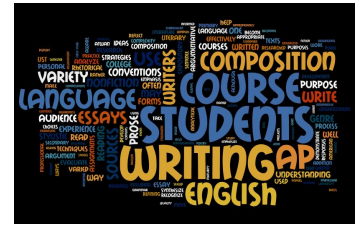


# WSHS AP English Literature Summer Reading

Ms. M. Fisher

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Greetings and welcome to AP English Literature! This is a fun, yet challenging course designed to strengthen your writing skills and broaden your abilities in analyzing literature. In preparation for our study in the fall, you do have some work to complete over the summer. Please see the three assignments below for more information. All readings and assignments are expected to be completed and uploaded by the due dates. I may not ask for a submission right away, but in case I do, you should be prepared! Ms. Fisher

First: Go to <https://classroom.google.com/> Class Code: 6vi733w

This will be the temporary site for the Class of 2020 until we have class schedules. Once you have set up an account with Google Classroom it will be simple to switch to your assigned class when school begins.

## **Assignment 1: Summer Assignment #1: Personal Statement**

Write a personal statement (approximately 300-500) introducing yourself and highlighting your interests, accomplishments, as well as your strengths and weaknesses in English. Please include what you like about English and what you may dislike or find a struggle. The information you provide me about yourself will enable me to better understand and help you as a learner. **Suggested: Upload to Google Classroom by July 10th**

## **Assignment #2: Poetry Analysis**

Much of our studies will revolve around poetry. We will study poetry in full units and also on a weekly basis. In preparation for this, I would like you to complete an assignment that tells me your interpretation of “great poetry.” Select a poem that you consider to be worthy of study and instruction in AP English Literature. Feel free to “think outside the box” in selecting the poem; in other words, it does not have to be from a school textbook (but, of course, it can be). Then, write a 250+ word

response explaining what makes this a “great” poem. I will not put any parameters on you; I simply want to know what you think makes a poem worthy of your time. Try to avoid online assistance in completing this assignment. There is no “wrong answer!” **Suggested: Upload to Google Classroom by July 31st**

### **Assignment #3: Summer Novel**

Read one (or both, if you want) of the following novels and complete the two assignments.

#### **Choice:**

Ralph Ellison: *Invisible Man* (**NOT** *The Invisible Man* by H.G. Wells)

or

Herman Hesse: *Siddhartha*

Note: While I prefer print (Real books are cool. #shoplocal), if you want to read the novels online, search the title of the novel + pdf, and you will find the complete novel online. Please do not disrespect the authors by only reading crappy study guides, like Sparknotes; their work deserves to be savored.

#### **Assignment for *Invisible Man* or *Siddhartha*:**

1. Create a one-page computer-generated chart that illustrates three 'mileposts' or important episodes of the protagonist's journey or search. This chart should identify the following for each milepost: (These novels, in many way, employ the archetypal hero's journey, aka monomyth.)

- what he specifically seeks
- how he is shocked or surprised by what he actually discovers
- how he is disillusioned or enlightened by this discovery

AND

2. Create a one-page computer-generated chart that lists the following:

- a minimum of five important symbolic objects, places, or events
- an explanation of what each specifically represents
- an explanation of how each relates in some way to a possible theme of the novel

**Suggested: Upload to Google Classroom by August 14th**

**\*\*If you have extra time, may I suggest you go ahead and read either *Hard Times* or *Great Expectations* by Charles Dickens. It is recommended you annotate while you read. The Dickens Unit comes at the end of the First Semester when Seniors' lives tend to be especially hectic.**

### **Ideas for annotating Literature**

"Every text is a lazy machine asking the reader to do some of its work." – Novelist Umberto Eco

- Use a pen so you can make circles brackets and notes. If you like highlighters use one for key passages, but don't get carried away and don't only highlight.
- Look for patterns and label them (motifs, diction, syntax, symbols, images, and behavior, whatever).
- Mark passages that seem to jump out at you because they suggest an important idea or theme- of for any other reason (an arresting figure of speech or image an intriguing sentence pattern, a striking example of foreshadowing, a key moment in the plot, a bit of dialogue that reveals character, clues about the setting etc.).
- Mark phrases, sentences, or passages that puzzle, intrigue please or displease you. Ask questions make comments talk back to the text.
- At the ends of chapters or sections write a bulleted list of key plot events. This not only forces you think about what happened, see the novel as whole, and identify patterns, but you create a convenient record of the whole plot.
- Circle words you want to learn or words that jump out at you for some reason. If you don't want to stop reading, guess then look the word up and jot down the relevant meaning later. You need not write out a full dictionary definition; it is often helpful to put the relevant meaning in your own words. If SAT prep has dampened your enthusiasm, reconsider the joy of adding your "word hoard" as the *Beowulf* poet calls it.

The Harvard College Library has posted an excellent guide to annotation, "Interrogating Texts: Six reading Habits to Develop in Your First Year at Harvard."

URL: <<https://core1010dinalamey.weebly.com/interrogating-texts-6-reading-habits-to-develop-in-your-first-year-at-harvard-by-susan-gilroy.html>>