

Summer Reading Assignment: AP Literature & Composition

Timothy Christian School

Please **read this entire document carefully** before you begin your assignments. **Assignment #1** is focused on poetry and requires different labor than your novel assignments. **Assignment for Book #1** differs from **Assignments for Books #2-3**. Read each assignment carefully.

Expect an assessment the first week of class. Digital notebooks (on Teams) will be collected the first day of class and returned to you so that you can use these to prepare for the AP Test.

NOTE—All assignments are to be your *own* work and completed *without* the aid of any outside sources (this includes the internet, Cliffnotes, Sparknotes, your friends, your relatives, students who have already taken the class, etc.). These thoughts are to be your own only. If there is evidence that you have used an outside source, you will receive a zero on the assignment and will be removed from AP Lit.

Assignment 1: Compare the figurative language and tone in both “Morning in the Burned House” by Margaret Atwood and “The Ecchoing Green” by William Blake after completing the CommonLit activities. This should be completed by **7/15/24** for early assessment.

1. Create a [CommonLit](#) account
2. Join our class “AP Lit 24-25” with code **GLMPCPF3**
3. Complete the two online activities, **then** write a brief text (two paragraphs) comparing the writers’ choices (see above) in your digital notebook on Teams

Required Readings (4 total)

Book #1: *How to Read Literature Like a Professor* by Thomas C. Foster (ISBN: 978-0-0623-0167-3)

Assignment for Book #1: Use the digital notebook in Teams (If you do not have access to a computer this summer, please contact bnelson@timothychristian.org). At the very beginning, type out a schedule with your **own deadlines** to complete the reading of all three books. While reading *How to Read Literature Like a Professor*, create a detailed outline of the information presented in each chapter. Following your outline of each chapter, include a three-sentence (at minimum) personal response—this can be a connection to something you have read in the past, what you found most interesting in the chapter and why, or something that relates to current events in our world and how it connects.

A sample outline and response of the first chapter has been provided for you. Use this as a model for your outlines and responses to the rest of the chapters.

Sample Outline/Response of Chapter 1, *How to Read Literature Like a Professor*

Chapter 1—Every Trip is a Quest (Except When It’s Not)

- 1) The Quest includes
 - a) a quester--a person who goes on a quest (and usually doesn’t know)
- 2) a place to go
 - a) a stated reason to go there

- i) often b and c happen at the same time
 - ii) someone tells the protagonist to go somewhere and do something
 - b) challenges and trials en route
 - c) a real reason to go there
 - i) the real reason for a quest never involves the stated reason
 - ii) the real reason for a quest is always self-knowledge
- 3) Reason for Quest = Self-Knowledge
 - a) Questers are often young, inexperienced, immature, sheltered
 - i) more likely to have a long way to go to gain self-knowledge
 - b) Example Texts
 - i) *Crying of Lot 49*—a young, unhappy woman goes to Southern California where she’s been made executor of a will, encounters dangerous people, a rampage, conspiracy, and realizes she cannot rely on men and begins to rely on herself
 - ii) *Huck Finn*
 - iii) *The Lord of the Rings*
 - iv) *North by Northwest*
 - v) *Star Wars*
- 4) A Word of Warning
 - a) Not everything is a quest—don’t assume
 - i) Pay attention, just to see, if a journey is a quest

Sample Personal Response: I recently read the book *Wild* in which the protagonist and real-life person, Cheryl Strayed, loses herself metaphorically after the death of her mother. Cheryl encounters numerous obstacles and doubts herself along the way, but the ultimate goal is paramount to her and drives her towards a sense of personal discovery. Her journey to hike the Pacific Coast Trail alone is one of redemption, realization, and release and is at its core an exceedingly motivational and inspirational look into one person’s life to see how we can have no control and total control at the same time. (Note: Your personal response can have *some* recap—summary—but should *mostly* be your response to the book.)

Assignment for Books #2 and #3: (Add this to the same document as your assignment from book #1): For **each** of the two books you read from the list, create a section in your digital notebook (Teams) that includes the following:

- ✓ Create two columns (landscaped). Label the left-hand column "Quotes" and the right-hand column "Connections."
- ✓ As you read, choose 15-20 quotes (for each book) which you feel are significant (in terms of key ideas or a recurring or important theme). Include the page number and paragraph number where the quote is found (partial paragraph at the top of a page is paragraph 0).
- ✓ On the right "Connections" column, explain what ties the quotes to one theme or idea. (If a film is available, compare the film and note what is left out of the film compared to the reading.

All books can be found in libraries and bookstores. Purchase of the books is recommended so that you can annotate and review them before the exam. If you choose to use library books, keep track of quotes and themes with post-it notes. The books on the Summer Reading List were selected because they often appear on the AP Literature Exam. Read summaries of each book you plan to read before you select your material, since many selections do not reflect the views of Christians nor is the content endorsed by TCS. Consider looking at online reviews on Common Sense Media, Goodreads, or other sites with book reviews. Reading these books will help prepare you for the AP Literature Exam, and you might even enjoy them!!

Though you will not receive a formal grade in the gradebook for this assignment, it is crucial for AP exam prep and will be used as a pre-test to aid the instructor in best instructional practices based on the needs of this cohort. You will be writing a baseline essay using these books during the first week of regular classes in September.

Instructor reserves the right to refuse admission into the class to any student who does not complete the summer work.

Rubric for Evaluation:

- **Selection and tracking of 15 or more quotes**
- **Correct and relevant themes in response to the chosen literature**
- **Depth of thought on link of quotes to theme/idea**

DIGITAL NOTEBOOK IS DUE ON THE FIRST DAY WE MEET FOR THIS CLASS!!!!