

AP Literature and Composition Summer Assignment 2024

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Read the following statements. If you agree, sign at the bottom, accepting the terms of this agreement and the conditions regarding submission of this summer assignment.

Return this signature page to Dr. Roper in B214 by Wednesday, May 21.

I understand that by enrolling in an AP course at Gettysburg Area High School, I am required to pay the fee of approximately \$96 per course. I also understand that I am required to take the Advanced Placement exam in the spring of 2025. If I do not take the exam, I will forfeit the added grade weight which accompanies the course, and I will not receive a refund of the exam fee.

I understand that if I do not complete the required reading list and hand in the written assignments by the assigned due date, I will receive a 50% penalty on the assignments. I understand that I will NOT be dropped from the course.

The English Department at Gettysburg Area High School encourages all students to make reading an important part of their summer. Aim to spend at least 30-60 minutes a day reading. The very best preparation for future success in any field is to read. If reading is not part of your life, do not expect to be a successful student in this AP course.

Also, remember that AP courses are electives. If you do not wish to complete a summer assignment, please withdraw from the course now. If you cannot devote the time needed to be successful in this class next year, please withdraw from the course now. If you have an issue with school attendance, please know that it will become a problem in this class and in any other AP class.

I, _____ (your name, printed) have reviewed the requirements for the summer assignment for AP Literature and Composition for the school year 2024-25. **I am aware that this assignment is due on the first day of school, Tuesday, August 27, 2024.** I am aware that I must print the assignment and deliver it to Dr. Roper in room B214. If I am absent on the first day of school, I should send an electronic copy to Dr. Roper by the first day of school and then deliver a printed copy upon my return to school.

(Your signature)

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Welcome to AP English Literature and Composition! I hope you are as excited as I am to embark on this scholarly adventure! During this journey, we will encounter some challenging literary texts and writing assignments. We will contemplate and analyze those texts with an array of tools, all of which will assist you in preparing for college courses in English and composition. The stories themselves are part of the journey, and I hope you enjoy the trips to different times and places.

To prepare for our upcoming adventure, I created a summer reading assignment that will help prepare you for the class and introduce the concepts I will cover this year. You are responsible for obtaining copies of the books needed to complete this assignment. Come by my room to check them out for the summer.

Summer Assignment Overview

You will need a notebook/binder to organize notes and class materials for the semester. I suggest a 1 ½ - 2 inch binder.

Your annotations should be in a separate notebook/journal that I can collect and check periodically during the semester.

You may check out each book from Dr. Roper. See me in Room B214.

- Purple Hibiscus* by Chimamanda Ngozi Adichie **or** *Peace Like a River* by Leif Enger
 - Annotate in your journal.
 - Write two 12-sentence paragraphs.

- A Streetcar Named Desire* by Tennessee Williams
 - Complete the Guiding Notes.

- Their Eyes Were Watching God* by Zora Neale Hurston
 - We will read this novel in class beginning about week 5. You may read ahead if you prefer. Annotate as you go. Pay attention to plot structure and sequence, setting, character patterns and interactions, themes, language choices, and point of view.

- Hamlet* by William Shakespeare
 - We will read this play in class beginning about week 12. You may read ahead if you prefer. Annotate as you go. Pay attention to plot structure and sequence, setting, character patterns and interactions, themes, language choices, and point of view.

Purple Hibiscus/Peace Like a River - Annotate

- Use the guiding questions below as you read and interact with the text.
- Record your annotations in your journal.
- Remember to include page numbers so you can easily find that segment of the text later as you compose the paragraphs.
- Turn in the journal with your annotations on the first day of school (8/27/24).
- These novel annotations will be included in the Minor Assessments grade.

Annotations Rubric

Grade Range: 100-90

The student thoroughly annotated the novel. He or she made consistent markings throughout the text. The student has

- written commentary;
- responded to lines, words, and/or phrases in the text;
- shared a personal connection or shared a connection to other texts;
- commented on the voice (narration) of the text;
- analyzed the author's motives;
- analyzed the structure of the text;
- asked questions about the author or text;
- wrestled with confusing aspects of or challenging words in the text; and/or
- made connections to BIG ideas

Grade Range: 89-80

The student proficiently annotated the text. He or she made consistent markings throughout the text. The student has

- written commentary;
- responded to lines, words, and/or phrases in the text;
- shared a personal connection or shared a connection to other texts;
- commented on the voice (narration) of the text;
- analyzed the author's motives;
- asked questions about the author or text;
- wrestled with confusing aspects of or challenging words in the text; and/or
- made connections to BIG ideas

Grade Range: 75-70

The student somewhat annotated the text. He or she made somewhat consistent markings throughout the text. The student has

- written commentary;
- responded to lines, words, and/or phrases in the text;
- shared a personal connection or shared a connection to other texts;
- commented on the voice (narration) of the text;
- analyzed the author's motives;
- analyzed the structure of the text;
- asked questions about the author or text;
- wrestled with confusing aspects of or challenging words in the text; and/or
- made connections to BIG ideas

Grading Range: 50-0

The student made little to no effort on his or her annotations.

