

AP English Literature and Composition
Summer Reading and Writing Opportunities
*****(Please read this whole handout before you start any work.)*****

June 2, 2011—from Mr. Moreau

Okay, Class of 2012 Advanced Placement English Literature and Composition students: here it is. This is what you've all been waiting for—your summer reading/writing list of required opportunities. First, however, allow me to thank you for signing up for AP English. I look forward to working with you in the upcoming school year.

All of the reading/writing activities that are explained in this handout are due by Monday, August 22, 2011. That is about two-and-a-half weeks before school starts. Completed work may be turned into me in Room 114 (or into the main high school office if I am not around) any time before 3:00 p.m. that day. This assignment will be worth 300 points—which will constitute about 20% of your first trimester grade. You may not understand all that you read and write, but that doesn't matter at this point. It's the effort and attempt that interests me. Complete the work *as assigned* and you'll be fine.

Here is what you have to do by August 22:

1) With a highlighter in hand, read/skim the whole handout covering literary terms that is in your folder. *Prove that you read/skimmed this document by leaving some highlighted evidence of your work*. (That means actually marking and highlighting *as you read* the definitions.) Next, do the literary terms worksheet. Be sure to use the literary terms handout to help. This is to familiarize you with some common literary terms you'll need as part of your working vocabulary next year. Some of these terms will be new, some only review.

2) Read Shakespeare's comedy *Much Ado About Nothing*. (I gave you a copy of the text with your summer work folder.) As you read, write a brief summary (three to four complete sentences) of each scene of each act of the play. Label each clearly. Next, write a two-page reaction/response to the play. Answer all of the following questions: Did you like it or not (with rationale)? Why would Shakespeare have written this play? What did he hope to show an audience member/reader? What can an audience member/reader learn from this play that can be applied to real life in 2011? Buying some kind of guide or visiting an online source to get help with this assignment is a good idea. (For example, <www.absoluteshakespeare.com> or <www.sparknotes.com> are good places to visit for help.) Be sure to use any "help sources" for assistance only. Remember, they don't take the place of reading the play and thinking on your own.

3) Read (several times) each of the eleven poems that are included in this packet, and as you do so, mark each as you go with a highlighter *and* a pen or pencil to prove that you are reading and attempting to understand each poem. "Mark" (as in writing margin notes and highlighting) for story line/plot (What is going on in the poem? What is the poem about?), for significance (Why did the author write this poem? Why does it exist? What is its

importance?), and for anything you like about it (Is the writing good? Are there images you like? Is there a thought that moves you? Is it fun or interesting or unique?). Look up words you don't know and write definitions. Note how the poem is arranged or put together. This is a way for you to prove to me that you are thinking (with your brain and with your pen or pencil) as you read. See the sample student-marked poem that I have included. *All of yours should look something like that.*

4) Next, select any one book that is listed on the collection of choices in this handout. For this assignment, you must select from this list that includes titles that have been mentioned as possible choices to use for one of the exam essays (called the "free-response" or "open-ended" essay) over the past several years. Be sure to write summaries (three to four complete sentences) for each chapter *or* for each 25 pages of reading—whichever happens sooner. Label these clearly. Next, write a two-page reaction/response to the book. Answer all of the following questions: Did you like it or not (with rationale)? Why would the author have written this book? What did he/she hope to show a reader? What can a reader learn from this book that can be applied to real life in 2011? This book choice should be one you have *never* read before. (You'll need to borrow or purchase your own copy of this book.)

5) Finally, read any novel you'd like to read. Be sure it is a novel—not a biography or a play or a collection of short stories. It may be an old classic or a top-ten best seller. It does not need to be from the list you used to select your choice to complete #4 above (although it could be). Do the same writing as required in #4 above too (the labeled three to four sentence summaries *and* the two-page reaction/response.) It goes without saying that, once again, this selection must be one you have never read before. (Again, you'll have to borrow or purchase your own copy of this book.)

Please remember: All of this is due to me on Monday, August 22 by 3:00 p.m. (or in the main high school office if I'm not around). Everything should be typed and the essay portions should be double spaced—summaries may be single spaced—and please be sure your name is clearly evident. *The suggested length amounts are minimums.* You may certainly write more than the minimum. You should invent some way to clearly organize and label all of this to turn in (like the sample I showed you when you got this assignment from me at the end of the school year). *It should look like you cared about doing this right.* To encourage this, I am asking you to place your summer work in a one-inch, three-ring binder. You will be given some opportunity to discuss what you discovered through this work during the course of our year together.

Also, be sure to do the reading. It is not permissible (or smart) to watch a movie version of something instead of reading it. Also, in most every case, the movie is different anyway. You may feel free to watch a movie version after you have completed reading the piece of literature you have selected, but be careful not to let the movie confuse you. Any reference you make to a movie on one of the essays you'll write for the AP exam you'll take next May will be potentially hazardous.

And do I need to ask that you don't cheat in any way as you complete this work? Summaries and essays should be your own writing, thinking, and responding. You may use other sources for help, but the writing should *clearly* be your own. Cheating in any form would not be a great way to start off a new school year.

Please *don't* read any of the following titles to complete any of the requirements listed above. I'd like to reserve the possibility to study most/ some of these (and/or others) together as a class next year:

Angela's Ashes

Beloved

The Catcher in the Rye

Dandelion Wine

Death of a Salesman

The Great Gatsby

Gulliver's Travels

The Joy Luck Club

I Know Why the Caged Bird Sings

A Lesson Before Dying

Macbeth

The Odyssey

One Flew Over the Cuckoo's Nest

The Road

A Tale of Two Cities

A Thousand Splendid Suns

* Please call me at home (616.396.2015) or email me (wmoreau@hamiltonschools.us) with questions or concerns. I look forward to working with you next fall.

Thanks in advance for your work!

Mr. Moreau