

Welcome to AP Literature and Composition!

- School starts on Friday, August 9.
- Your summer reading work is due on Monday, August 12.
- It's a good idea to start the reading now and pace yourself. Don't wait until the last minute!

1. You will read two books this summer.
2. You will create a dialectical journal for both of them. With your dialectical journals, you are working toward the essay you will write for the open question on the AP Lit. exam.
3. Prepare to take a test on both novels. You will be required to identify characters from the novels and through them analyze theme and characterization.
4. You will complete Major Works Data Sheets over both novels once we return to school. I will provide instructions and due dates the first week of school.
5. If you want to get a head start on other reading, I have included titles of some of the major works, short stories, and poems (AT THE END OF THE DOCUMENT, in chronological order) that we will work with over course of the year.

SUMMER READING INSTRUCTIONS

I. Every one must read *Things Fall Apart*, by Chinua Achebe.

II. Choose one additional novel from this list:

1984—George Orwell
Beloved—Toni Morrison
Brave New World—Aldous Huxley
Frankenstein—Mary Shelley
Invisible Man by Ralph Ellison
The Kite Runner—Khaled Hosseini
Pride and Prejudice—Jane Austen
Wuthering Heights—Emily Bronte

For each of the books, you must journal. Please purchase a composition notebook/journal to do so (both can be in one notebook!). The journals will provide information that will help me see how you interact with text, as well as how you think and analyze.

INSTRUCTIONS

- ☐ The paper should be divided in half vertically.
- ☐ One side is a quote from the text. It should be at least three lines and no more than one short paragraph, fully written out and cited with the page number. The quotes should be chosen because you believe that they represent a key point about a theme or a character in the novel.
- ☐ The other side should contain observations of and reflections on the following. Aim for variety.

Use literary terms in your reflections and elaborate as you express your thoughts.

- Characterization
 - physical descriptions, actions/motivations
 - direct characterization (what the character says and thinks)
 - indirect characterization (what others say about the character)
- Setting, mood, atmosphere and their effect or purpose
- Plot/Conflict
 - internal and external conflicts and the values they reveal
 - predictions of what will follow and why (evidence)
- Patterns/Motifs: recurring images, phrases, or symbols and what they mean
- Literary devices and their meaning and purpose (tone, style, imagery, allusion, etc.)
- Theme: beliefs and values implied throughout the text; truths about human nature—complete sentences! Theme is not the same as subject or thematic idea. A subject or thematic idea will be addressed in a thematic statement/theme.

To Note—

- ☐ **The entries should span the entire book (there needs to be clear evidence that you've read the whole novel).**
- ☐ **Do not simply restate the meaning of the quote in your own words—this is your opportunity to interact with the language and the ideas of the author at a critical level.**
- **Record at least 20 entries for each novel. Entries will be evaluated on detail, thoughtfulness, and variety. Emphasize analysis over personal connections.**

How will you be evaluated?

The dialectical journals will be evaluated according to the following criteria:

- ☐ Quantity—Variety: There are a wide variety of the kinds of notes and questions, ranging from specific literary device analysis to broad themes. I will also look for your personal reaction and thoughts.
- ☐ Quantity—Quality: The quantity and quality of questions and notes demonstrate a determined attempt to contemplate and respond to the complete text. This is meant to help you understand and interact with the text as you read. **DO NOT SIMPLY SUMMARIZE/PARAPHRASE THE QUOTES.**
- ☐ Language: Questions and notes demonstrate an in-depth understanding of and curiosity about the language used in the text. You should note words and definitions for unfamiliar words. Use a dictionary.
- ☐ Searching for Patterns and Themes: Questions and notes demonstrate an excellent awareness of patterns and themes developing in the text.
- ☐ **Plagiarism, such as copying another student's journal or Sparks Notes, etc. will result in a failing grade.**

