

British Literature Summer Reading Assignment Seniors 2022-23

Assigned Novels:

- *1984*, George Orwell

Welcome to British Literature! An important component of the English program is the Summer Reading assignment. The three main goals of this assignment are to **keep you active in reading, broaden your horizons, and challenge your thinking skills**. The Summer Reading Assignment is a graded assignment; your knowledge of the work's content will be discerned through a visual depiction, summative assessment, and essay. The poster will be due during the first full week of school; the date of the essay will be announced in class.

I. Theme Project: A Visual Analysis of Theme – Due at the end of first week of school or as assigned in class.

- **The Visual Analysis** (assigned during the first week of school)
 - You will create a visual representation of a theme of the novel.
 - **As you read this summer**, pay attention to why you think the author wrote the book: what message or observation about life is the author putting forth?
 - More details about how to complete this assignment will be provided the first week of school.

II. Thematic Essay: Written during school.

- You will be writing a thematic literary analysis essay on the novel.
- **As you read**, pay attention to the message that the author is putting forth. Remember, all authors write for specific purposes; as critical thinkers, our job is to figure out that purpose.
- We will work on the essay's construction, during class, prior to writing it.

III. Exam

- You will take an exam that will focus on reading comprehension and analysis
- The exam will not be on the first day of school; however, you should be prepared to discuss the book at length on the first day in order to prepare for your exam
- The exam will include plot, character, theme, and basic literary devices

**AP English Literature Summer Reading Assignment:
Seniors 2022-2023**

Assigned Novels:

- Foster, Thomas. *How to Read Literature Like a Professor*

Choose ONE of the following:

- Hosseini, Khaled. *A Thousand Splendid Suns*
- Hardy, Thomas. *The Mayor of Casterbridge*
- Hurston, Zora Neale. *Their Eyes Were Watching God*
- Ellison, Ralph. *Invisible Man*
- Salinger, JD. *The Catcher in the Rye**
- Silko, Leslie Marmon. *Ceremony*
- Ishiguro, Kazuo. *Never Let Me Go*
- Lahiri, Jhumpa. *The Namesake*
- Guterson, David. *Snow Falling on Cedars*
- Kingsolver, Barbara. *The Poisonwood Bible*
- **The Catcher in the Rye* may not be used if you read it during 11th grade.

Welcome to AP English Literature! An important component of the English program is the Summer Reading assignment. The three main goals of this assignment are to **keep you active in reading, broaden your horizons, and challenge your thinking skills.** The two works have been chosen carefully and will be referred to throughout the course of the year.

Your reading will be assessed in three ways

- **Journal-** to be done during the summer while you read
- **Essay-** to be written once school begins (not on the first day)
- **Exam-** to be taken once school begins (not on the first day)

I. Journal- This will provide information for the instructor regarding how you interact with text, think, organize, and work. You will create one 'journal' for the novel that you choose from the list. This journaling will include the title of the work and should be typed in MLA format.

- The double-entry journals will be evaluated according to the following criteria:
 - **Quantity—Variety:** There is a wide variety of the kinds of notes and questions, ranging from specific literary device analysis to broad themes. I will look, too, for your personal reaction and thoughts.
 - **Quantity—Quality:** The quantity and quality of questions and notes demonstrate a strenuous effort to contemplate, and to respond to the complete text. It should be informative and helpful to you, not burdensome, and not the bane of your summer.
 - **Language:** Questions and notes demonstrate an in-depth understanding of, and curiosity about the language used in the text. You should note words and definitions for unfamiliar words. Use a dictionary.
 - **Searching for Patterns and Themes:** Questions and notes demonstrate an excellent awareness of patterns and themes developing in the text.

- **Plagiarism**, such as copying another student’s journal or Sparknotes, etc. will result in a failing grade and possible other action.

Example: (notice the bold, italics, and underlining used to show parts of the response)

Source Material (Provide a direct quotation)	Author and page	Respond, Analyze, and Evaluate (Why do you find this passage interesting or important?)
(What are you analyzing?) “The snow was like a carpet, very gentle, very warm”	(Wiesel 83)	Simile. I can picture the men standing in the concentration camp, watching the snow blanket the ground. It is silent there. The snow-covered ground is smooth and soft. <i>Wiesel describes the snow as being “gentle” and “warm.” This comparison is not what one would expect. Standing barefoot in the snow would be very painful. The cold would cut deep into one’s feet. So why does he say it is warm? Maybe his feet are frozen, numb to the pain. Perhaps the snow provides insulation from night’s bitter cold. <u>This comparison creates a sense of peace, a moment without terror and fear. It is as if he is home again, safe and warm.</u></i>
“Death wrapped itself around me till I was stifled. It stuck to me. I felt that I could touch it. The idea of dying, of no longer being, began to fascinate me. Not to exist any longer.”	(Wiesel 84)	Personification/ Internal Conflict. This is a sad moment for Wiesel. He has fought to survive, but cannot fight any longer. I can’t imagine being fourteen and wanting to die. I can’t imagine being fourteen and losing my family, my dignity, my soul. What a tragedy. <i>In this passage, Wiesel personifies death to show the control it has over those who are suffering in the camps. In this case, Death silences Wiesel, overpowering his will and subduing his hope of survival. Wiesel is conflicted. He wants to survive. He wants to take care of his father. But he doesn’t know how much more he can take. <u>This is important because we see that Wiesel has reached a breaking point. Death has come for him so many times but has failed. This time, however, Wiesel is too tired to run, too tired to fight. He has had enough. Death is offering a gift—an escape from this hellish existence.</u></i>

Basic Responses...

- Raise questions about the beliefs and values implied in the text
- Give your personal reactions to the passage
- Discuss the words, ideas, or actions of the author or character(s)
- Tell what it reminds you of from your own experiences
- Write about what it makes you think or feel
- Agree or disagree with a character or the author

Higher Level Responses include the basic elements AND...

- Analyze the text for use of literary devices (tone, structure, style, imagery)
- Make connections between different characters or events in the text

- Make connections to a different text (or film, song, etc...)
- Discuss the words, ideas, or actions of the author or character(s)
- Consider an event or description from the perspective of a different character
- Analyze a passage and its relationship to the story as a whole

II. Essay

- This will be an essay to be written during school. To prepare, know the books well!

III. Exam

- You will take an exam that will focus on reading comprehension and analysis
- The exam will not be on the first day of school; however, you should be prepared to discuss the book at length on the first day in order to prepare for your exam
- The exam will include plot, character, theme, and basic literary devices