

AP English Literature and Composition—Summer Reading Assignment 2021

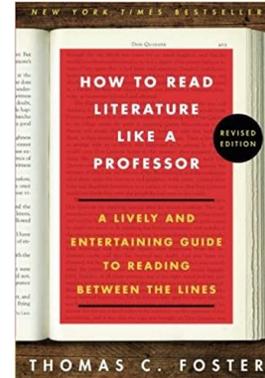
Ms. Bloom

**REQUIRED SUMMER READING #1**

*How to Read Literature Like a Professor:  
A Lively and Entertaining Guide to Reading  
Between the Lines*

**\*\*Revised Edition\*\***

ISBN: 978-0062301673



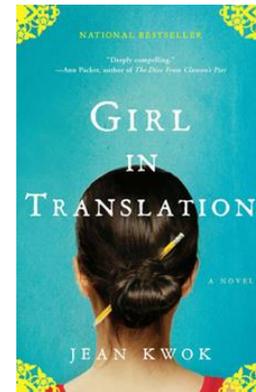
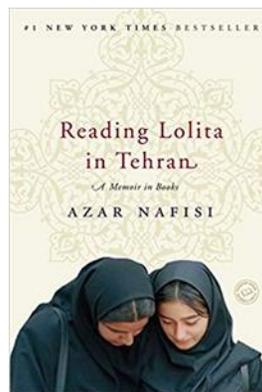
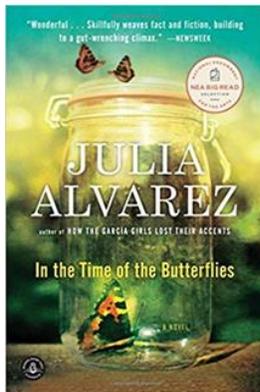
**REQUIRED SUMMER READING #2**

Choose *ONE* of the following three options *OR* email Ms. Bloom to request approval for a grade-appropriate novel (that you haven't read previously) of your choosing by the start of August.

*In the Time of the Butterflies* ISBN: 978-1565129764

*Reading Lolita in Tehran* ISBN: 978-0812979305

*Girl in Translation* ISBN: 978-1-59448-515-2



**Welcome to AP English Literature and Composition!**

Summer Assignment:

In addition to reading and taking brief notes on each chapter of the book, you must complete **10 of the following writing prompts**. EVERYONE must complete the assignment corresponding to the Introduction, and at least one of your chosen prompts must deal with poetry, but you may choose the rest.

- Your responses can be typed or handwritten (if neat) and should be developed paragraphs; they should not be multi-page papers.

- When choosing examples, you may use short stories, novels or plays (you may also use films where appropriate; however, I do not want you to use films for the majority of your responses). You MUST use your second summer reading text as your example for a minimum of FIVE chapters.
- As you compose each written response, re-phrase the prompt as part of your answer and reference the chapter title. In other words, I should be able to tell which question you are answering without referring back to the prompts. "I" can be used if necessary, but most of the time it is understood.
- Remember to capitalize and punctuate titles properly for each genre.

**Prompts and their corresponding chapters:**

Introduction: How'd He Do That? (See also Chapter 12)

How do memory, symbol, and pattern affect the reading of literature? How does the recognition of patterns make it easier to read complicated literature? Discuss a time when your appreciation of a literary work was enhanced by understanding symbol or pattern.

Chapter 1 -- Every Trip Is a Quest (Except When It's Not)

List the five aspects of the QUEST and then apply them to something you have read (or viewed) in the form used on pages 3-5.

Chapter 2 -- Nice to Eat with You: Acts of Communion

Choose a meal from a literary work and apply the ideas of Chapter 2 to this literary depiction.

Chapter 3: --Nice to Eat You: Acts of Vampires

What are the essentials of the Vampire story? Apply this to a literary work you have read or viewed.

Chapter 4 -- If It's Square, It's a Sonnet

Select three sonnets and show which form they are. Discuss how their content reflects the form. (Submit copies of the sonnets, marked to show your analysis).

Chapter 5 --Now, Where Have I Seen Her Before?

Define intertextuality. Discuss three examples that have helped you in reading specific works.

Chapter 6 -- When in Doubt, It's from Shakespeare...

