AP Literature and Composition

2019-2020 Summer Project

PART I: LITERARY ANALYSIS

*How to Read Literature Like a Professor* by Thomas C. Foster

As an introduction to your study of advanced placement literature, begin with *How to Read Literature Like a Professor* by Thomas C. Foster and complete the study guide for the text. Beginning with this book will enhance your analysis of the summer reading text. Both the text and the study guide will be placed in the Google docs folder for the AP Literature 2019-2020 class. You will be tested on the information in this book during the first week of school.

PART II: NOVEL

The mandatory text for summer reading is:

*Beloved* - Toni Morrison

You will need to complete a double-entry journal for this text.

Over the course of the school year, at the end of each of the marking periods 1-4, you will read and complete a double-entry journal on three of the following texts:

- *Wuthering Heights* Emily Bronte
- *Great Expectations* Charles Dickens
- *Catch 22* Joseph Heller
- *The Invisible Man* Ralph Ellison
- *Native Son* Richard Wright
- *Jane Eyre* Charlotte Bronte
- *Crime and Punishment* Fyodor Dostoyevsky
- *The Bell Jar* Sylvia Plath
- *A Thousand Splendid Suns* Khaled Hosseini
- *The Handmaid’s Tale* Margaret Atwood
Double Entry Journal Directions

Create a two-columned table. The left side is a numbered column with a quote from the text including the page number. The quotes should be chosen because you believe that they represent a key point about a theme, conflict or a character in the novel.

The right side should contain your analysis. Articulate the following:

* Any observations regarding character/character development, conflict, theme, rhetorical devices/word choice, setting, allusions, and form/structure

* Any ways in which the quote supports or challenges notions of class, value, gender, or social mores

* Any unfamiliar language

* Any analysis regarding tone, and what it indicates about the author’s attitude toward the subject or the character

* Any interpretation or analysis of significant imagery, symbolism, or metaphors

The entries should span the entire book (there needs to be clear evidence that you’ve read the whole novel). Do not simply restate the meaning of the quote in your own words—this is your opportunity to interact with the language and the ideas of the author at a critical level.

Criteria

The double-entry journal will be graded holistically. You should have approximately 50 quotes. Consider the following elements when creating your notes:

* Variety: There are a wide variety of the kinds of notes and questions, ranging from specific literary device analysis to broad themes. Also include personal reactions and thoughts.

* 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.
**Examples**

**Klastava *Invisible Man* Quotes Journal 1**

<table>
<thead>
<tr>
<th>Quotes</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. “I am an invisible man” (Ellison 1).</td>
<td>The first sentence of the novel is a declaration; simple and direct. The narrator’s point is stated with conviction suggesting experience has led him to make this determination. The use of first-person point of view suggests a biased perspective in the narration. Perception vs. reality is introduced as a theme supported by the narrator’s reflection of self-value and identity in connection to his metaphoric invisibility.</td>
</tr>
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</table>

**Hamas *Invisible Man* Quotes Journal 1**

<table>
<thead>
<tr>
<th>Quotes</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. &quot;I am a man of substance, of flesh and bone, fiber and liquids – and I might even be said to possess a mind. I am invisible, understand, simply because people refuse to see me&quot; (Ellison 1).</td>
<td>The dash after &quot;liquids&quot; – the hesitation or self-reflection of the narrator—arouses curiosity. Just how does the narrator view or value himself? The uncertainty of the word &quot;might&quot; engenders multiple tonal suggestions such as deprecation, humility, or doubt, perhaps all. That he views himself as invisible can suggest low self-worth; that he questions if he has a mind could reinforce his low opinion of his intellect. Or it <em>could</em> mean he is losing his mind, his sanity, and becoming unstable. The word &quot;simply&quot; suggests both a calm acceptance and a clear acknowledgment of blame. It also introduces metaphoric possibilities to the concept of invisibility. All people feel invisible when others &quot;refuse&quot; to see who they really are. And such frustration can lead to confusion, madness, and even violence.</td>
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Lojko *Invisible Man* Quotes Journal 1

