

Summer Reading Assignment: AP Literature Senior English

Part I: Understanding Poetry

For each of the five poems listed, respond in a one page, double spaced (12 point font) entry. A guided question is given for each poem, but you may also comment on elements like rhyme, rhythm, alliteration, and imagery. If the tone of the poem leads you to particular thoughts or ideas that you have experienced in life, you may also include these in your responses. Copies of these poems will be posted on-line with the summer assignment. Hard copies are available on request.

Poems:

Margaret Atwood, "Siren Song"

<http://www.poemhunter.com/poem/siren-song/>

- How does the allusion in the poem contribute to your understanding of its meaning?

Billy Collins, "The History Teacher"

http://www.billy-collins.com/2005/06/the_history_tea.html

- Beyond the humor of this poem, what serious meanings can you discern?

William Shakespeare, "Shall I compare thee to a summer's day?"

<http://www.artofeurope.com/shakespeare/sha3.htm>

- How does the shift in tone solve the problem of the extended metaphor of the lover to a summer's day?

Emily Dickinson, "There's a certain Slant of light"

<http://www.online-literature.com/dickinson/830/>

- What particular images help convey a depressed state of mind in the speaker?

Langston Hughes, "Theme for English B"

http://www.eecs.harvard.edu/~keith/poems/English_B.html

- How does the flow of this poem contribute to the author's style or speaker's tone?

Part II: Novels

Choose ONE of the following novels to read. When you have completed reading, choose ONE activity to illustrate your understanding of the novel you read. Activities will be posted on-line with the summer assignment. Hard copies are available upon request.

The Invisible Man by Ralph Ellison

The Handmaids Tale by Margaret Atwood
Tess of the d'Urbervilles by Thomas Hardy
The Road by Cormic McCarthy
The Kite Runner Khaled Hosseini

(Continued)

Part III: Understanding Archetypes

Many of the archetypes and allusions found in western literature are based on stories found in the Bible. As such, a working knowledge of specific biblical stories is helpful. Please read and be able to discuss the major characters, symbols, themes, and motifs of the following stories. (*The King James Version* is recommended; links are provided for those who choose to read the pieces on-line.)

Genesis (<http://etext.virginia.edu/toc/modeng/public/KjvGene.html>)

1	The Creation and the Fall
4:1-15	The First Murder
6:5-9; 17	The Flood
11:1-9	The Origin of Language
37: 2-46; 7	The Story of Joseph

Job (<http://etext.virginia.edu/toc/modeng/public/KjvBJob.html>)

Chapters	1-14
	29-31
	38-42

Ecclesiastes (<http://etext.virginia.edu/toc/modeng/public/KjvEccl.html>)

Chapters	1:2-18
	2:1-24
	3
	9:2-12
	12:1-9

Psalms (<http://etext.virginia.edu/toc/modeng/public/KjvPsal.html>)

Chapters	8
	19
	23
	37
	104

Isaiah (<http://etext.virginia.edu/toc/modeng/public/KjvIsai.html>)

Chapters	12
	52:13-53

AP Literature Summer Reading Assessment Options:

DIRECTIONS: Complete one activity from the options below to illustrate the novel(s) you read during the summer. Projects will be due on the tenth day of school and will count one major grade for first quarter.

- **Create a home page.** Select five characters and design a home page (on paper or computer) for each of them. Pick out appropriate backgrounds, pictures, and print information that would tell a view about your character. Also, create links to at least five different sites that would interest your character. Be prepared to defend your choices during a short presentation.
- **Music.** After reading a novel, divide the book into sections. Then compose a collection of audio tape clips that represent each section. Type the lyrics for each section on a separate sheet of paper in very large type so that your teacher can make a transparency for the rest of the class to view while listening to your musical collage. Be prepared to defend your selections during a short presentation.
- **Scrapbook.** Create a scrapbook for one of the characters in the novel. What newspaper clippings, magazine articles, ticket stubs, photographs, etc., would accurately reflect the character? Your final product should include at least ten items. Be prepared to defend your choices during a short presentation.
- **Community resources for characters.** After looking in the phone book and on the Internet, create a file of community resources that would help a character in your novel cope with some issue. During the summer, gather pamphlets or other literature of self-help groups or agencies that may help the character. Prepare a written dialogue, and be prepared to "act" out this dialogue using one of your class mates as the character. In this dialogue, you will ease your character into a conversation about his or her problems and persuasively advise your character about the agencies you have discovered. Clever dialogues will have characters who are not apt to heed early suggestions, but you finally win them over through your perseverance. Be prepared to elaborate on your creation after your dialogue.
- **Home video.** This option is for the highly creative and technically minded!! There are no directions. You are the next Steven Spielberg-you are reacting to the novel in some creative way. Be prepared to discuss your video and defend the choice you have made.
- **Cartoon squares.** Create a series of six drawings in six squares that show a significant event in the novel. Under each picture or cartoon, write a few lines of explanation. Be prepared to defend the choices you have made in terms of the significance to the overall work
- **Create an "On the Scene Report."** Change events in your novel into breaking news. In a video tape or audio tape, take us to the scene and interview people who will help us ask viewers to be informed about the latest events in your novel's drama. Simulate "real life" reporting by sensationalizing the story, breaking in with new developments, showing or describing incidents pertinent to the "drama." (NOTE: If you know one or several others who have also read the same novel, it would be acceptable to work as a group to complete your audio, Video, or even a "live" drama of your news report). Be prepared to defend the choices you have selected.
- **Time line.** Make a time line of major events in your novel. Be sure that the divisions of the time line reflect the sequence of events in the plot. Be clever as you illustrate the ways subplots weave in and out of main plots. Use drawings or magazine cutouts to illustrate events along the time line and use written but short explanations of each event. Be prepared to explain why you chose the events on your time line.

- **For the artistic.** If you have talent in creative writing, visual or performing arts, demonstrate your ability to think and create big ideas symbolically. In a poem, song, drawing, painting, collage, sculpture, dance, or acted performance, illustrate the theme or themes from the novel you read. Be prepared to explain your work.