

AP Literature and Composition (Ms. Chidwick)

Summer Assignments – Summer 2020

Dear AP Student,

Welcome to AP Literature and Composition. While you have been working on becoming skilled readers and writers for quite some time, this AP level course goes deeper in its exploration of literary analysis. I am so excited that you have made the choice to challenge yourself at the AP level. According to the College Board's course description, AP English Literature and Composition "engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works."

With the above definition in mind, the intention of these summer assignments is to allow you to both demonstrate your current ability to evaluate literature thoughtfully, as well as to prepare you for our exploration of literature this coming school year. My goal is for you to enjoy class, as you prepare yourself for the AP exam, college and beyond. I truly hope you find meaning in each assignment!

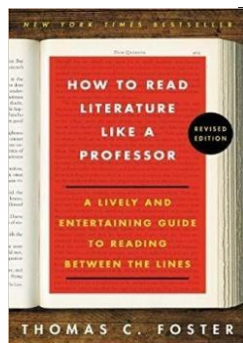
Format and Directions for Submission:

Each assignment should be typed in MLA format. You will also need to upload each digitally into Google classroom. I will alert you once the Google Classroom postings are open for submission. Please submit each as a pdf or word document to be viewed and annotated.

Pre-Writing Assignment: Reader Writer Profile due by the first week of school, August 14th.

Before you begin the reading for this summer, write an honest, forthcoming, and well written profile of yourself as a reader and writer. What are your strengths and weaknesses in reading and writing? What purposes do reading and writing serve for you? What are your passions and peeves? What are you hoping AP Literature will do for you? It is important that you write honestly, so I can best meet your needs. This portion of the assignment may run from 250-350 words (about 1/2-3/4 of a page).

Literature Assignments: Read each and complete the corresponding assignments Monday, August 17th



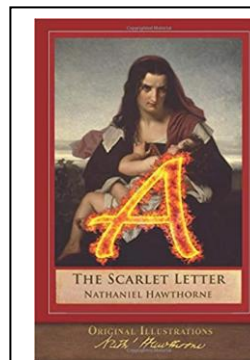
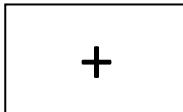
Paperback: 336 pages

Publisher: Harper Perennial
Revised edition
(February 25, 2014)

Language: English

ISBN-10: 0062301675

ISBN-13: 978-0062301673



Paperback: 238 pages

Publisher: Seawolf Press

Original Illustration

(January 9, 2019)

Language: English

ISBN-10: 1949460843

ISBN-13: 978-1949460841

Obtaining the Texts: You are welcome and encouraged to check out *How to Read Literature Like a Professor* and *The Scarlet Letter (Original Illustrations) Illustrated Classic* from the library, as long as you will be able to keep the books for enough time to both complete your assignments and use them during the opening weeks of school. Wake County libraries currently have two options for obtaining books. They offer remote resources around the clock. Here is the link: [remote resources](#). They also have Books on the Go, offering no contact pick up Monday through Friday from 10 a.m. to 5 p.m. Here is the link: [Books on the Go](#). You may also purchase your text online through various stores. Whether you are using the library or purchasing the book, both print and ebooks will work for class. Use ISBN above to assist you. If you can't obtain the text, please contact me at chidwick@longleafschool.com.

Instructions for *How to Read Literature Like a Professor*: Due August 17th

As you read *How to Read Literature Like a Professor*, create a basic outline of each chapter. Label each section with its chapter name and restate the main lesson that Foster wants readers to take away from the chapter. List 1-3 main points supporting this main lesson. Some chapters are much briefer than others, so you will not need 3 main supporting points for every chapter. Be discerning. This outline will serve as proof of completion of the reading, and you will also be using it to analyze your assigned novel, as well as other works throughout the year. See the format below.

Chapter One Title:

Main Lesson:

- 1.
- 2.
- 3.

Instructions for Reading *The Scarlet Letter* due Monday, August 17th

You are strongly encouraged to annotate. You may use any style of annotation that will enable you to successfully complete the dialectical journal and be prepared for class discussions, class assignments, and/or AP style timed writings. That said, I will not grade your annotations. They are for you; therefore, only annotate for yourself. Some students heavily annotate, highlighting multiple excerpts for possible use. (I'm one of those!) Others do not and do not suffer for it. By this point, I trust you know what works for you. Regardless of your annotation style (heavy or light) and method (circling, highlighting, various colored post it notes, coded symbols, notes in the margin), it would be helpful for your annotations to identify excerpts that speak to you. Then, consider which to use in a dialectical journal for further analysis on some of the following:

