AP English Literature & Composition  
SY 2016-2017 Summer Reading

Read all of the following novels or works:
“*The Alchemist*” by: Paulo Coelho  
“*Siddhartha*” by: Herman Hesse  
*The Book of Genesis: Chapters 37-50; the Bible, King James Version*  
*Disclaimer: The purpose of this assignment is not a theological study; it is a literary comparison of experiences across time and continents. There will be a comparative discussion and assignment at the start of the year between the King James version (Protestant) and the St. Joseph version (Catholic).*

Annotate as you read
Annotating is essential for close and critical reading of texts in preparation for class discussions, writing assignments, analyses, research, and test/exam responses. Establishing a structured method of annotating will assist you in college and the business world, situations where close reading contributes to success. Furthermore, annotating helps you dissect difficult texts and discern meaning from them (which will greatly benefit you on the multiple choice section of the AP exam). Many students have practiced a rather free-form method of annotation and highlighting, making their texts look pretty, but providing little utility when it comes to understanding the meaning. We tend to get lost in the muck or forget why we marked something. Here are some common methods of annotating:

**Within the text:**
- Circle phrases you find particularly effective, represent repetitive themes or images (motifs), and/or reveal figurative language.
- Note shifts in pronoun usage/narrative point of view.
- Circle words the author uses for their connotative meanings
- Circle words you need to define in the margin
- Underline sentences that stand out, develop an argument, or make a point
- Number related points
- Bracket important sections of text
- Connect important ideas, words or phrases with arrows

**In the margins:**
- Summarize and number each paragraph (shorter pieces)
- Define unfamiliar terms
- Note any questions that come to mind
- Note possible connotative meanings of circled words
- Note any significant patterns or motifs
- Identify any outstanding language usage or writing strategies you discover
- Identify points or arguments

Don’t simply mark a passage without stating why in the margins (unless it’s obvious). Never rely on your memory because when referring back to your marks, you may not recall the context in which you first encountered the marked passage, so it becomes meaningless unless you reread.

Common themes and/or symbols of each novel/work:
*“The Alchemist”:* The Personal Legend; unity in nature; danger of fear; dreams and omens; sheep; the desert; alchemy.
*“Siddhartha”:* Search for knowledge or wisdom; spirituality vs. materialism; man and nature; language and communication; time; the river; the ferryman; a smile.
*Book of Genesis: Chapters 37-50:* Favoritism; cycles of life and violence; dreams and omens, jealousy; forgiveness; mercy.
Reader’s Response Notebook

Divide each novel or work into three equal sections. Upon completion of each section you are to complete the following tasks in a composition notebook that is to be turned in on the first day of class. You will need to complete a reader’s response for each of the three sections for each of the three works. You must begin each paragraph with a topic sentence that is supported by evidence (MLA citation format) as well as provide explanations that show how the evidence supports your topic sentence.

1. Write one paragraph that discusses your emotional response to the events of the novel or work.

2. Write one paragraph that chooses a specific literary element or literary device and analyze its use, purpose, and significance to the novel or overall theme. Provide a well written topic sentence along with cited evidence and explanations.

3. Answer the given question for that section, listed below, using three paragraphs. Topic sentences should be well written with cited evidence and explanations provided. All three paragraphs should work together to answer the given question. Please use transitional words and sentences to connect paragraphs.

Section Questions for “The Alchemist”

1. Reflect on the idea of a Personal Legend. Explain if you agree or disagree with this idea. If you agree, describe your current understanding of your own Personal Legend. If you disagree, explain your beliefs in regard to having a purposeful life.
3. According to the alchemist “Those who don’t understand their Personal Legends will fail to comprehend their teachings”. Explain what he means by this statement. Explain why you agree or disagree with this statement.

Section Questions for “Siddhartha”

1. There is no app for God or for enlightenment. In a world where technology is almost second-nature, describe how spirituality and technology compete and coexist with one another?
2. Siddhartha joins several different spiritual groups in the quest for enlightenment but ultimately fails to find what he is looking for. In your opinion, explain in what ways it is both possible and impossible to teach or guide others to spiritual enlightenment.

Section Questions for the Book of Genesis: Chapters 37-50

1. Joseph is a clueless, gifted, and narcissistic adolescent, loved by his father, and hated by his brothers. Reflect on a time where you have been so self-focused that you did not recognize that your celebration of your own gifts was having a negative impact on those around you? Describe the process that you went through once you discovered that this occurred.
2. The Joseph saga traces repeated ups and downs of Joseph. Do you think the vicissitudes (ups and downs) of Joseph’s life helped curb his narcissism and helped him develop compassion? What in your own life experience leads you to believe that – or not?
3. The central concern of the Joseph saga is not with the transformation of Joseph, but with how his transformation ends up providing mercy, help, and life itself to his family – and the people of Israel who will be their descendants. In your experience, explain how the transformation of an individual sometimes provides help, mercy, and life to others around him/her and those who come after? Provide an example.
**Timed Free Response Question (FRQ)**

Be prepared to answer one of the following FRQs at the start of the semester using the summer readings. Gather support and evidence for different options as you read. Make use of your annotations and your Reader’s Response Notebook.

