

# Advanced Placement (AP) Literature and Composition

## Summer Reading Assignment 2026-2027

### Centennial High School

Your task this summer is to choose a novel from the list below to read and complete the assignments listed. These assignments are due the *second Monday* we return to school in the Fall: August 10, 2026. Please contact Ms. Ferguson if you have any questions! Rubrics are included in this assignment.

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| Choose <b>one</b> of the following novels:                                                                                                                                                                                                                                                                                                                                                                                                                     | A note a text choice in AP Literature:                                                                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>❖ <i>Jane Eyre</i>, Charlotte Bronte (1847)   <a href="#">PDF</a></li> <li>❖ <i>Invisible Man</i>, Ralph Ellison (1952)   <a href="#">PDF</a><br/><b>(NOT THE INVISIBLE MAN BY H.G. WELLS!)</b></li> <li>❖ <i>Ceremony</i>, Leslie Marmon Silko (1977)</li> <li>❖ <i>The Color Purple</i>, Alice Walker (1982)   <a href="#">PDF</a></li> <li>❖ <i>The Joy Luck Club</i>, Amy Tan (1989)   Available in SORA</li> </ul> | <p><i>“AP students are not expected or asked to subscribe to any one specific set of cultural or political values but are expected to have the maturity to analyze perspectives different from their own and to question the meaning, purpose, or effect of such content within the literary work as a whole.”</i></p> <p>-AP Literature Course and Exam Description 2024</p> |

*Note: It is recommended that you buy your own copy of the book; however, if that is not an option, PDF versions of each novel are provided. In addition, you may use your local library to check out books or the virtual Fulton SORA app (access through ClassLink using your Fulton Student logins) to check out books.*

| Submission Date                                                     | Credit Awarded                   |
|---------------------------------------------------------------------|----------------------------------|
| On or before August 10 <sup>th</sup> , 2026                         | Full credit, minor grade         |
| Work submitted after August 10 <sup>th</sup> , 2026                 | 20% off final grade, minor grade |
| <i>*For approved extended time accommodations, see Ms. Ferguson</i> |                                  |

After choosing one of these fiction options, perform a close reading of the book. **Then, complete both assignments listed below. Each assignment will be graded.**

- Part I: Annotation Organizer & Analysis:** As you closely read the text, fill in the annotation organizer (see below). This will track your annotations and notes throughout your reading of the novel. Feel free to add additional annotations and notes if you wish. Then, respond to the analysis question in a well-developed paragraph. Reference your organizer entries as you construct your responses.
- Part II: Creative Take on Theme:** Create a model that serves as a symbol for the main idea and/or overall message that you took away from the text. This portion of the assignment allows you to be as creative as possible: create a 3D model; a detailed, colorful sketch; a painting; or any other artistic interpretation that will make your idea come to life.

In AP Lit, our understanding of literature comes from analyzing the **complexity** of a text. As you read this summer, focus on noticing and evaluating the **complexity** of your novel.

| Complexity can... |                                          |                                                 |                                                               |                                         |
|-------------------|------------------------------------------|-------------------------------------------------|---------------------------------------------------------------|-----------------------------------------|
| Have many parts.  | Be complicated.                          | Be multifaceted.                                | Be intricate.                                                 | Clash with something else.              |
| Be nuanced.       | Be contradictory but true (paradoxical). | Can be layered (different as things go deeper). | Can simply be contrasting emotions, responses, or situations. | Can be ambivalence (feeling conflicted) |

# Part I: Annotation Organizer & Analysis

Use this annotation guide to organize your thoughts as you read your summer reading book. Be detailed in your notes. Then, respond to the question that follows in a well-developed paragraph.

