

*** Please join the Google Classroom for AP Lit Summer 2026 using code bq6a3kld ***

For your summer reading assignment, you will read TWO assigned novels and complete close reading tasks associated with each. Reading for interpretation in addition to enjoyment, you will be expected think deeply about the themes and literary elements you encounter.

Part I

Read *The Great Gatsby* by F. Scott Fitzgerald. You may purchase this text (ISBN 0-684-80152-3) or check out a copy from Mrs. Anason in our SCHS Book Room.

Part II

Read Chapter 1 of *The Norton Guide to AP Literature: Writing and Skills*, by Susan G. Barber & Melissa Alter Smith. You may purchase this text (ISBN 978-1-32408-722-9) OR read from the PDF provided on Google Classroom. Take your time with this, as the ideas here are foundational to our studies in the coming year. For each worksheet, complete your own in the attached packet (also posted on Google Classroom). You must choose different aspects from those exemplified in the text.

Part III

Read *A Thousand Splendid Suns* by Khaled Hosseini. **You MUST purchase this text** (ISBN 978-1-59448-385-1). For this novel, you will make annotations along with your reading using Post-Its. Use a different color for each BIG IDEA below (Character, Setting, Narration, Structure, Fig Lang = 5 colors).

Minimum requirement: 50 annotations

TIP: Questions are part of your notes! Write them down as you read; they may be answered as you continue to read, but if they aren't you can ask them during class discussions.

BIG IDEAS:

- **Characters/ Characterization:** As you read, make note of characters and analyze the author's characterization (indirect/ direct characterization; flat vs. round characters; static vs. dynamic characters; archetypes; foils); identify the protagonist and antagonist and the roles of other significant characters; try to analyze how the author creates his/her characters
- **Setting:** Identify the setting, note changes in setting, and consider the importance of the setting to plot and development of ideas; consider also if a setting functions symbolically (represents a more abstract idea)
- **Narration:** Identify the POV (narrative voice) and shifts in POV. Look for first person, third person omniscient, third person limited, alternating person, stream of consciousness, reliable vs. unreliable
- **Narration:** Consider the author's **diction choices and tone** (attitude toward his/her subject)
- **Structure:** Identify **conflicts** and turning points in the overall **plot**, or sequence of events
- **Structure:** Identify **parallels** and **juxtapositions**: any noted similarities/differences between two subjects, places, persons, things, styles, or ideas
- **Figurative Language:** Note the author's use of **metaphor, simile, personification, hyperbole**
- **Figurative Language:** Note the author's use of **allusions**: common cultural references, often historical, biblical, literary, or mythological
- **Figurative Language:** Note the author's use of **symbol(s)**: person, place, thing, or event that figuratively represents or stands for something else.

Don't simply note the existence of these elements; write a few words to elaborate on your observations and connect those observations to the points that the author is making about humanity and life, including points about psychological, historical, political, and/or social issues. These notes will form the basis for your interpretation of the work as a whole. Your worksheets and annotated copy of ATSS will be collected on the FIRST DAY of school!

Questions over the summer? Contact LMilazzo@rcs-k12.us or LGosling@rcs-k12.us