

11AP Literature and Composition  
Summer Assignments  
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Welcome to Advanced Placement English! This course is meant to be challenging and intensive; it should only be taken by students who **enjoy** reading, thinking about what they read, and writing about what they read. To help you prepare for the **rigorous and stimulating sessions** coming up in the fall, I've prepared the following well-balanced assignments. You are encouraged to buy your own copies of the texts so that you can mark particularly significant passages, write questions and comments in the margins, and engage in a "dialogue" with each book.

1. Read the article "How to Mark a Book" by Mortimer Adler. This will help you learn to read more actively. Click on the link below to access the Adler article. Save it and print it out.

[http://academics.keene.edu/tmendham/documents/AdlerMortimerHowToMarkABook\\_20060802.pdf](http://academics.keene.edu/tmendham/documents/AdlerMortimerHowToMarkABook_20060802.pdf)

More annotating resources are available at:

[http://www.birnbaumslearners.com/uploads/1/4/8/6/1486903/how\\_to\\_annotate\\_a\\_text.pdf](http://www.birnbaumslearners.com/uploads/1/4/8/6/1486903/how_to_annotate_a_text.pdf)

2. Grab a copy of *How to Read Literature Like a Professor* by Thomas C. Foster. With your annotating skills, read it carefully **before** the fiction. When English teachers analyze novels, oftentimes students are in disbelief and they ask the age-old questions, "How are we supposed to know that? Are you making this up?" This book will help you realize that we aren't making this stuff up. Understanding literature no longer needs to be a mystery, and Foster's work will help you learn to recognize literary conventions and see symbols, themes, allusions, intertextuality, archetypes, and patterns. This work will enable you to read more deeply and increase your success throughout the school year. You may skip chapters 16 and 17 if you are uncomfortable.
3. As you read Foster, take notes on the key ideas in each chapter. You will come across references to titles and authors that you might be unfamiliar with, but **you don't have to KNOW** them to understand what Foster says ABOUT them. Make connections from the main ideas and concepts of Foster's text to the books you read this summer. We will refer to this text throughout the year. The more thorough your notes, the more successful the year will be for you. Briefly summarize the major points for each chapter.
4. Read Kate Chopin's biography. Use the links below. Take notes and mark the documents regarding major aspects of her life that you feel may influence her writing and her themes.

<http://www.katechopin.org/biography.shtml>

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5. Read the necessary background on life in Louisiana Creole society of the 1890s in order for your reading experience to be meaningful. Make connections within the text and refer to the documents to help clarify any text questions.

<http://www.loyno.edu/~kchopin/new/culture/creoles2.html>

6. Buy a copy of *The Awakening*, by Kate Chopin. Read it. Read it again. Take notes. Mark it up with notes in the margins or on sticky notes. Connect it to Foster's text. Be prepared to discuss the book, write essays, and be tested on it as well as its connections to Foster's text in detail when you return in the fall. You may purchase this book for your e-reader and take notes on it.

7. Complete the Major Works Data Sheet (MWDS) for *The Awakening*. This should be with your own words, thoughts, and ideas. Be thorough as it will be graded and utilized throughout the year. Use the link below and print it out to fill in as you read.

[http://www.shelbyed.k12.al.us/schools/chhs/docs/Major\\_Works\\_Data\\_Sheet\\_English.pdf](http://www.shelbyed.k12.al.us/schools/chhs/docs/Major_Works_Data_Sheet_English.pdf)

8. We will hold a number of Socratic Seminars for *The Awakening* upon return. Prepare for this with questions and/or observations regarding character, setting, conflict, symbolism, allusions or style; consider well written sentences and images; what comments or connections to other texts can you make? What are you thinking, feeling, liking, disliking? These seminars will be graded. Try to ask questions that promote a dialogue; yes and no questions are acceptable for clarification, but try to move beyond that and generate questions that ask us to wonder and hypothesize. Connect the text to Foster.
9. Choose a second work of fiction **(from the suggestions below)** that we do not have time to read during the school year yet: *Catch-22* by Joseph Heller; *The Scarlet Letter* by Nathaniel Hawthorne; *Portrait of an Artist as a Young Man* by James Joyce; *Crime and Punishment* by Fyodor Dostoevsky; *Great Expectations* by Charles Dickens; *Their Eyes Were Watching God* by Zora Neale Hurston; *1984* by George Orwell; *Jane Eyre* by Charlotte Bronte; *Antigone* by Sophocles; *The Heart of Darkness* by Joseph Conrad; *Beloved* by Toni Morrison; *The Poisonwood Bible* by Barbara Kingsolver; or *On the Road* by Jack Kerouac. Check out a review and summary on Amazon.com so that you choose something appealing to you as a reader. Look at biographical and historical materials to add to your understanding. **Complete a second MWDS**; annotate the text carefully and be prepared to write an essay during the second week of school. You will be able to use the text and your notes.

If you have any questions, comments, or concerns and would like to get in touch with us during the summer, please contact us via email at [e.nolan@wi.k12.ny.us](mailto:e.nolan@wi.k12.ny.us) or [t.schaefer@wi.k12.ny.us](mailto:t.schaefer@wi.k12.ny.us).

Have a safe and happy summer.

This work should be completed **before** the start of the school year.