I. **Symbolism:** Choose 4 major symbols or metaphors in the novel to list and discuss below.

| Symbol or Major Metaphor | Quote(s) from the Text | Explanation/ Significance |
|--------------------------|------------------------|---------------------------|
|                          |                        |                           |
|                          |                        |                           |
|                          |                        |                           |
|                          |                        |                           |

|                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| How do these symbolic objects, actions, events, characters, and/or settings contribute to a text’s complexity and to the meaning of the work as a whole? <i>Why do they matter?</i> |
|                                                                                                                                                                                     |

II. Characterization: Choose 4 major characters in the novel to list and discuss below.

| Character                                                                                                                                                            | Quote(s) from the Text | Explanation/ Significance |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|---------------------------|
|                                                                                                                                                                      |                        |                           |
|                                                                                                                                                                      |                        |                           |
|                                                                                                                                                                      |                        |                           |
|                                                                                                                                                                      |                        |                           |
| What do the differing traits between characters reveal about them individually, their relationships with one another, and their relationships with other characters? |                        |                           |
|                                                                                                                                                                      |                        |                           |

III. **Theme:** Choose 4 major thematic ideas that appear in the novel to list and discuss below.

| Thematic Idea | Quote(s) from the Text | Explanation/ Significance |
|---------------|------------------------|---------------------------|
|               |                        |                           |
|               |                        |                           |
|               |                        |                           |
|               |                        |                           |

|                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| How does the author use literary elements and techniques to convey a specific theme? How does this thematic idea contribute to the meaning of the work as a whole? |
|                                                                                                                                                                    |

# Summer Reading Rubrics

| Part I: Annotation Organizer & Analysis |                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                  | _____/50                                                                                                                                                                                                                                                                                 |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                         | Distinguished                                                                                                                                                                                                                                                                | Proficient                                                                                                                                                                                                                       | Developing                                                                                                                                                                                                                                                                               |
| <b>Organizer Entries</b>                | All entries are present and detailed. Student consistently uses direct evidence with citations. Student analysis of significance is original; demonstrates a deep understanding of the textual element.                                                                      | All entries are present. Student uses direct evidence, but citations may be inconsistent. Student analysis of significance is original; demonstrates an understanding of the textual element, albeit surface level.              | Entries are mostly present, but some are missing are incomplete. Student analysis is superficial and reads as summary. Analysis does not demonstrate understanding of the text.                                                                                                          |
| <b>Analysis</b>                         | Student includes a thesis/topic sentence that responds to the prompt. Student consistently provides specific evidence (with consistent citations) to support all claims in a line of reasoning. Student consistently explains how all evidence supports a line of reasoning. | Student includes a thesis/topic sentence that responds to the prompt. Student provides evidence (with citations) to support most claims in a line of reasoning. Student explains how most evidence supports a line of reasoning. | Student includes a thesis/topic sentence, but it does not clearly respond to the prompt. Student provides evidence that is mostly general (citations are inconsistent or not attempted). Student summarizes evidence/does not establish a line of reasoning/line of reasoning is faulty. |

| Part II: Creative Take on Theme |                                                                                                                                                                                 |                                                                                                                                                                                                                 | _____/50                                                                                                                                                |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                 | Distinguished                                                                                                                                                                   | Proficient                                                                                                                                                                                                      | Developing                                                                                                                                              |
| <b>Originality</b>              | Product is new, unique, surprising; shows a personal touch. May successfully break rules and conventions, or use common materials or ideas in new, clever, and surprising ways. | Product has some new ideas or improvements, but some ideas are predictable and conventional. May show a tentative attempt to step outside rules and conventions or find new uses for common materials or ideas. | Product relies on existing models, ideas, or directions. Is not new or unique; follows rules and conventions. Uses materials and ideas in typical ways. |
| <b>Style</b>                    | Product is well-crafted and striking; designed with a distinct style, but still appropriate to purpose. Combines different elements into a coherent.                            | Product has some interesting touches but lacks a distinct style. Has some elements that may be excessive or do not fit well together well.                                                                      | Product is safe and ordinary; made in a conventional style. Has several elements that do not fit together; it is a mish-mash.                           |