Critical Reading	Questions to Consider
<p>A critical reader asks deep, thought-provoking questions.</p> <p>A critical reader appreciates and seeks complexity.</p> <p>A critical reader uses evidence to reach logical conclusions.</p> <p>A critical reader establishes connections across texts.</p> <p>A critical reader recognizes errors in thought and persuasion.</p> <p>A critical reader is open to alternative viewpoints.</p> <p>A critical reader reflects and reevaluates.</p> <p>A critical reader interprets texts dispassionately, free of bias.</p>	<p>What is the author's purpose for writing?</p> <p>What connections exist between the author and the novel?</p> <p>What is the author's writing style? What makes it identifiable?</p> <p>Who is the intended audience?</p> <p>What content or stylistic elements cater to the intended audience?</p> <p>Where and in what time is the story set?</p> <p>How is the setting described? What tone is conveyed, and by whom?</p> <p>How is the novel structured?</p> <p>From what vantage point is the story told?</p> <p>How does vantage point shape the reading experience?</p> <p>Who narrates the story? What is his or her connection to the plot?</p> <p>How do the characters interact? What relationships exist?</p> <p>How believable are the characters? What makes them so?</p> <p>What motivations drive the characters?</p> <p>What major shifts occur in the plot?</p> <p>What literary devices are employed? How are they used, and why?</p> <p>What symbols emerge in the story? What makes them significant?</p> <p>How does the title of the novel relate to its plot?</p> <p>What themes recur throughout the novel?</p> <p>What loose ends are left in the plot? Why are there loose ends?</p>

***Purple Hibiscus/Peace Like a River* - Write 2 Paragraphs**

- Using the formatting guidelines and sample, write two 12-sentence paragraphs about *Purple Hibiscus* or *Peace Like a River*.
- In the first paragraph, critically examine one of the novel's central or minor characters.
- Then, in the second paragraph, analyze a significant setting and its role, either in the plot or to one or more characters.
- Please include at least one embedded quote from the novel within each paragraph.
- The thesis is yours to choose for both.
- You will be assessed based on how well you adhere to the designated structure as well as the quality of your analysis.
- Standard MLA formatting rules apply!
- These paragraphs count toward a Major Assessment grade.

Format	Example
01 -- Thesis 02 -- Explanation, Clarification, or Elaboration of Thesis 03 -- Claim #1 04 -- Quotation with Context Proving Claim #1 05 -- Commentary on Claim #1 06 -- Transition and Claim #2 07 -- Quotation with Context Proving Claim #2 08 -- Commentary on Claim #2 09 -- Transition and Claim #3 10 -- Quotation with Context Proving Claim #3 11 -- Commentary on Claim #3 12 -- Clincher Sentence that Summarizes and Restates the Thesis	<p>In Act 1 of William Shakespeare's <i>The Tragedy of Romeo and Juliet</i>, Juliet is compliant around adults but flirtatious and willful otherwise. She might seem modest initially, but she has a will of her own and a playful spirit. In the first scene, during her conversation with her mother and the nurse, Juliet does little to suggest that she is anything but modest. When Lady Capulet asks her if she can like the family-sponsored suitor, Paris, Juliet replies that she will "look to like, if looking liking move" (1.3.98). Elizabethan parents expected their daughters to be pure of heart and willing to be led, and Juliet's response fits that description. When she meets Romeo, however, Juliet flirts with him with a wholeheartedness that belies her seemingly compliant nature. She plays coy with Romeo when he expresses his desire to kiss her, suggesting that "palm to palm is holy palmer's kiss" (1.5.98). Between Romeo's first line to Juliet and their first kiss is a mere 15 lines, showing unequivocally that when she is with a boy her own age, Juliet is spirited and playful. Furthermore, afterwards, when she is alone with the nurse, Juliet is devious. She tricks the nurse into revealing that "[h]is name is Romeo," and lies when the nurse catches her bemoaning her fate (1.5.156). In deceiving her beloved Nurse, Juliet shows how willful she can be. Out of earshot of adults, Juliet is a bolder, self-confident, and independent young woman.</p>

