

AP Literature and Composition Summer Assignment 2025

Dr. Roper

B214

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Course URL: <https://gettysburg.instructure.com/enroll/Y8P334>

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 28.

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 2026. 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 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. I will enroll in the Summer AP 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 assignments for AP Literature and Composition for the school year 2025-26. **I am aware that these assignments are due on the first day of school, Wednesday, August 20, 2025.** I am aware that I must turn in the assignments through the Summer AP course or print the assignments and deliver them to Dr. Roper in room B214. If I am absent on the first day of school, I should still submit the assignments through Canvas by the first day of school or deliver a printed copy upon my return to school.

(Your signature)

(Parent 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 which will lead us to various writing destinations. 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 other subjects. 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 workshop 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 workshop. Come by my room to check them out for the summer.

Summer Workshop Overview

Part 1:

You will need a notebook/binder to organize notes and class materials for the semester. I suggest a 1 ½ - 2 inch binder. A handful of dividers might be helpful too: Notes, Book Bytes, Novel Studies, Poetry, Vocabulary, Study Tips.

Part 2:

Join the AP Canvas course. Once I receive your contract, I'll send you a link to the course. In the course, you'll find the digital template for the book byte and places to turn in your paragraph and poetry responses. Contact me at kroper@gasd-pa.org if you cannot access the course. If you prefer, you can turn in handwritten copies on 8/20.

Part 3:

Choose 4 poems from the packet and write a paragraph response to each. Pick up the poem packet when you check out your books.

For each response, consider including any imagery that comes to mind as you read and re-read the poem, any connections you make, language that stands out to you, or what you like/don't like about the poem. This is not an analysis but a response-how does it make you feel or think and why? Speak your truth in regards to the poem, and you'll be good.

Part 4:

Write one 12-sentence paragraph for either *1984* or *Purple Hibiscus*. Specific guidelines are in the packet.

Part 5:

Create a Book Byte for each of the summer books. Note there is a difference between theme and thematic concept. You may check out each book from Dr. Roper. See me in Room B214. An example book byte form is at the end of the packet, and a template is in the Canvas course.

- 1984* by George Orwell or *Purple Hibiscus* by Chimamanda Ngozi Adichie
 - Create a book byte.
 - Write one 12-sentence paragraph.

- A Streetcar Named Desire* by Tennessee Williams
 - Create a book byte.

- The Bluest Eye* by Toni Morrison
 - Create a book byte.

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>

1984 or Purple Hibiscus - Write 1 Paragraph

- Using the formatting guidelines and sample, write one 12-sentence paragraph about *1984* or *Purple Hibiscus*.
- Option 1: critically examine one of the novel's central or minor characters.
- Option 2: analyze a significant setting and its role, either in the plot or in character development.
- Please include at least one embedded quote from the novel within the paragraph.
- The thesis is yours to choose.
- 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! (page number in parenthesis, even if it's a paraphrase; double-space)
- Example: (Faulkner, 42)

Formula for 12-Sentence Paragraph

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 for 12-Sentence Paragraph

Criteria	Description	Scoring
Content	One 12-sentence paragraph is submitted for evaluation. The topic is either characterization or setting. The paragraph is rich with analytical detail and features a defensible thesis statement. One quote is embedded within the paragraph.	5 4 3 2 1 0
Format & Style	The paragraph is structured according to the provided guidelines. The document is formatted in the MLA style and features an original title.	5 4 3 2 1 0

Book Byte

You will create one of these for every major work we read, either this summer or during the course. You'll use these to review for the exam in May 2026 *and* to respond to some short essay questions in August 2025.

This form is available online through the AP Lit Summer Course. If you are away from a computer, you can create these on paper-just adhere to the format. This organizer includes some examples for reference.

Author of Text:	Title of Text:
Year of Publication:	

Short Plot Summary (200 words or less) (Identify the climax/turning point)

Theme		
Thematic Concept (1-2 Words)	Thematic Statement (what is the writer saying <i>about</i> the concept?) In other words, what is your interpretation of the text?	Example from the Reading: (Include one quotation from the reading and 3-4 sentences explaining HOW it reflects your idea)
Example: <ul style="list-style-type: none"> Love 	Example <ul style="list-style-type: none"> Love can overcome hatred and the binds of familial obligations. 	Example: <ul style="list-style-type: none"> “Romeo, Romeo, wherefore art thou Romeo?” (II, 3, 1). Juliet bemoans the fact that his name is Romeo (Montague). She believes she loves him but also knows that her family is feuding with his, making a relationship troublesome.

Characters (You can add more when needed)			
Character Name	Major/Minor	Characterization	Function (what is the purpose of the character in the story, how is the writer using him/her to influence meaning?)

Setting (could be a time frame, a location in the text, etc.)		
Setting:	Description:	Function: (how is the writer using this setting to affect meaning? Think about the physical setting as well as time frame, etc.)

Point of View	
Point of View <ul style="list-style-type: none"> • 1st, 3rd person • Omniscient, Limited 	Function: (how does this type of narration help drive the writer's meaning? For instance a first person narrator may be more unreliable or more personal and why would this choice be meaningful)

Writer's Technique and Style		
Tool (Device)	Example from the Reading	Explanation <ul style="list-style-type: none"> • What is the device doing in the example? • How does that device help reflect your themes?
Example: <ul style="list-style-type: none"> • Symbol 	Example: <ul style="list-style-type: none"> • From "Metamorphosis": "Gregor awoke from unsettling dreams...a monstrous vermin." 	Example <ul style="list-style-type: none"> • Kafka writes Gregor as a bug since typically bugs are seen negatively, as pests. • Kafka presents Gregor as a pest, who lives only to serve his family, not unlike a drone in a beehive. The fact that he's a bug only underscores that and further shows how critical and unaccepting society can be.

2 "Touchstone" Quotations/"Golden Lines"
(you will remember these)

Quotation	Why This One Is a Good One to Have in My Repertoire:

Significance of the Title (How does the title help reveal something about the reading)
<p>Example: <i>A Raisin in the Sun</i> is a line taken from "Dream Deferred," a Hughes' poem that suggests that if an urge or desire is left unrealized, it will eat up the dreamer, which is what threatens to occur to the main characters in this play.</p>

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
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
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
Madame Bovary, Flaubert
Snow Falling on Cedars, Guterson
East of Eden, Steinbeck
Cannery Row, Steinbeck
Main Street, Lewis