<table>
<thead>
<tr>
<th>Quotes</th>
<th>Explanation</th>
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</thead>
<tbody>
<tr>
<td>1. “nor am I one of your Hollywood-movie ectoplasms” (Ellison 1)</td>
<td>Ellison begins his novel with curiously technical diction. How much easier would it have been to go with <em>ghost</em> and <em>skin</em>? The main character's choice of words immediately establishes the fact that he is intelligent and well-educated. Has he earned a formal degree? Medical perhaps? He then follows up the technical language with the sarcastic statement, “I <em>might even</em> be said to possess a mind” (Ellison 1). He’s already clearly established that he possesses a formidable mind, but this also establishes that the character (or maybe the author?) believes that his society (or perhaps his readers) may be skeptical of his intelligence. Is the character telling a story or is he talking directly to us?</td>
</tr>
<tr>
<td>“Nor is my invisibility exactly a matter of a bio-chemical accident to my epidermis” (Ellison 1).</td>
<td></td>
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</table>
# Double Entry Journal Rubric

<table>
<thead>
<tr>
<th>Quality of Responses</th>
<th>4 Exceeds Expectations 90-100</th>
<th>3 Meets Expectations 80-89</th>
<th>2 Partially Meets Expectations 70-79</th>
<th>1 Does Not Meet Expectations 0-69</th>
</tr>
</thead>
<tbody>
<tr>
<td>All entries demonstrate deep insight into the novel and do an exceptional job of explaining the student’s thoughts through the skillful selection of textual evidence and thoughtful analysis.</td>
<td>All entries demonstrate sufficient insight into the novel and adequately explain the student’s thoughts through the selection of textual evidence and analysis.</td>
<td>Some entries demonstrate a lack of insight into the novel and do not adequately explain the student’s thoughts.</td>
<td>No evidence of insights beyond simply identifying or restating the speaker and/or circumstances of the passages or quotes.</td>
<td></td>
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<thead>
<tr>
<th>Conventions</th>
<th>Evident control of grammar, spelling, and sentence formation.</th>
<th>Sufficient control of grammar, spelling, and sentence formation.</th>
<th>Limited control of grammar, spelling, and sentence formation.</th>
<th>Minimal control of grammar, spelling, and sentence formation. Entries are difficult to read.</th>
</tr>
</thead>
<tbody>
<tr>
<td>All entries are grammatically correct.</td>
<td>Few grammatical errors are present in entries and do not interfere with reading.</td>
<td>Confused and inconsistent arrangement of sentences and fragments interferes with reading.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Format | All passages/quotes are copied carefully, are placed in quotation marks, and are followed by the page numbers in parentheses. | Most passages/quotes are copied carefully (some may contain minor errors), are placed in quotation marks, and are followed by the page numbers in parentheses. | Many passages/quotes are copied sloppily (several may contain errors), are missing quotation marks, and/or may be missing page numbers in parentheses. | All passages/quotes are copied sloppily (most contain obvious errors), and are missing quotation marks and page numbers in parentheses. |


PART III: POETRY

Choose two poems from the classical and two poems from the modern grouping of poems below and answer the analysis questions for every poem in the group. Read the poem more than once BEFORE you begin analysis. Copies can be found in the Google folder for this class.

<table>
<thead>
<tr>
<th>Classical</th>
<th>Modern</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Sound and Sense” Alexander Pope</td>
<td>“somewhere i have never travelled, gladly, beyond” - e.e.cummings</td>
</tr>
<tr>
<td>“The Author to Her Book” Anne Bradstreet</td>
<td>“The Colossus” Sylvia Plath</td>
</tr>
<tr>
<td>“The Broken Heart” John Donne</td>
<td>“Universe as a Primal Scream” Tracy K. Smith</td>
</tr>
<tr>
<td>“Grief” Elizabeth Barrett Browning</td>
<td>“Preludes” Eliot</td>
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Questions for close reading

1. How is the FORM related to the meaning of the poem?

2. Analyze the TITLE of the poem. Is it symbolic? Descriptive? Ironic? Why do you think the author chose this title? How does it relate to the overall poem?

3. PARAPHRASE the poem. Provide a brief summary in your own words. What is the poem about? Are there any conflicts?

4. Is there a SETTING? If so, how does the author make use of the setting?

5. Analyze the FIGURATIVE LANGUAGE in the poem. (ie: simile, metaphor, personification, imagery). How does the author use these elements to convey meaning?

6. Does the poem use ALLUSIONS? How does the use of other works of literature relate to or add to the meaning of the poem?

7. Identify the TONE in the poem. What is the author’s attitude toward the subject matter?

8. Is there a SHIFT in the poem? A change in tone, point of view, speaker, meaning? How does the shift relate to the overall meaning?

9. Read the poem out loud. How does the SOUND contribute to the meaning? Does the RHYTHM affect the meaning of the poem?
10. Identify the THEME of the poem. What is the overall message? What does the author expect the reader to learn or experience from the poem? Is there a historical (world event, period of time) or cultural (gender, race, class) aspect?

11. Respond with a personal reflection. How does the poem make YOU feel?

Poetry Analysis Rubric

<table>
<thead>
<tr>
<th></th>
<th>Highly Proficient 90-100</th>
<th>Above Proficient 80-89</th>
<th>Proficient 70-79</th>
<th>Partially Proficient 60-69</th>
<th>Limited Proficiency 50-59</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification</td>
<td>Identifies all bold faced elements thoroughly</td>
<td>Identifies most elements thoroughly</td>
<td>Identifies many with some level of detail</td>
<td>Identifies some but ignores or misses many</td>
<td>Identifies little to no boldfaced elements in questions</td>
</tr>
<tr>
<td>Analysis</td>
<td>Gives thorough, precise, and accurate analysis of almost all identifiable elements</td>
<td>Accurately explains and interprets most elements of the text</td>
<td>Provides sufficient and mostly accurate analysis of many elements</td>
<td>Provides limited or partial explanation, often with varying levels of misinterpretation</td>
<td>Provides little to no explanation/interpretation of identified elements</td>
</tr>
<tr>
<td>Insight</td>
<td>Extends understanding and connections beyond the text</td>
<td>Makes connections and shows some understanding beyond the text</td>
<td>Few connections and limited understanding beyond the text</td>
<td>Attempts connections beyond the text but lacks full understanding</td>
<td>Makes no connections beyond the text</td>
</tr>
<tr>
<td>Overall Comprehension</td>
<td>Shows command of comprehension with evidence of accurate interpretation and connotative meaning</td>
<td>Shows comprehension of the text with evidence of understanding and limited comprehension of connotative meaning</td>
<td>Shows comprehension of the text with some evidence of figurate/ connotative meaning</td>
<td>Shows limited comprehension of the text; primarily on a literal level</td>
<td>Shows a lack of comprehension or misinterprets message of the text</td>
</tr>
</tbody>
</table>
DUE DATES AND SUBMISSION DIRECTIONS

All summer reading assignments are due in your Google Doc folder NO LATER than:

SEPTEMBER 1, 2019

• Please be sure that you upload all of your assignments as a GOOGLE DOC (not a Microsoft Word Document). This will allow us to comment directly on the document.

• Your folder should be titled LAST NAME, FIRST. Please create your folder here: https://tinyurl.com/yysjcpdf

• Once you have created the folder, please share it with mklastava@pway.org chamas@pway.org and vlojko@pway.org

• The quotes journal should be inside your folder and titled by each novel as follows: Last Name BOOK TITLE Quotes Journal 1

• The poetry analysis should be inside your folder and titled by each individual poem as follows: Last Name “POEM TITLE” Analysis

• Plagiarism, such as copying another student’s journal or Sparks Notes, etc. will result in a failing grade and disciplinary action as outlined in the student handbook.

• Any student who does not complete the summer assignments or who violates the academic integrity of the assignment will be AUTOMATICALLY REMOVED and placed in ENGLISH 4 ACADEMIC
FINAL THOUGHTS

- You will be required to read **three** of the texts from the above list before the AP Lit exam in May. Each text will be **due at the end of each marking period** (MPs 1-4). For each text you will complete an AP Free Response Essay which will be assessed using the College Board AP Literature rubric.

- Quote journals are **mandatory** for each text and due on the day of the essay. Plan your time wisely.

- Participation in Sneak Peek this summer will give you an opportunity to get ahead on your Summer Project in addition to getting a feel for the course. Although it is not required, it is **HIGHLY RECOMMENDED** that you attend Sneak Peek this summer.

- Purchasing the novels for this class is not mandatory, but **STRONGLY ENCOURAGED**. Many of the texts can be found for sale at the local library or can be purchased used online. This will allow you to create textual annotations directly in the margins. Post-it notes and highlighters will be available in the classroom.

![THE AP TEST IS TOO EXPENSIVE, EH?](image)