

May 2020

Dear AP Literature Student:

Welcome to the 2020-2021 AP English Literature and Composition course, a college-level course reserved for seniors at PMHS! This course provides you with a stimulating curriculum that will get you thinking and writing critically. It is also an excellent opportunity to begin college-level work before you graduate high school. I'm excited about the course, and hope you are too! I want you to know more about AP English Literature and what the course requires of you, and I'd also like to know more about you as a student. This letter tells you about the course and about the required summer reading assignments.

The course will invite you not simply to read, but more importantly, to read critically and to think deeply. You'll also be doing extensive writing about literature, which will help you build skills in composing and organizing logical arguments and to sharpen your interpretive skills.

Now, you may not love everything you read. But you should **like** to read, and you'll need to be able to commit to reading **a lot**.

All AP English students are required to complete summer reading and the accompanying annotation assignment. The summer reading will help you build a stronger literary repertoire with which to begin the course, and we'll spend the beginning of the school year focusing intensively on the summer assignments.

Throughout the course next year, we'll read a diverse collection of challenging texts together and have rich discussions about what good literature does. You'll be engaged in intensive discussion and regular writing about texts. We will cover a wide variety of fiction, non-fiction, drama, and poetry throughout the year. You'll be more than prepared for college English when you complete the course. But much more valuable than that, you'll develop an appreciation for literature as an art form and as a means of capturing and challenging truths about human experience.

As AP scholars, you are expected to be dedicated and self-disciplined, teachable and self-motivated. This class is challenging but I believe any student can succeed as long as he/she is teachable and self-motivated. ***If you are habitually late with assignments, or a poor listener, or don't like to read, this class might not be for you.***

If you have questions about the course or its requirements, please feel free to contact me at the email below.

Enjoy the rest of the summer! Happy reading!

Mrs. C. O'Brien

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Summer Reading and Assignment
Advanced Placement English Literature, 2018-2019
Mrs. Cami O'Brien

- For the 12AP English Literature course, summer reading is especially important to prepare students for their work in the coming year. For the 2020-2021 school year, 12AP English Lit students are expected to read *How to Read Literature like a Professor*, *The Bean Trees*, *The Glass Castle*, and **two additional** books from the list or of comparable literary complexity--a total of **FIVE** works over the summer.
- Summer Reading Lists can be found on the school web homepage (pmhs.pelhamschools.org) or in the Summer Assignments Google Folder.
- **Your Summer Reading Assignment selection MAY NOT come from another AP or 12th Grade class Summer Assignment**

You are required to read:

1. **How to Read Literature like a Professor by Thomas C. Foster**
2. **The Bean Trees by Barbara Kingsolver**
3. **The Glass Castle by Jeannette Walls**

In addition, the other **2** books are up to you. *Ideally*, you should choose a range of work from different time periods, by women and men, in varying styles or genres. If you're unfamiliar with the selections, try a little online skimming first to help you decide which books to choose.

- The aim of this reading is that you engage actively with the texts. "THE ANNOTATION ASSIGNMENT" (see instructions on the next page) allows you to track and demonstrate your thinking as you read in a way you can access later.
- **All reading should be completed before school begins, and "THE ANNOTATION ASSIGNMENT" is due the FIRST day of our AP class. Do not wait until the last minute!** In addition, you will be given a timed in class essay during the first week of school based on the summer reading. This essay will test your close reading skills and your ability to write about literature.

To clarify:

- You must read **5** books this summer.
 - *The FIRST book you read should be How to Read Literature like a Professor*
 - *Two of the books MUST be The Glass Castle and The Bean Trees.*
- You must complete "THE ANNOTATION ASSIGNMENT" for the **5 (FIVE)** books you read. **So the first day of school, you will come in with FIVE annotated texts.**

The Annotation Assignment

For 12AP, you are required to annotate all 5 of the books you read over the summer.

- Annotations should NOT take the form of summary, nor should they be unanswered questions about definitions and/or plot- if you write these questions down, find out the answer and write the answer in later! Use tips from How to Read Literature like a Professor to guide you in your annotations.
- You have 2 choices: annotations can either be written
 - 1) on Post-Its and placed on the corresponding pages in the books, or
 - 2) directly on the pages themselves (if you own the book, of course).
- PLEASE NOTE, both options require that you obtain physical copies of the books--whether you borrow them from the library, or buy them.
- Bring all of your books (with the annotations in them) to the first day of your AP class so that the teacher can check your annotations.

