

11AP Literature and Composition
Summer Assignments
2018-2019

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, we'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

2. Grab the latest copy of *How to Read Literature Like a Professor* (HTRLLAP) by Thomas C. Foster. With your annotating skills, read it carefully **before** the other assignments. We will use this book all year long and make connections to the other books that we will read. 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. There are several editions to Foster's book and the chapter #s are different. If you don't have the latest edition, you must look for the title of the chapter so you know you are reading the correct chapter. Take notes for each of the assigned **seven** chapters. Make a bullet-point list of what you learned in each chapter: key points, major insights, and interesting facts. Also include references to literature, movies, plays, or other stories where you remember seeing the literary concept employed. The more thorough these notes, the better you will be able to complete upcoming assignments.

Read the following assigned chapters: **Every Trip is a Quest; Nice to Eat with You: Acts of Communion; Is That a Symbol; Flights of Fancy; It's All About Sex; If She Comes Up, It's Baptism; and It's All Political.**

3. In order to prepare for and understand the time period of your assigned summer reading, complete the next two assignments before reading *The Awakening*, Read Kate Chopin's biography. Use the link below. Take notes and/or 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>

4. 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 while reading *The Awakening* to help clarify any text questions.

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

5. Buy a copy of *The Awakening*, by Kate Chopin. Read it. Read it again. 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. You may purchase this book on a tablet and take notes.

Complete the following assignment connecting Chopin's *The Awakening* to Foster's *HTRLLAP*. This should be typed in a Google document. You will submit this document to turnitin.com when you return in September.

- **Every Trip is a Quest** - According to Foster, a quest story requires five certain aspects. List, explain, and support with evidence how *The Awakening* is a quest a story.
- **Nice to Eat with You: Acts of Communion** - Study the different meal scenes in *The Awakening*, and apply the ideas of Chapter 2 to your comparison. Explain how Foster's ideas make the meals meaningful.
- **Is That a Symbol?** - After reading Foster's primary attributes of symbols, discuss **two** symbols from *The Awakening* and what they represent for the reader. Please do **not** use the two birds from the Flights of Fancy analysis chapter.
- **Flights of Fancy** - Foster states that flying in stories can represent many things but clearly represents freedom. Chopin includes a number of birds in *The Awakening*. Choose two birds and explain the symbolic significance of those birds in connection to the text and Chopin's purpose for including them in her novella. Do not reuse these birds in your symbolism analysis.
- **It's all about sex** - The key ideas from these chapters are that "scenes in which sex is coded rather than explicit can work at multiple levels and sometimes be more intense than literal depictions", and ". . . these scenes mean something more than what's going on in them. Even though no actual sex happens in *The Awakening*, discuss a scene or two in which the novel suggests sexuality or sexual tension and how these scenes might be meaningful for the reader.
- **If She Comes Up, It's Baptism** - Is the end a symbolic baptism? Justify your opinion with evidence from the novella and Foster.
- **It's All Political** - Foster believes that most works have a political element in them. What political statement does Chopin seem to be making? What evidence develops her political statement? Discuss whether or not this issue is still present in society today and give evidence.

6. Locate and print out a completed Major Works Data Sheet (MWDS) for *The Awakening*. Search: "*The Awakening* AP Literature MWDS."

Assignments 1-6 need to be completed by Wednesday, September 5th

7. We will hold a number of Socratic Seminars for *The Awakening* and Foster's *HTRLLAP* upon return. The connections you make between Foster and Chopin's work will be the focus of the seminars.

8. Choose **ONE** title (**from the suggestions below**) that we do not have time to read during the school year:

The Scarlet Letter by Nathaniel Hawthorne; *Great Expectations* by Charles Dickens; *Jane Eyre* by Charlotte Bronte; *Their Eyes Were Watching God* by Zora Neale Hurston; *Heart of Darkness* by Joseph Conrad; or *Beloved* by Toni Morrison.

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. **Locate and print out a completed and thorough MWDS**; annotate the text carefully and be prepared to write an essay on your choice. You will be able to use the text and your notes. **Connect the Foster chapters to your chosen text**. This reading needs to be completed by "Book Share Day" in late September. More details to follow when you return to school.

If you have any questions, comments, or concerns and would like to get in touch with your teacher over the summer, email us at either: e.nolan@wi.k12.ny.us or t.schaefer@wi.k12.ny.us

Have a safe and happy summer.