

Deerfield-Windsor School

AP English Literature and Composition  
Summer Reading, 2020

BEFORE YOU DO ANYTHING, READ THIS GUIDE THOROUGHLY FROM  
BEGINNING TO END

WRITING ASSIGNMENTS FOLLOW THE READING/ANNOTATION GUIDE IN THIS  
DOCUMENT

If you have any questions, email me at:  
irmgard.schopen-davis@deerfieldwindsor.com

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## INSTRUCTIONS FOR READING AND ANNOTATION

### A. Acquire the books.

1. Visit the following website, which lists all the novels and plays that have appeared on the AP English Literature Exam since 1971. **Choose ONE book from this site, read it, and annotate it following the guidelines below.** Do NOT choose a text that also appears in the textbook listed below.

<https://www.crowleyisdtx.org/cms/lib5/TX01917780/Centricity/Domain/882/AP%20lit-%201971-2017-Titles%20from%20Open%20Response%20Questions.pdf>

Texts are available from Amazon or ABEBooks. They are NOT listed in the DWS Book List.

AND

2. Carol Jago et al. *Literature and Composition: Reading -- Writing -- Thinking*. ISBN: 978-0312388065

Read and annotate FIVE of the following short stories in this book (which will be your textbook all year):

F. Scott Fitzgerald. "Babylon Revisited" (p. 250)  
Helena María Viramontes. "The Moths" (p. 265)  
Nathaniel Hawthorne. "Young Goodman Brown" (p. 452)  
John Updike. "A & P" (p. 462)  
Katherine Mansfield. "Bliss" (p. 646)  
William Faulkner. "A Rose for Emily" (p. 657)

Edwidge Danticat. "The Book of the Dead" (p. 835)  
 James Baldwin. "Sonny's Blues" (p. 1041)  
 Charlotte Perkins Gilman. "The Yellow Wallpaper" (p. 1066)  
 Flannery O' Connor. "A Good Man is Hard to Find" (p. 1211)  
 Alice Walker. "Everyday Use" (p. 1226)  
 Tim O'Brien. "The Things They Carried" (p. 1371)  
 Bharati Mukherjee. "The Management of Grief" (p. 1400)

## B. Read the instructions below before you begin your summer reading.

### 1. Why we're doing this

Like last year, the purpose of summer reading is to develop your critical reading skills. You will need these in class, when you take the ACT/SAT/PSAT, and when you enter college. Your ability to figure out not only WHAT is happening in a text, but also HOW it is written and WHY it is written this way will develop your critical reading skills, which are crucial to your success as a student. We call this **close reading** of a text. In order to keep track of your ideas, insights, and questions as you read closely, you will be **annotating** the text. An annotation is a "note of explanation or comment" written in the margin of a text that expresses an idea or insight by the reader about what s/he is reading. In other words, the reader (YOU) enters into a conversation with the text -- making comments, asking questions, noting areas of difficulty, for example. This may seem difficult at first, but like any skill, it takes practice -- and you have all summer to practice it!

### 2. How to read closely and annotate a text

#### a. First, create your own system of annotation.

- Your first task will be to devise a system of annotation that works for you. We are not prescribing a single system because reading is a very personal practice. We want you to be in charge of the system you will be using. We will ask you to cover certain categories, but the methods you use are entirely up to you.
- You may use the method you used last year, or modify it to suit your purposes. No need to start from scratch, if you already have a method.
- If you find that annotation interferes with your reading, read the text without annotating it first, then go back and annotate the parts you consider to be important. You may find that knowing the entire book will help you identify the important details more effectively. Again, let me stress, find a method that works for you.

**DO NOT GO TO GOOGLE TO FIND ANNOTATIONS. WE ARE INTERESTED IN YOUR IDEAS AND QUESTIONS. COPYING SOMEONE ELSE'S ANNOTATIONS IS PLAGIARISM AND A VIOLATION OF THE HONOR CODE. AND YOU WON'T LEARN ANYTHING.**

- We suggest that you buy a set of different colored highlighters, pens, post-its, and/or tabs to annotate your text.

- Decide which colors and items you're going to use for vocabulary, character, setting, and the other categories listed below.
- Create a key to remind yourself what highlighter colors, tabs, and post-its mean in your system. Make your system as simple and user-friendly as possible.
- Feel free to modify your system as needed. Do not feel you have to stick with your original design, if you find it's not working or it's too complicated.

**b. Here are the categories that you will need to annotate:**

**Vocabulary:** Use one color to highlight all unfamiliar words. Look them up and write a brief definition in the margin or on a post-it.

**Narrative Voice:** determine what type of narrator is used (omniscient, 1st person, 3rd person); what perspective does this narrator provide? Is s/he reliable or unreliable? Where in the text is this revealed?

