

2024-25 Academy AP Literature and Composition Summer Reading Assignment

Your summer reading assignment places you in conversation with a contemporary writer and a writer of the past.

- Complete Part 1 of the assignment by the first day of school, at which time I will check your work.
- You will complete Part 2 of the assignment within the first few weeks of school.

Part I: By the first day of school, select, read, and **annotate** one *pair* of books, *both* a classic and a work of contemporary fiction, from the following list:

	Classic Fiction	Contemporary Fiction
Pair 1:	<i>The Stranger</i> by Albert Camus	<i>Extremely Loud and Incredibly Close</i> Jonathan Safran Foer
Pair 2:	<i>Things Fall Apart</i> by Chinua Achebe	<i>The Poisonwood Bible</i> by Barbara Kingsolver
Pair 3	<i>A Passage to India</i> by E.M. Forster	<i>The Sympathizer</i> by Viet Thanh Nguyen

Your annotations—markings and notes written directly on the text or in the margins a minimum of every three or five pages—are of equal weight as your Part 2 projects.

Annotating Your Texts

AP and college-level readers read not merely to be absorbed in a story, but also to study the subtleties, ambiguities, and tools an author wields to write a meaningful, masterful narrative. Your pencil documents the conversation you have with the text as you read, insisting that you listen to and record the *questions* that you inevitably ask, the *reactions* you have, and the *connections* and *discoveries* you make. Via these notes, you log your journey through the text. When you look back at them, you will be able to see *how* the storyteller steers your course through the story.

Annotating Instructions: For the sake of standardizing your annotations and for grading purposes, your book notes should follow this format:

- **Inside front cover:** Keep a character list with a small space for each character's role/traits and for page references to key scenes involving them, moments of character development, etc. Use your best judgment—you do not need to take notes on every minor character.
- **Inside back cover:** Keep a list of important themes, allusions, images, motifs, key scenes, epiphanies, etc. Include page references and notes as you read.
- **Bottom and side page margins:** Leave interpretive notes, questions, and/or remarks that examine the meaning of the page. Tie in with information on the front and back cover.
- **End of each chapter:** Provide bullet points of plot development and importance of the chapter. This encourages you to synthesize what you've read. Nothing fancy here: 2-3 points usually suffice.
- **Additional markings:**
 - *Underlining:* marked and annotated during or after reading to help locate key phrases or lines for discussion, essays, or questions.
 - *Brackets:* marked during or after reading to highlight key speeches, descriptions, etc. too long to underline easily.

Annotation Tips:

- Note: Some students complain that annotating along the way may seem to turn the pleasure of reading into work – stopping to write seems annoying and awkward. Once you find a system that works for you, the experience can take on the quality of a rich conversation, making you a participant rather than a passive listener of a narrative. If annotating as you read doesn't work for you, leave a little time to go back – after a few pages, a chapter, or even a reading session – to synthesize your thoughts via annotations.
- Some readers choose one color of ink to do initial marking while reading; then they will go back with another color or colors to mark more thoroughly once they have finished a larger section, have had time to think about it, and are able to see development of devices more clearly. Some develop a color key for different sorts of insights.
- Draw a circle or square around new words, jotting down the closest synonym beside them.

Annotation Rubric:

When assessing annotation, I will grade holistically to see how you interacted with the text. Did you use a combination of annotation techniques, such as questioning, identification of themes and motifs, and responses to style? Did you mark and provide a synonym for challenging words? Did you have any personal responses? The annotations should be a thorough combination of the strategies detailed above.

_____ **100%**: The text is extensively highlighted, underlined, and bracketed. The text contains a thorough character list on the front cover and a significant and insightful list of themes (generated by you, not others' analyses) on the back cover. A well-developed list of summary points at the end of each chapter combines with varied margin notes, showing that the student has carefully read and considered the text's meaning. The student not only read, but also thoughtfully engaged with the text on the AP level.

_____ **95%**: The text is extensively highlighted or underlined with fewer margin notes compared to the most carefully considered annotations earning 100%. The character list and theme list are present, but are less well developed than the most carefully considered annotations earning 100%. Though the chapter summaries are concise, the annotations demonstrate that the student has carefully read and considered the text's meaning.

_____ **85%**: The text is less extensively highlighted or underlined, accompanied by fewer margin notes and markings. The annotations themselves demonstrate a less thorough reading of the work than the top two ratings either in terms of content or brevity. The character list and the thematic list may be lacking.

_____ **75%**: The text is somewhat highlighted, underlined, and bracketed, but the notes fail to reveal much about the reader's analysis. Consequently, it is difficult to determine how thorough the reading of the text has been.

_____ **60%**: Only a few notations are used or a significant part of the text is unmarked or there are so few notations overall that the text may not have been read completely.

_____ **0%**: The text is unmarked.

Part II: Within the first few weeks of school, you will complete the project below. Again, this does NOT have to be done by the first day of school.

Choose *two* of the options below to begin your analysis of the novel pair you read this summer. Select at least one option marked with a ⇔, indicating that the task requires you to consider how these novels converse with one another. Take a risk—be creative!

Literary

- ❖ Write a 500 word review of the *classic* novel from the perspective of one the characters from your *contemporary* novel. Rather than taking an objective voice in your review, intentionally capture the narrator's voice. ⇔

Visual

- ❖ Create a work of visual or graphic art that combines symbols or motifs from each work. Write a paragraph or two for display explaining what your work communicates about the conversation between the two texts. Unusual media and dimensions are encouraged. ⇔
- ❖ Create a movie poster for the contemporary novel using only images you generate. Write a paragraph or two for display explaining what your poster captures. Include cameo credits and a tagline.

