547

Assignment: After EACH chapter summarize 2-3 main points and analyze those points in relation to the text.

Here is an example for the book *The Kite Runner*:

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 incorporates the theme of Foster's chapter (the quester, quest etc.), provides a specific reference to the text, and 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 are good to go.

**2. SECOND ASSIGNMENT:** Please use notebook paper for this assignment and the title for your heading is *English Journal*. Assignments should be **neatly handwritten, no typing, please**. Write on front and back of the page. (75 pts.)

**Purpose:** In AP Literature and Composition, you are forced to revisit literary and rhetorical devices multiple times. 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.

**Text: *Frankenstein* by Mary Shelley**

**Paperback:** 166 pages

**Publisher:** Dover Publications; Third Edition

**ISBN-13:** 978-0486282114

**Reading:** I strongly recommend reading *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. We will begin Quarter 1 discussing this novel and you should be prepared to intelligently discuss the themes, language and literary devices in the novel.

**Assignment (75 points or 1 points per entry – elements C & D are graded):** Close read the novel: 75 entries, equally distributed over the entire book, about 3 entries per chapter. Organize each entry in the following manner:

Heading: CHAPTER \* (The heading only needs to appear once at the beginning of the section)

Entry # (1-20)

- A. place in text
- B. quotation
- C. label (literary/rhetorical device)
- D. explain writer's intended effect on reader and how it adds meaning.

The following is a sample entry:  
(Under CHAPTER 1 heading)

# 17

- 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. There are many references to spirits and heavenly attributes 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 and determines a character's demeanor.

Close reading should follow your first reading of *Frankenstein*. Ideally you will understand the story to some degree before you tackle this.

### Helpful Hints

#### **Theme vs. Thematic Concepts**

A thematic concept is the generalized idea from which we can derive a theme. For many years you may have thought that these concepts were actually themes, but in reality they are not. We have all seen them. We search Sparknotes for important themes and are given items such as love or chaos vs. order. These are in fact thematic concepts and need to be referred as such.

Themes are derived from thematic concepts. If one sees ideas of death or corruption, he or she may say the thematic concept is death or corruption. Now, we must go one step further to understand the actual theme. What is the piece saying about death? What is it saying about corruption? Theme examples: 1. Death is inevitable. 2. It is human nature to fear death.

3. **THIRD ASSIGNMENT:** Your next assignment for the summer is to read one book from the reading list found at the end 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. (30 pt. essay assigned in class first week of school)

The purpose of this assignment is to add to your reading experiences and to develop your critical thinking skills. Thus 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. ***The more you read books of literary merit the more prepared you will be.*** I encourage you to visit the College Board website to review sample questions, additional preparation suggestions and lists of literary works that often appear on the exams.

[http://www.collegeboard.com/student/testing/ap/sub\\_englit.html](http://www.collegeboard.com/student/testing/ap/sub_englit.html)

You will be assessed during the first week of school on the novel you have read for this assignment, using an AP exam prompt. Use the guidelines on the following page 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 of sun and brain atrophy. Additionally, 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, this is an excellent practice to begin now.

#### **Ideas for annotating Literature**

*"Every Text is a lazy machine asking the reader to do some of its work."*  
– Novelist Umberto Eco

- Use a pen so you can make circles brackets and notes. If you like highlighters use one for key passages, but don't get carried away and don't only highlight.
- 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- of 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. If SAT prep has dampened your enthusiasm, reconsider the joy of adding your "word hoard" as the Beowulf poet calls it.
- 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>
- If you still need help, please visit this supportive essay on how to annotate a text, <http://www.tnellen.com/cybereng/adler.html>.

### **Choose ONE:**

*Crime and Punishment* by Fyodor Dostoevsky  
*Great Expectations* by Charles Dickens  
*The Heart of Darkness* by Joseph Conrad  
**\*\*Invisible Man** by Ralph Ellison  
*Ceremony* by Leslie Marmon Silko  
*Moby Dick* by Herman Melville  
*Beloved* by Toni Morrison  
*One Hundred Years of Solitude* by Gabriel Garcia Marquez  
*Billy Budd* by Herman Melville  
*Jane Eyre* by Charlotte Bronte  
*King Lear* by Shakespeare  
*Song of Solomon* by Toni Morrison  
*The Adventures of Huckleberry Finn* by Mark Twain  
*As I Lay Dying* by William Faulkner

*The Awakening* by Kate Chopin  
*Bless Me, Ultima* by Rudolfo Anaya  
*Glass Menagerie* by Tennessee Williams  
*The Mayor of Casterbridge* by Thomas Hardy  
*Obasan* by Joy Kogawa  
*All the Pretty Horses* by Cormac McCarthy  
*Death of a Salesman* by Arthur Miller  
*Ethan Frome* by Edith Wharton  
*A Farewell to Arms* by Ernest Hemingway  
*Lord of the Flies* by William Golding  
*The Poisonwood Bible* by Barbara Kingsolver  
*1984* by George Orwell  
*Animal Farm* by George Orwell  
*The Stranger* by Albert Camus  
*Pride and Prejudice* by Jane Austen  
*The Scarlet Letter* by Nathaniel Hawthorn

\*\* Most used novel on the AP Literature Exam.

**Additional Reading:** Familiarize yourself with the Greek and Roman gods, goddesses, and myths covered. Many works of literature assume knowledge of this subject.

Summer Reading Assignment Borrowed from:

<http://schools.stlucie.k12.fl.us/lpa/files/2015/08/LPA-AP-Literature-Summer-Reading-2016.pdf>