Sample Dialectical Journal

Source Material (Provide a direct quotation or paraphrase and a parenthetical citation)	Page #	Respond, Analyze, and Evaluate (Why do you find this passage interesting or important?)
<p>(What are you analyzing?)</p> <p>“The snow was like a carpet, very gentle, very warm”</p>	(83)	<p>Simile.</p> <p>I can picture the men standing in the concentration camp, watching the snow blanket the ground. It is silent there. The snow-covered ground is smooth and soft.</p> <p><i>Wiesel describes the snow as being “gentle” and “warm.” This comparison is not what one would expect.</i></p> <p><i>Standing barefoot in the snow would be very painful. The cold would cut deep into one’s feet. So why does he say it is warm? Maybe his feet are frozen, numb to the pain. Perhaps the snow provides insulation from night’s bitter cold.</i></p> <p><u>This comparison creates a sense of peace, a moment without terror and fear. It is as if he is home again, safe and warm.</u></p>
<p>“Death wrapped itself around me till I was stifled. It stuck to me. I felt that I could touch it. The idea of dying, of no longer being, began to fascinate me. Not to exist any longer.”</p>	(84)	<p>Personification/ Internal Conflict.</p> <p>This is a sad moment for Wiesel. He has fought to survive, but cannot fight any longer. I can’t imagine being fourteen and wanting to die. I can’t imagine being fourteen and losing my family, my dignity, my soul. What a tragedy.</p> <p><i>In this passage, Wiesel personifies death to show the control it has over those who are suffering in the camps. In this case, Death silences Wiesel, overpowering his will and subduing his hope of survival. Wiesel is conflicted. He wants to survive. He wants to take care of his father. But he doesn’t know how much more he can take.</i></p> <p><u>This is important because we see that Wiesel has reached a breaking point. Death has come for him so many times but has failed. This time, however, Wiesel is too tired to run, too tired to fight. He has had enough. Death is offering a gift—an escape from this hellish existence.</u></p>

Basic Responses...

- Raise questions about the beliefs and values implied in the text
- Give your personal reactions to the passage
- Discuss the words, ideas, or actions of the author or character(s)
- Tell what it reminds you of from your own experiences
- Write about what it makes you think or feel
- Agree or disagree with a character or the author

Higher Level Responses include the basic elements AND...

- Analyze the text for use of literary devices (tone, structure, style, imagery)
- Make connections between different characters or events in the text
- Make connections to a different text (or film, song, etc.)
- Discuss the words, ideas, or actions of the author or character(s)
- Consider an event or description from the perspective of a different character
- Analyze a passage and its relationship to the story as a whole

Materials you are going to need this year:

Lots of college-ruled loose-leaf paper

- Highlighters of various colors
- At least a 1.5" binder
- Composition notebook (they are usually black and white)
- Plenty of sticky notes (a variety of sizes)
- Pens—black or blue ink ONLY
- Pencils
- High quality plastic (white) erasers

If you want to read ahead:

Major Works

The Handmaid's Tale, by Margaret Atwood

Antigone, by Sophocles

Othello, by Shakespeare

The Color Purple, by Alice Walker

The Lord of the Flies, by William Golding

The Poisonwood Bible, by Barbara Kingsolver

Night, by Elie Wiesel

A few short stories:

"A Rose for Emily"

"The Lottery"

"Good Country People"

“A Good Man is Hard to Find”
“A & P” by John Updike
“Hills Like White Elephants”

Poems

“Harlem”, by Langston Hughes
“The Emperor of Ice Cream” by Wallace Stevens
“Mirror” by Sylvia Plath
“We Real Cool” by Gwendolyn Brooks
“Dirge Without Music” by Edna St. Vincent Millay
“Storm Warnings” by Adrienne Rich
“XIV” by Derek Walcott
“I Go Back to May 1937” by Sharon Olds
“Love Is Not All” by Edna St. Vincent Millay
“Barbie Doll” by Marge Piercy
“Diving into the Wreck” by Adrienne Rich
“Her Kind” by Anne Sexton
“One Art” by Elizabeth Bishop
“Lady Lazarus” by Sylvia Plath
“somewhere i have never travelled gladly beyond” by ee cummings
“Sonnet 18” by William Shakespeare
“Danse Russe” by William Carlos Williams
“The World is Too Much With Us” by William Wordsworth
“The Chimney Sweeper” by William Blake
“Leda and the Swan” by William Butler Yeats
“A Study of Reading Habits” by Philip Larkin
“Those Winter Sundays” by Robert Hayden
“Mending Wall” by Robert Frost
“Ode on a Grecian Urn” by John Keats