Rubric

Criteria	Description	Scoring
Content	Two 12-sentence paragraphs are submitted for evaluation. The topic of the first is characterization; the second is setting. Both paragraphs are rich with analytical detail and feature defensible thesis statements. One quote is embedded within each paragraph.	25 20 15 10 5 0
Format & Style	Both paragraphs are structured according to the guidelines provided. The document is formatted in the MLA style and features an original title.	25 20 15 10 5 0
Sophistication	The content within the two paragraphs is both creative and original. The student "demonstrates sophistication of thought and develops a complex literary argument."	25 20 15 10 5 0
Mechanics	Both paragraphs are free of mechanical errors.	25 20 15 10 5 0

***A Streetcar Named Desire* - Note-taking Guide**

- Read the play.
 - Take notes in your journal, using the questions as a guide. Feel free to add as much additional information as you see fit.
 - Take notes in a way that makes sense to you. Don't just answer the questions.
 - Completion of the notes counts toward a Minor Assessment grade.
 - You may use these hand-written notes for the in-class essay during the first week of class.
1. Which characters change throughout the text, and which stay the same? What meanings do these changes (or lack thereof) convey?
 2. Describe the characters' relationships to each other. How do these relationships change (if they do change) over the course of the play?
 3. Where does the action take place? What elements of the setting influence the characters' thoughts, actions, or emotions?
 4. How do the characters' experiences and the setting relate to the structure and events of the plot?
 5. Do certain objects take on increased significance as the work progresses? Do any other elements strike you as symbolic?
 6. How do these big-picture elements work together to raise questions and explore issues as they tell a story?
 7. How are characters' behaviors shaped by both conscious and unconscious motivations?
 8. What are the main traits of the culture in which the events of the story take place? How do social class, gender, or religion inform or influence characters' thoughts and/or actions?
 9. How does the text represent gender? What messages does the text convey about the role of patriarchy in society?

Reading-for-Fun List

Below is a list of books that often end up on the AP Literature exam. More importantly, they are also books with cultural and historical significance. Even if you are at home this summer, you can still explore the world. Choose one or more of these books and travel somewhere else in place or time. These books are commonly found in libraries and bookstores. I have some in my classroom if you want to check them out for the summer.

Sense and Sensibility, Austen
Emma, Austen
Northanger Abbey, Austen
Persuasion, Austen
Jane Eyre, Bronte
Wuthering Heights, Bronte
Bleak House, Dickens
Oliver Twist, Dickens
A Tale of Two Cities, Dickens
Tender is the Night, Fitzgerald
The Beautiful and the Damned, Fitzgerald
Moby Dick, Melville
The Hundred Secret Senses, Tan
The Kitchen God's Wife, Tan
The Bone Collector's Daughter, Tan
All's Well that Ends Well, Shakespeare
A Midsummer Night's Dream, Shakespeare
The Taming of the Shrew, Shakespeare
King Lear, Shakespeare
Gulliver's Travels, Swift
Moll Flanders, Defoe
Candide, Voltaire
Portrait of the Artist as a Young Man, Joyce
Cry the Beloved Country, Paton
Things Fall Apart, Achebe
Crime and Punishment, Dostoevsky
Dracula, Stoker
Frankenstein, Shelley
Brave New World, Huxley
The Phantom of the Opera, Leroux
Their Eyes Were Watching God, Hurston
The Big Sea, Hughes
The Bluest Eye, Morrison
Sula, Morrison
Song of Solomon, Morrison
Hedda Gabler, Ibsen
Rosencrantz and Guildenstern are Dead, Stoppard
The Turn of the Screw, James
Anna Karenina, Tolstoy
Siddhartha, Hesse
Demian, Hesse
Incidents in the Life of a Slave Girl, Jacobs
A Room of One's Own, Woolf
Mrs. Dalloway, Woolf
Sister Carrie, Dreiser
As I Lay Dying, Faulkner
A Doll House, Ibsen
The Kite Runner, Hosseini
A Thousand Splendid Suns, Hosseini
A Picture of Dorian Gray, Wilde
Invisible Man, Ellison
Native Son, Wright
The Road, McCarthy
The Poisonwood Bible, Kingsolver
Doctor Zhivago, Pasternak
Tess of the D'Urbervilles, Hardy
Waiting for Godot, Beckett
The Secret Sharer, Conrad
The Sun also Rises, Hemingway
Obasan, Kogawa
Tortuga, Anaya
100 years of Solitude, Garcia Marquez
House of Spirits, Allende
The Tempest, Shakespeare
A Streetcar Named Desire, Williams
Madame Bovary, Flaubert
Snow Falling on Cedars, Guterson
East of Eden, Steinbeck
Cannery Row, Steinbeck
Main Street, Lewis
The Awakening, Chopin