**Option 1:** Palestinian American literary theorist and cultural critic Edward Said has written that “Exile is strangely compelling to think about but terrible to experience. It is the unhealable rift forced between a human being and a native place, between the self and its true home: its essential sadness can never be surmounted.” Yet Said has also said that exile can become “a potent, even enriching” experience. Select a novel, play, or epic in which a character experiences such a rift and becomes cut off from “home,” whether that home is the character’s birthplace, family, homeland, or other special place. Then write an essay in which you analyze how the character’s experience with exile is both alienating and enriching, and how this experience illuminates the meaning of the work as a whole. Do not merely summarize the plot.

**Option 2:** “You can leave home all you want, but home will never leave you.” —Sonsyrea Tate

Sonsyrea Tate’s statement suggests that “home” may be conceived of as a dwelling, a place, or a state of mind. It may have positive or negative associations, but in either case, it may have a considerable influence on an individual. Choose a novel or play in which a central character leaves home yet finds that home remains significant. Write a well-developed essay in which you analyze the importance of “home” to this character and the reasons for its continuing influence. Explain how the character’s idea of home illuminates the larger meaning of the work. Do not merely summarize the plot.

**Option 3:** In *The Writing of Fiction* (1925), novelist Edith Wharton states the following:

> At every stage in the progress of his tale the novelist must rely on what may be called the illuminating incident to reveal and emphasize the inner meaning of each situation.

Illuminating incidents are the magic casements of fiction, its vistas on infinity. Choose a novel or play that you have studied and write a well-organized essay in which you describe an “illuminating” episode or moment and explain how it functions as a “casement,” a window that opens onto the meaning of the work as a whole. Avoid mere plot summary.

**Option 4:** “And, after all, our surroundings influence our lives and characters as much as fate, destiny or any supernatural agency.” —Pauline Hopkins, *Contending Forces*

Choose a novel or play in which cultural, physical, or geographical surroundings shape psychological or moral traits in a character. Then write a well-organized essay in which you analyze how surroundings affect this character and illuminate the meaning of the work as a whole.

**Option 5:** In a novel by William Styron, a father tells his son that life “is a search for justice.”

Choose a character from a novel or play who responds in some significant way to justice or injustice. Then write a well-developed essay in which you analyze the character’s understanding of justice, the degree to which the character’s search for justice is successful, and the significance of this search for the work as a whole.
British Literature
SY 2016-2017 Summer Reading Assignment

Welcome to British Literature! This course is both academically challenging and intellectually stimulating! This summer reading assignment has been designed to develop your reading comprehension, increase your vocabulary, promote intellectual growth, and foster a deeper appreciation for British Literature. Please contact Miss O’Mallan (missomallan@ndhsguam.com) if you have any questions. Happy reading!

Required Reading
You are required to read

*How to Read Literature Like a Professor* by Thomas C. Foster*

and one of the following:

*Emma* by Jane Austen
*Angela’s Ashes* by Frank McCourt
*The Kite Runner* by Khaled Hosseini
*Like Water For Chocolate* by Laura Esquivel

*Full text is available for free online.

Annotate as you read
Annotating is essential for close and critical reading of texts in preparation for class discussions, writing assignments, analyses, research, and test/exam responses. Establishing a structured method of annotating will assist you in college and the business world, situations where close reading contributes to success. Furthermore, annotating helps you dissect difficult texts and discern meaning from them. Here are some common methods of annotating:

Within the text:
- Circle phrases you find particularly effective, represent repetitive themes or images (motifs), and/or reveal figurative language.
- Note shifts in pronoun usage/narrative point of view.
- Circle words the author uses for their connotative meanings
- Circle words you need to define in the margin
- Underline sentences that stand out, develop an argument, or make a point
- Number related points
- Bracket important sections of text
- Connect important ideas, words or phrases with arrows

In the margins:
- Summarize and number each paragraph (shorter pieces)
- Define unfamiliar terms
- Note any questions that come to mind
- Note possible connotative meanings of circled words
- Note any significant patterns or motifs
- Identify any outstanding language usage or writing strategies you discover
- Identify points or arguments
Don’t simply mark a passage without stating why in the margins (unless it’s obvious). Never rely on your memory because when referring back to your marks, you may not recall the context in which you first encountered the marked passage, so it becomes meaningless unless you reread.

**Common themes and/or symbols of each novel:**
*Emma:* Women’s role in society; social status; power of bias and judgment; following societal norm vs. freedom to express ideas and feelings; riddles, words games, gifts or tokens of affection.
*Angela’s Ashes:* Limiting effects of social class; hunger; guilt; the River Shannon; ashes; eggs.
*The Kite Runner:* Redemption; fathers and sons; effects of the outside world on private lives; friendship; denying the past; rape; cleft lip; kites; the lamb.
*Like Water for Chocolate:* Mothers and daughters; obligation; lost loves; food; heat and fire.

**Reader’s Response Notebook**
Part I: *How to Read Literature Like a Professor* by Thomas C. Foster
The text provides valuable insight about how to recognize symbols and patterns in literature, leading to a deeper understanding and critical analysis of literary works. The information in this book will be referenced in class discussions and will aid you in your study of British Literature throughout the semester.

After reading the text, select **one** question from **each** section of the chapter prompts from below and respond. Only one of the three responses can focus on a film, all other examples must come from literary works (novels, poems, or short stories) Responses should be 1-2 pages typed in MLA format.

This assignment is due on the first day of class.

**Section 1**
*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 in Chapter 1.

OR

*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.

OR

*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.

**Section 2**
*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?

OR

*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.

OR

*Chapter 14* -- *Yes, She's a Christ Figure, Too:* Apply the criteria in this chapter 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.
Section 3

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.

OR

Chapter 23 -- It's Never Just Heart Disease... / Chapter 24 -- ...And Rarely Just Illness: Recall two characters that 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.

OR

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.

Part II: Novel Study

Divide your novel into three equal sections. Upon completion of each section you are to complete the following tasks in a composition notebook that is to be turned in on the first day of class. You will need to complete a reader’s response for each of the three sections for the novel of your choice. You must begin each paragraph with a topic sentence that is supported by evidence (MLA citation format) as well as provide explanations that show how the evidence supports your topic sentence.

1. Write one paragraph that discusses your emotional response to the events of the novel or work.

2. Write one paragraph that chooses a specific literary element or literary device and analyze its use, purpose, and significance to the novel or overall theme. Provide a well written topic sentence along with cited evidence and explanations.

3. Answer the given question for that section, listed below, using three paragraphs. Topic sentences should be well written with cited evidence and explanations provided. All three paragraphs should work together to answer the given question. Please use transitional words and sentences to connect paragraphs.

Section Questions for Emma

1. Describe the class and rank of various characters in the village of Highbury. Compare the positions of Mr. Weston, Mr. Elton, Miss Taylor, Harriet, and Emma with others in Highbury. Provide evidence and explanations.

2. Does Emma act as a good friend to Harriet Smith? Are Emma’s concerns for Harriet’s education and refinement born of an honest desire to help, or is it something less altruistic. Defend your answer.

3. How does the relationship between Mr. Knightley and Emma change throughout the course of the novel? Provide evidence and explanations.

Section Questions for Angela’s Ashes

1. McCourt’s perspectives and voice are that of a child. How does that affect the reader?

2. How do Irish songs, lyrics, and music contribute to the unique voice of this memoir? How do they affect Frank’s experiences? Provide examples and explanations.

3. What significance does the phrase "Angela's Ashes' acquire by the end of the book?
Section Questions for *The Kite Runner*

1. We begin to understand early in the novel that Amir is constantly vying for Baba's attention and often feels like an outsider in his father's life, as seen in the following passage: "He'd close the door, leave me to wonder why it was always grown-ups time with him. I'd sit by the door, knees drawn to my chest. Sometimes I sat there for an hour, sometimes two, listening to their laughter, their chatter." Reflect on and discuss Amir's relationship with Baba.

2. The strong underlying force of this novel is the relationship between Amir and Hassan. Discuss their friendship. Why is Amir afraid to be Hassan's true friend? Why does Amir constantly test Hassan's loyalty? Why does he resent Hassan?

3. Amir and Hassan have a favorite story. Does the story have the same meaning for both men? Why does Hassan name his son after one of the characters in the story?

Section Questions for *Like Water for Chocolate*

1. Compare and contrast the three De La Garza sisters—Gertudis, Rosaura, and Tita. Provide examples and explanations.

2. Based on your knowledge of heroes and heroines, do you consider Tita a strong or weak heroine? Focus on specific characteristics and argue your position. Provide evidence and explanations.

3. What role does tradition play in this book? Is it always a negative role, as exemplified by Mama Elena? What might the author be suggesting about family or cultural customs in general?