SO, HOW DO I ANNOTATE?

- As you read each text, you should be interacting with it. In order to do this, you will be writing notes as you read. These annotations take the form of written notes in the margins OR on post-its.
- They can be questions that occur to you while you read (open-ended questions that may act as discussion starters), patterns that you notice in the text (repeated words, images, motifs, etc.), symbols, important character details, various literary devices, etc. Most importantly, your annotations should be varied. Thus, every annotation should not be character details or questions.
- At this level, your annotations should lean towards ANALYSIS. They **SHOULD NOT** include plot summary, questions about plot, questions about vocabulary (If there's a word in the text that you don't know, LOOK IT UP!), plagiarized ideas or points from outside sources (especially Sparknotes!!).
- We have included visuals of annotations on the next page.

without the little we would have lost the best manage such skins.

Poppies in October

Even the sun-clouds this morning cannot manage such skins.

Nor the woman in the ambulance

whose red heart blooms through her coat so astoundingly —

A gift, a love gift

Utterly unasked for

By a sky

Palely and faintly

Igniting its carbon monoxides, by eyes

Dulled to a halt under bowlers.

O my God, what am I

That these late mouths should cry open

In a forest of frost, in a dawn of cornflowers.

contrast late winter death early summer contrasting images

repetition about lines all together

hats with, round head handle pretty the head

hose Hoop

SHIP OF THESEUS

you've seen it before

Ostrero murmurs apologies. Plicker takes grip, then sheepishly removes his own mittens to mid-shin on S. No one has shoes to spare. S. doesn't mind. His feet don't hurt, they vibrate as if they belong to someone other than his.

Stenfolk regards S. closely. He opens his mouth to speak, but before any words come out he is seized by coughing. When he recovers, he straightens on his shoulders, wipes his face with a towel and his chief. "So, S.," he says quietly, "who are you?"

S. pauses, remembers the worth of names have been given to him—not just by Marlene, also by the young woman in the Old Quarter.

Sola? Can it possibly be a good idea to tell her? To put such faith in someone he does not know?

He assembles what he does know about these are people who have lost friends. Stenfolk man who has exhausted himself leading a movement against a much more powerful adversary, the woman, is across the square by gate, pleading for peaceful vigilance. A Detective in the brown duster, up on the roof in the spotlight, his (possibly imagined) foot down to chill S. when he was already frozen.

SHIP OF THESEUS

About himself, of course, he still knows next to nothing.

So, what can he possibly rely on, other than his instincts?

"I don't know who I am," S. says.

Stenfolk cocks an eyebrow. "Meaning?"

"I have amnesia."

Pfeifer splutters a few syllables of disbelief, but quiets himself when Stenfolk holds up a hand.

(S. details what he does know about himself. It does not take long. He omits some details: he says nothing about the surreal peculiarities of the ship and its sailors because he does not want to be written off as a lunatic.) He says nothing about the woman in the bar, though he's not quite sure why.

"An improbable story," Stenfolk says, "but if you're saying you're not with Vévoda"—he has to pause to clear his throat several times—"or the Detectives—"

"I am saying that, yes," S. says. And I am hoping it is not an *ostrich*, he thinks. He shivers inside his new clothes.

"That's all you know?" Ostrero says. "Nothing else at all?"

S. recalls the two monkeys that have crossed his path, as well as the hissing cat from the Old Quarter.

→ it's not clear for me what Ostrero is getting at in that note. He hasn't made a lot of sense.

[27] I HAVE NO IDEA HE'S OLD. GET ME A STYLUS EVERYTHING IS JUST THAT HIS ENGLISH IS WORSE THAN I REMEMBER.

Hutch letter insert

if I don't buy this. I mean, you can still make a good basic archery, of right + wings & has we, it's just that the decision he bases on. It don't always work out.

ALSO, YOU CAN HAVE SOMEONE'S BIRTH + THAT WOULD BE FUNNY TO FIND IT.

It would like you have some extra stuff in mind.

I DO.

Hi!

if you're read this. It could get you out on any page in this book + you'd notice it.

LIVE ON IT, SON.

Just like that. Do what is your example?

US. OBVIOUSLY.

Don't think so hard? Why if you're trying to up in the first place if you didn't want to say it!

I DID WANT TO SAY IT. I JUST PANICKED A LITTLE.