Historical

- ❖ Create a magazine article (min. of 2 pages, in single-spaced magazine layout) or a podcast (2-5 mins.) directed at a student audience. Make sure to use and cite sources in the text. Your article/podcast will:
 - provide enriching cultural or historical context for one of the novels.
 - elucidate the literary and/or artistic influences on one of the authors.
 - connect the life experiences of one of the authors to the novel.

Dramatic

- ❖ Design the set and costumes for a key scene in either novel. Submit the portfolio of your original sketches, either traditional or digital, along with a written explanation of your choices. Fabric swatches and/or materials welcome.
- ❖ Write and record a monologue (2-4 mins.) in the voice of a central character of either novel.

Musical

- ❖ Write and record a song whose lyrics capture a theme both novels share. Attach an analysis explaining the connection.↔
- ❖ Create and share an 8-10 song playlist on YouTube/Spotify/Pandora from a character in the contemporary novel to a character in the classic novel. In a letter written from the point-of-view of the contemporary character, explain why you chose each song (referring to specific details in the lyrics, mood, artist, etc.) ↔

Film/radio

- ❖ Record a 3-5 minute interview or conversation between two characters, one from each novel, while they spend time together serendipitously in a setting where their paths are likely to cross.↔
- ❖ Create a movie trailer at least one minute in length for one of the novels with a brief, written explanation of your interpretive choices.

Scroll down to consult project rubrics and the REQUIRED SELF-ASSESSMENT.

SCORING RUBRIC for 2023-24 Academy AP Literature and Composition Summer Reading

Product #1: _____

	A (100%)	B (89%)	C (79%)	D (69%)
Creativity and Originality	WOW! Very authentic and imaginative; clearly illustrates writer's connections to text(s)	Creative and original; illustrates writer's connections to text	Somewhat creative and original; some connections made to text	Project seems to be a replica of the book; project is lacking in creativity and authenticity
Analysis and Interpretation	Reveals an in-depth analysis and interpretation of the novel; makes insightful connections between task and novel	Conveys a thorough understanding of task and novel; makes explicit connections	Conveys a basic understanding of the task and the novel; makes few or superficial connections	Provides a confused or inaccurate understanding of the task or the novel; unclear or no connections
Development and Completion	Ideas are clearly and fully developed by making effective use of relevant and specific details from the novel; all parts of the task are completed with care	Ideas are clearly and consistently developed by using relevant and specific details from the novel; all parts of the task are complete	Ideas are briefly developed using some details from the novel; all parts of the task are complete, but some parts lack development	Ideas are largely incomplete; one or more parts of the task are incomplete
Language and Conventions	Exhibits correct spelling, grammar, punctuation; project uses sophisticated language and vivid details from the text	Mostly correct spelling, grammar, punctuation; uses appropriate, effective language and incorporates sensory detail	Exhibits errors that somewhat hinder comprehension; some appropriate, effective language and sensory language; verb tense errors	Exhibits many errors that hinder comprehension; uses few or no effective words or sensory language
Thematic Connections	Makes insightful connections to theme[s]	Makes explicit connections to theme[s]	Makes few or superficial connections to theme[s]	Little or no connections made between project and theme[s]

Product #2: _____

	A (100%)	B (89%)	C (79%)	D (69%)
Creativity and Originality	WOW! Very authentic and imaginative; clearly illustrates writer's connections to text(s)	Creative and original; illustrates writer's connections to text	Somewhat creative and original; some connections made to text	Project seems to be a replica of the book; project is lacking in creativity and authenticity
Analysis and Interpretation	Reveals an in-depth analysis and interpretation of the novel; makes insightful connections between task and novel	Conveys a thorough understanding of task and novel; makes explicit connections	Conveys a basic understanding of the task and the novel; makes few or superficial connections	Provides a confused or inaccurate understanding of the task or the novel; unclear or no connections
Development and Completion	Ideas are clearly and fully developed by making effective use of relevant and specific details from the novel; all parts of the task are completed with care	Ideas are clearly and consistently developed by using relevant and specific details from the novel; all parts of the task are complete	Ideas are briefly developed using some details from the novel; all parts of the task are complete, but some parts lack development	Ideas are largely incomplete; one or more parts of the task are incomplete
Language and Conventions	Exhibits correct spelling, grammar, punctuation; project uses sophisticated language and vivid details from the text	Mostly correct spelling, grammar, punctuation; uses appropriate, effective language and incorporates sensory detail	Exhibits errors that somewhat hinder comprehension; some appropriate, effective language and sensory language; verb tense errors	Exhibits many errors that hinder comprehension; uses few or no effective words or sensory language
Thematic Connections	Makes insightful connections to theme[s]	Makes explicit connections to theme[s]	Makes few or superficial connections to theme[s]	Little or no connections made between project and theme[s]

Please fill in this self-assessment BEFORE handing in the assignment.

Self Assessment:

How my project captures my experience of the novels: _____

What I learned: _____

What I still want to understand: _____

The combined grade I would give this assignment is: _____/200.

Student's Comments:

Teacher's Final grade: _____/200

Teacher's Comments: