

HISD | Innovation & Postsecondary Programming

AP Literature Summer Reading Assignment Summer 2019 (entering 12th graders)

Congratulations on your decision to take Advanced Placement Literature and Composition. In this class, you will analyze and interpret imaginative literature through the careful reading and critical analysis of representative works from various genres and periods. As a reader, you will explore literary elements such as a work's structure, style, themes, and the author's use of figurative language, imagery, symbolism, and tone. You will develop your writing skills as you express ideas.

For your summer reading, it is suggested (not mandated) that you purchase your books so that you can highlight, take notes, and reflect as you read. If you are unable to purchase a book, be sure to visit your local library or find it online. Inability to purchase a book does not negate this assignment.

Summer Reading

There are three parts to your summer reading:

Assigned Read (everyone reads)	Longer Works (select 1 below)	Poetry Study (5 poems by one of the poets below)
excerpts from <i>How to Read Literature Like a Professor</i> , Thomas Foster (Chs. 1, 10, 19, 21, 25)	<ul style="list-style-type: none"> - <i>A Prayer for Owen Meany</i>, John Irving - <i>Dracula</i>, Bram Stoker - <i>Wide Sargasso Sea</i>, Jean Rhys - <i>A Thousand Acres</i>, Jane Smiley - <i>The Exorcist</i>, William Blatty - <i>The Girls</i>, Emma Cline - <i>Homegoing</i>, Yaa Gyasi - <i>Underground Airlines</i>, Ben H. Winters - <i>Oryx and Crake</i>, Margaret Atwood - <i>The Brief Wondrous Life of Oscar Wao</i>, Junot Díaz - <i>Americanah</i>, Chimamanda Ngozi Adichie - <i>The Art of Racing in the Rain</i>, Garth Stein - <i>Black Deutschland</i>, Darryl Pickney - <i>Dona Flor and Her Two Husbands</i>, Jorge Amado - <i>And then There Were None</i>, Agatha Christie 	<div> Anne Bradstreet John Donne John Milton William Blake Robert Browning Samuel Taylor Coleridge T.S. Eliot Langston Hughes Robert Lowell Marianne Moore Rita Dove Seamus Heaney Adrienne Rich A.E. Houseman William Wordsworth </div> <div> Emily Dickinson Paul Laurence Dunbar Edgar Allan Poe Lord Alfred Tennyson Elizabeth Bishop Sylvia Plath Anne Sexton Wallace Stevens William Carlos Williams Gwendolyn Brooks Lucille Clifton Billy Collins Richard Wilbur Walt Whitman William Butler Yeats </div>

Part One: You must read the assigned chapters from [*How to Read Literature Like a Professor*](#) by Thomas Foster and apply what you have learned as you read your selected longer work.

Part Two: Annotate and keep a dialectical journal of your longer work that shows your application of Foster's ideas as you read. (A dialectical journal template can be found on p. 2)

- Read the longer work.
- While reading, annotate or use post-its to assist with your understanding of the story.
 - o Annotations should be frequent and consistent throughout the text. I am not interested in a recap from Sparknotes or Shmoop. Develop your own ideas and interpretations. Don't be afraid to make a leap!
- Keep a dialectical journal where you identify and explain how the author uses specific writing techniques to emphasize the purpose or topic of the work. Specifically examine the author's use and development of:
 - o Tone/Shift
 - o Style
 - o Theme
 - o Setting
 - o Conflict(s)
 - o Point of View/Shifts
 - o Mood/Shifts
 - o Characterization Methods

Part Three: Complete a TPCASTT analysis for each of the 5 poems you selected by one poet above, then write a brief thematic statement about the poem. (A TPCASTT template can be found on p. 3)

Dialectical Journal Notetaking Template

Column 1: Direct quote from the text

Column 2: page number, paragraph number

Column 3: Explain why you selected this quote. Why is it important? What do you not understand? Or what did it make you think? Consider referring to Foster's excerpts.

Quotation from the text	Page Number	Response

****Recreate this chart in your dialectical journal.**

AP Literature Summer Reading Assignment

Summer 2019 (entering 12th graders)

TPCASTT

Title	Write down what you think the poem might be about based on the title.	
Paraphrase	Rewrite the poem in your own words, literally. DON'T JUMP TO CONCLUSIONS YET.	
Connotation	Identify the poetic devices and how they contribute to the meaning of the poem. It isn't necessary to identify <i>all</i> poetic devices; only identify those that support the conclusions you are making about the poem.	
Attitude	Explore the multiple attitudes that may be present in the poem through the poet's use of diction, images, and details. This will not be a one-word answer.	
Shift	Look for keywords (FANBOYS), punctuation (- : ...), stanza divisions, changes in line or stanza length, irony, changes in sound or diction, etc.	
Title Revisited	Reexamine the title of the poem on an interpretive level. Explain the new insight that the title provides.	
Theme	What is the poem saying about the human condition? What subject does the poem address? What lessons did you learn about the subject? This will not be a one-word answer.	

**Recreate this chart in your dialectical journal.