

AP Literature and Composition Summer Reading Assignment

Welcome to AP Lit! To help you prepare for the levels and layers of analysis we will apply to each literary text in our course, you are tasked with reading select chapters from Thomas C. Foster's *How to Read Literature Like a Professor*. **In conjunction with *HTRLLAP*, you will choose to read **THREE** short story texts from the list below.** Please read the assigned chapters and complete the analysis assignment described below. Remember that the key to this assignment is to get you reading and thinking about literature! Most importantly, have fun!

Reading Texts

You can access all texts at the hyperlinks below or find them easily to read or purchase online. All short stories can be found online by typing in the name of the story, author, and PDF into Google.

Main Text

[How to Read Literature Like Professor Thomas C. Foster](#)

Short Story Selections

- ["A Worn Path" Eudora Welty](#)
- ["Sweat" Zora Neale Hurston](#)
- ["The Garden Party" Katherine Mansfield](#)
- ["Story of an Hour" Kate Chopin](#)
- ["The Grave" Katherine Anne Porter](#)
- ["Rappaccini's Daughter" Nathaniel Hawthorne](#)
- ["Clothes" Chitra Banerjee Divakaruni](#)
- ["A Rose for Emily" William Faulkner](#)
- ["Two Kinds" Amy Tan](#)
- ["A Very Old Man with Enormous Wings" Gabriel Garcia Marquez](#)

The Assignment

Text Annotations

Read the chapters of *HTRLLAP* in order as on the next page. As you read, take notes for each chapter and story. Your annotations should consist of questions, comments (reactions), objections/arguments, connections, etc. You may also wish to take notes on anything you may want to discuss later in class.

Both *HTRLLAP* and the short stories will be discussed in some capacity the first few weeks of class. You will also receive an AP-style test and in-class project on *HTRLLAP* in the first few weeks of school.

Short story Analysis

For each of your three chosen short stories choose *at least* two separate chapters (you may choose more) to apply from Foster's *How to Read Literature Like a Professor*. For each chapter chosen, write a paragraph of analysis. You need to have at least **eight sentences** per paragraph. Use the chapters in *HTRLLAP* to help guide your analysis.

Upon completion of your assignment, you will have **six total analysis paragraphs** (two per chosen short story text). On the next page you will find a student example paragraph and the chapter reading list for *HTRLLAP*.

Analysis Paragraph Student Example

Chapter	Page	Short Story	Connection to Story
Chapter 23: “It’s Never Just Heart Disease..”	143	“The Story of an Hour” Kate Chopin	In Chopin’s “The Story of an Hour,” protagonist Louise Mallard locks herself in her room, ostensibly upset after discovering that her husband, Brently Mallard, had passed away. As her sister persistently bangs on the door, worrying that Louise, who has heart disease, will fall ill if she does not come out, Louise cannot help but laugh to herself in excitement, chanting, “free, free, free!” From this development, it is revealed that Louise is actually exhilarated by the news of her husband’s passing because, though she had loved him, she could now spend the rest of her life living for herself and herself only. The realization frightens Louise for a fleeting moment, before being wiped away once more by her thrill. In this manner, Louise’s heart disease serves as more than a physical ailment: rather, it is a symbol for the repression she felt as a result of marriage, which manifests itself in the form of greed so powerful it blinds her from her humanity, enabling her to revel in the joys of another’s death. Foster’s assertion that “[A character] may or may not need to die, but if they do buy the farm, there’s only one death symbolically appropriate to the situation...” (143) comes into play when Brently Mallard, who had not actually passed away, returns home safely to find that his wife had died of a heart attack that doctors said was that of “the joy that kills.” The void in Louise’s figurative heart from her dissatisfaction with her standard of living was represented by the disease of her physical heart, which would eventually lead to her own untimely death.

HTRLLAP Chapter Reading List

I. Plot/Structure

- A. Introduction
- B. Chapter 1: Every Trip is a Quest (Except When It’s Not)
- C. Chapter 11: ...More Than It’s Gonna Hurt You
- D. Chapter 19: Geography Matters

II. Character

- A. Chapter 2: Nice to Eat With You
- B. Chapter 14: Yep, She’s a Christ Figure, Too
- C. Chapter 22: He’s Blind for a Reason, You Know
- D. Chapter 23: It’s Never Just Heart Disease

III. Symbol

- A. Chapter 12: Is That a Symbol?
- B. Chapter 6: ...Or the Bible
- C. Chapter 15: Flights of Fancy
- D. Chapter 18: If She Comes Up, It’s Baptism

Scoring Rubric

ASSIGNMENT COMPONENT	<i>Minimal 3 points</i>	<i>Limited 5 points</i>	<i>Adequate 7 points</i>	<i>Effective 10 points</i>
Short Story Analysis	<p>EVIDENCE: Provides evidence that is mostly general. AND COMMENTARY: Summarizes the evidence but does not explain how the evidence supports the argument.</p>	<p>EVIDENCE: Provides some specific, relevant evidence. AND COMMENTARY: Explains how some of the evidence relates to the student’s argument, but no line of reasoning is established, or the line of reasoning.</p>	<p>EVIDENCE: Provides specific evidence to support all claims in a line of reasoning. AND COMMENTARY: Explains how some of the evidence supports a line of reasoning.</p>	<p>EVIDENCE: Provides specific evidence to support all claims in a line of reasoning. AND COMMENTARY: Consistently explains how the evidence supports a line of reasoning.</p>
<p>_____ /60 points <i>Each paragraph of analysis is worth 10 points.</i></p>	<i>Minimal 10 points</i>	<i>Limited 20 points</i>	<i>Adequate 30 points</i>	<i>Effective 40 points</i>
Text Annotations	<ul style="list-style-type: none"> • Student made little to no effort to annotate the text • There is no understanding of the text demonstrated by the student’s notes. 	<ul style="list-style-type: none"> • Text has been somewhat annotated with a variety of comments. • Few words and concepts are identified; few interesting and surprising parts are noted. • Few and inconsistent notes throughout the text. Notes show comprehension, but not analysis. 	<ul style="list-style-type: none"> • Text has been reasonably well annotated with questions, observations, and connections to the text. • Some challenging words and concepts are identified; a few interesting parts are noted. • Comments show an understanding of the text, but at a basic, surface level. • Notes are inconsistent throughout the text; may be well done in some chapters, but not in others. 	<ul style="list-style-type: none"> • Text has been thoroughly annotated with questions, observations, and connections to the text. • Challenging words and concepts are identified; interesting and surprising parts are noted. • Comments show thoughtfulness and a thorough understanding of the text. • Frequent and consistent notes throughout text (not bunched in one section).
_____ /40 points				