Discuss a work that you are familiar with that alludes to or reflects Shakespeare. Show how the author uses this connection thematically. Read pages 44-46 carefully. In these pages, Foster shows how Fugard reflects Shakespeare through both plot and theme. In your discussion, focus on theme.

Chapter 8 -- Hanseldee and Greteldum

Think of a work of literature that reflects a fairy tale. Discuss the parallels. Does it create irony or deepen appreciation?

Chapter 10 -- It's More Than Just Rain or Snow

Discuss the importance of weather in a specific literary work, not in terms of plot.

Chapter 11 --...More Than It's Gonna Hurt You: Concerning Violence

Present examples of the two kinds of violence found in literature. Show how the effects are different.

Chapter 13 -- It's All Political

Assume that Foster is right and "it is all political." Use his criteria to show that one of the works you have read is political.

Chapter 14 -- Yes, She's a Christ Figure, Too

Apply the criteria on page 119 to a major character in a significant literary work. Try to choose a character that will have many matches. This is a particularly apt tool for analyzing film -- for example, Star Wars, Cool Hand Luke, Excalibur, Malcolm X, Braveheart, Spartacus, Gladiator and Ben-Hur.

Chapter 15 -- Flights of Fancy

Select a literary work in which flight signifies escape or freedom. Explain in detail.

Chapter 16 -- It's All About Sex...

Chapter 17 -- ...Except the Sex

OK ..the sex chapters. The key idea from this chapter is that "scenes in which sex is coded rather than explicit can work at multiple levels and sometimes be more intense than literal depictions" (141). In other words, sex is often suggested with much more art and effort than it is described, and, if the author is doing his job, it reflects and creates theme or character. Choose a novel or movie in which sex is suggested, but not described, and discuss how the relationship is suggested and how this implication affects the theme or develops characterization.

Chapter 18 -- If She Comes Up, It's Baptism

Think of a "baptism scene" from a significant literary work. How was the character different after the experience?

Discuss.

Chapter 19 -- Geography Matters...

Discuss at least four different aspects of a specific literary work that Foster would classify under "geography."

Chapter 20 -- ...So Does Season

Find a poem that mentions a specific season. Then discuss how the poet uses the season in a meaningful, traditional, or unusual way. (Submit a copy of the poem with your analysis.)

Interlude -- One Story

Write your own definition for archetype. Then identify an archetypal story and apply it to a literary work with which you are familiar.

Chapter 21 -- Marked for Greatness

Figure out Harry Potter's scar. If you aren't familiar with Harry Potter, select another character with a physical imperfection and analyze its implications for characterization.

Chapter 22 -- He's Blind for a Reason, You Know

Chapter 23 -- It's Never Just Heart Disease...

Chapter 24 -- ...And Rarely Just Illness

Recall two characters who died of a disease in a literary work. Consider how these deaths reflect the "principles governing the use of disease in literature" (215-217). Discuss the effectiveness of the death as related to plot, theme, or symbolism.

Chapter 25 -- Don't Read with Your Eyes

After reading Chapter 25, choose a scene or episode from a novel, play or epic written before the twentieth century.

Contrast how it could be viewed by a reader from the twenty-first century with how it might be viewed by a contemporary reader. Focus on specific assumptions that the author makes, assumptions that would not make it in this century.

Chapter 26 -- Is He Serious? And Other Ironies

Select an ironic literary work and explain the multi-vocal nature of the irony in the work.

Chapter 27 -- A Test Case

Read "The Garden Party" by Katherine Mansfield, the short story starting on page 245. Complete the exercise on pages 265-266, following the directions exactly. Then compare your writing with the three examples. How did you do? What does the essay that follows comparing Laura with Persephone add to your appreciation of Mansfield's story?

Envoi

Choose a motif not discussed in this book (as the horse reference on page 280) and note its appearance in three or four different works. What does this idea seem to signify?

**Come to class with your written assignment in hand.** Summer work submitted after that will be considered late and be marked down according to the policy outlined in our syllabus.

**Summer Reading Expectations:**

All students who enroll on or before August 20, 2021 must read the book(s) assigned for their course and complete this summer reading assignment.

All students who enroll on or after August 21, 2021 should begin reading the summer reading book(s) upon enrollment and email the teacher for details about assignment expectations.

All new and returning students should bring a copy of the assigned novel(s) with them on the first day of class.

\*Adapted from Assignments originally developed by Donna Anglin\*