**Tone and irony:** use highlighters and tabs/post-its to indicate important details about the narrator's attitude (or tone) towards his/her subject matter and to his/her audience. Mark examples of irony if you find them (verbal, situational, and/or dramatic) and consider their effect.

**Plot:** use tabs/post-its to mark the major stages of the plot. What type of conflict is developed? Here are the possibilities: conflict between individuals; conflict between an individual and nature; conflict between an individual and him/herself; conflict between an individual and society; conflict between an individual and the Divine (god(s) of some kind).

**Form and structure:** use highlighters and tabs/post-its to indicate important details about how the text is organized (into parts? volumes? chapters?). Look for places where structure changes and think about the reason for the change.

**Setting:** use highlighters and tabs/post-its to indicate important details about setting (time and place, creation of mood and atmosphere, and historical details).

**Characterization:** use highlighters and tabs/post-its to indicate important details about characters (what they look like, what they do, what they say, how they develop, what their function is in the book).

**Diction:** choose a highlighter color to indicate interesting word choices, repeated words, similes, metaphors, and other examples of figurative language that you recognize.

**Themes/major ideas.** What ideas does the book explore? What new understanding about life and humanity does the author want you to take away from this book?

**c. When you've got your system in place, you can begin reading and annotating. Or, if you prefer, annotate after you read. Use the method that works for you.**

1. Examine the following and see whether you can use them to predict anything about what

to expect from this book. Make notes on a post-it, or on the inside cover of the book.

- the front and back book cover
- the title and any subtitles
- the table of contents (if the book has one). If not, look at how the book is divided -- into chapters, volumes, sections? Do they have headings?
- Is there a preface, foreword, or epigraph? What expectations do they create about the text?

2. Annotate it using the system you've established. Also pay attention to the following guidelines:

- When you highlight, underline, or use a post-it to mark a particular section, write a comment in the margin about it. Highlighting without any commentary in the margin has little value -- you may not remember why you highlighted the section when you return to it.
- Have a conversation with the text. Record your responses to it -- make connections to other texts you've read (text-text); to aspects of your experience (text-self); and to issues going on in the world (text-world).
- Ask questions -- put a question mark in the margin next to sections that confuse you. Note why you're confused.
- Comment on lines /quotations you think are especially significant, powerful, or meaningful, or ones that you really like or enjoy.
- Note down predictions of what you think will happen.
- Mark important details about plot, characters, setting, narrative voice, diction, tone and irony, form and structure.
- Circle or put boxes, triangles, or clouds around words or phrases that seem important to you.
- Use abbreviations or symbols – brackets, stars (multiple stars for varying degrees of importance), exclamation points, question marks, numbers, etc.
- Connect words, phrases, ideas, circles, boxes, etc. with lines or arrows.

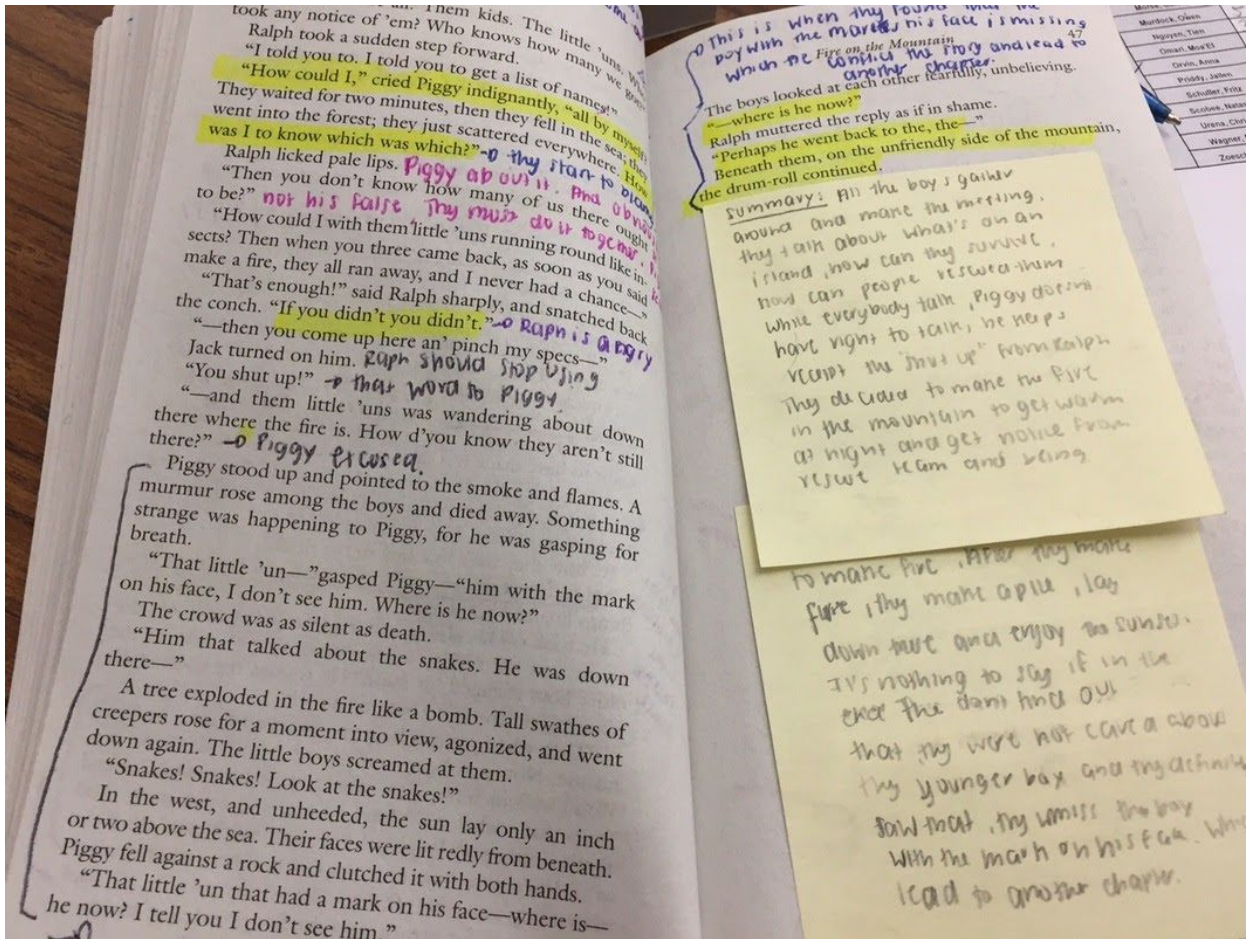
3. **After you have finished reading the book, write down what you consider to be the themes (or major ideas) of the book. You can write these inside the back cover of the book, or on a Post-it placed at the end of the book.**