- A. Diction: Note the choice of words the author uses, especially if you see patterns of words with a similar effect.
- B. Syntax: Note when a sentence or grouping of sentences seems especially impactful. When this happens you may want to examine their structure, the arrangement of words within them, their length or brevity, their type (questions, exclamations, declaratives, rhetorical, periodic, simple, complex or compound)
- C. Character and Conflict (two types literary elements): Trace the psychological development of the main character(s), as they encounter conflicts within themselves and between each other and their society during the course of their journey. Usually the resolution or lack thereof heavily impacts theme development.
- D. Literary Techniques: These are various tools and techniques the author uses to best convey their message. Common devices include figurative language, such as symbol, simile, metaphor, personification, and allusion, alliteration, rhyme, parallelism; but there are many others. See <https://literarydevices.net/> for a fuller list, but don't worry about learning all of this right now. Just look for what you are already familiar with.
- E. Literary Elements: Trace patterns, repetitions, and recurring elements within the text, including images, phrases, situations, symbols, archetypes, motifs, mood, themes, symbols, etc. Here is where you can employ concepts you learned about in *How to Read Literature Like a Professor*. When you notice point(s) from a particular chapter applying within the novel, identify and analyze them. Try to identify four. Pay special attention to emerging thematic concepts. Let's say the thematic concept of "father son relationships" is being explored. What is the author saying about father son relationships? What truth or question about it that is being revealed and/or explored? It could be "How important are concrete expressions of a father's love to a son's success?" or "Consistent and concrete expressions of a father's love hinder as well as aid in a son's success." Note: This is not a thematic concept of *The Scarlet Letter*.
- F. Tone (literary element): Identify the writer's tone and any major shifts in tone that occur. Words that describe an author's tone might include critical, angry, sympathetic, caustic, satirical, melancholy, ironic, etc.

Dialectical Journal Directions for *The Scarlet Letter*: Due August 17th

- Use MLA format for headings and margins. Create a split page by creating a line down a third of the page. (**see image on next page for clarity**)
- Select 10 excerpts from across the novel by dividing it roughly into fifths and making sure to choose two excerpts from each fifth. Note: If "The Custom House" section is too tedious to start with, skip to the first chapter and start there. Come back to "The Custom House" at the end to determine at that point what excerpts from it are significant.
- Type excerpts out with the page number(s) on the left side of a split page journal.

- Analyze and explain the significance of the each excerpt given A-F above, writing an analytical paragraph for each excerpt on the right hand side of the journal. Don't try to discuss all of A-F for each excerpt. Rather, discuss what of A-F seems important. Write a minimum of four sentences and a maximum of ten. Do not write ten often. Honestly, only do that if you are truly inspired. And, be true to your thoughts.

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Jakai Doe (Student Name)

Ms. Chidwick (Teacher Name)

AP Literature and Composition (Class Name)

21 August 2018 (Due Date)

Dialectical Journal for *The Light Between Oceans* (Title)

<p>Excerpt Example for C and E</p> <p>"Then he wakes and lies in a place where there's just wind, and waves and light, and the intricate machinery that keeps the flame burning and the lantern turning. Always turning, always looking over its shoulder" (11).</p>	<p>This excerpt shows the symbolism of the lighthouse and how the movement of the light probe mirrors Tom's inner psychology. At the start of the novel Tom is a WWI vet looking to escape the world and its people to find peace. Yet, his past present, as it has shaped him into one who, like the lighthouse lantern, continual looks over his shoulder to see what is coming for him. He wants escape from his anxieties but is not at peace with some of his choices. The isolation he has chosen for himself and his wife has not provided them the community support, which might help each break out of their echo chamber. This will contribute to Tom's problems by providing an opportunity to make a choice that a larger community may have kept in check, increasing the moral dilemma he faces. There is a moral searching created by his own blindness to what's right. This connects to <i>How to Read's</i> Chapter 22 on Blindness and 12 on symbols. Thematically the author is saying something about the theme of blindness and how isolation from others can contribute to moral blindness. (ten sentence example)</p>
<p>Excerpt Example for A, B, D and E</p> <p>"Then he wakes and lies in a place where there's just wind, and waves and light, and the intricate machinery that keeps the flame burning and the lantern turning. Always turning, always looking over its shoulder" (11).</p> <p>Note: You may only double up (using one quote twice) once in your journal. I did it here mostly to illustrate AP level depth of analysis. This is where we go folks. If it excites you, then you will enjoy the ride. If not, seatbelt yourself in and hold on tight!!!</p>	<p>The alliteration of the "w" and "l" emphasizes Tom's non-stop thoughts, which are triggered by never ending anxieties from the war, as these are sounds with no hard end that open wide into a long "a" and long "i", almost like his anxiety is open wide. The fragment emphasizes the "Always" of his anxiety, increasing the intensity of it, as it's capitalized and placed at the top of the first phrase. The repetition of the word "always" does that too, as do the "ing" verb endings (present progressive tense describing and action that began in the past), which are also significant, as Tom's anxiety began in the past of WWI and continues into the present. The personification of the lantern too is significant: his anxiety is present, recurring and oh so very human, setting a slightly ominous tone. (four sentence example)</p>

Note: Please, try not to stress so much that you run to online sources to understand and find *right answers*. First, I'll probably notice. Second, I'm not interested in stale analysis. I'm interested in your analysis. That's where the wisdom and insight is to be found, within you individually and us collectively. Plus, you're on your own for the exam, and the best way to strengthen your skills for use then is to work those skills now.

Enjoy your summer and studying these texts. I look forward to seeing you in August!

Sincerely, Ms. Chidwick