Write the themes as full sentences, containing a subject and a predicate. That is, identify the book's point of view on an important topic. For example, if your book is about "Freedom," then tell us what specific perspective the book expresses:

"Freedom cannot be achieved without sacrifice."

“Freedom should be guaranteed to every human being.”

Here is an example of what an annotated text looks like:



## C. ASSIGNMENTS (ORAL AND WRITTEN)

These assignments are based on the assumption that we will be back to in-person school in August. Should anything change, I will modify the assignments accordingly.

### A. Reading Test:

- On the first day of school (**Thursday, August 13, 2020 OR Friday, August 14th, depending on your schedule**), you will take a reading test on the **content** of your summer reading book. It will be worth 100 points.
- Before the test, I will take up all copies of the Summer Reading book(s) and keep them until the Oral Test is completed.
- You will be given a copy of the Honor Pledge and will sign it, in order to affirm that all Summer Reading work is your own.
- The test will be based on quotations from the summer reading text. You will be required to identify any of the following: plot, characters, and setting (time and place)

**B. Oral Test:**

- During the first full week of school, you will be given an oral test of approximately 10 minutes.
- You will meet in groups of three or four with me. The test will be like a conversation in which you will be asked to explain your system of annotation to me and to show me examples of the different kinds of annotations you have made.
- Your goal will be to demonstrate that you have read the entire text deeply and thoroughly; that you have reflected on the text and have questions and ideas about it; that you are familiar enough with the text to move around it easily, finding annotations that you think are especially important.
- I will not be counting the number of annotations you have made or how many post-its you used. The overall impression I will be looking for is whether or not you have read the book thoroughly from beginning to end.
- The test will be worth **100 points**.

**C. Written Assignments to be turned in at the beginning of class on the first day (Thursday, August 13th OR Friday, August 14th, depending on your schedule).**

- **All assignments should be presented in MLA format :**
  - 1" margins all around
  - Your name, my name, the course name and the correct date in block formation on the left
  - A header with your name and the page number in the top right-hand corner
- **All assignments should be turned in to Turnitin and to Google Classroom. NO printed copy is required.**
- **Enrollment information for Turnitin and Google Classroom will be sent out to you in July.**

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**Assignment #1: Book chosen from the list of AP texts (1971 to 2019) (50 points)**

Write a response of 1-2 pages to the following prompt modified from the 2005 Exam:

Critic Roland Barthes has written that "Literature is the question minus the answer." Identify a central question that your text asks about human existence and discuss the extent to which it offers any answers.

The themes you have identified in your annotations will help you respond to this question.

Support all claims with appropriate evidence from the text. All quotations should be correctly cited in MLA style.

Include a Work Cited list.

**Assignment #2: Short Stories (50 points)**

Choose ONE of the short stories from the list above that you have read and write a response of 1-2 pages to the following prompt:

Identify the central conflict and the characters involved in the conflict.

Explain how this conflict is used to develop a central theme of the story.

Support all claims with appropriate evidence from the text. All quotations should be correctly cited in MLA style.

Include a Work Cited list.