

A.P. Literature and Composition

There are four assignments that must be completed:

1. *All the Light We Cannot See* by Anthony Doerr
2. *The Awakening* by Kate Chopin
3. Free-Choice Book (any book of your choice)
4. County-Wide Assignment

Please be aware that students will be held responsible for the assignments on the first day of the fall semester. If a student chooses to change the level of course or class or program over the summer, the student will be held responsible for the summer assignments for the courses reflected on the schedule for the first day of school.

If you have questions regarding which course you are enrolled in for the fall, please contact your guidance counselor.

Please read all the instructions in this document carefully. You are responsible for following all the directions; if you don't, your grade will be lowered.

Welcome to AP Literature! First, we are glad that you have chosen to take this college-level class. We'd like to tell you a bit about what to expect.

1. This is a literature class, so you must be willing to read the assigned novels and plays. Reading just a part of the book or just reading study aids like Spark Notes will not prepare you for college and the AP test. If you don't like to read, this probably isn't the class for you.
2. A major goal of this class is to prepare you for college. We will work on improving your writing skills, so by the end of the course, you will feel more comfortable about writing for your college classes.
3. We will work on your critical thinking skills.
4. There will be homework most nights.
5. You will be well-prepared to get college credit by doing well on the AP Literature test next May.

What is AP Literature?

The guiding questions of this course are simple; they are **"Why?"** and **"What is the author's purpose?"** We will read and discuss short and long pieces of literature and ask questions such as:

"Why does the character act that way?"

"How does it affect the author's purpose?"

"Why does the author use this particular image?"

"Why is this symbol used? How does it affect the meaning of the work as a whole?"

It is good to find examples of literary devices, tone, etc., but in this class we will discover how these examples affect the meaning of the work as a whole, and how they reveal the author's purpose. This is literary analysis.

From *The Book of Small*, by Emily Carr

Background: The following excerpt from Carr's memoir implies that Carr's father defined the cultural context of her childhood. He had been transported into the wilderness on the wild Pacific coast of southwestern Canada along with his sea chest, a sense of British propriety, a Sabbatarian religious tradition, and strict child-rearing practices.

proper, stiff
What does this mean?

short, to-the-point intro

All our Sundays were exactly alike. They began on Saturday night after Bong the Chinaboy had washed up and gone away, after our toys, dolls and books, all but *The Peep of Day* and Bunyan's *Pilgrim's Progress*, had been stored away in drawers and boxes till Monday, and every Bible and prayerbook in the house was puffing itself out, looking more important every minute.

Line 5

Then the clothes-horse came galloping into the kitchen and straddled round the stove inviting our clean clothes to mount and be aired. The enormous wooden tub that looked half coffin and half baby-bath was set in the middle of the kitchen floor with a rag mat for dripping on laid close beside it. The great iron soup pot, the copper wash-boiler and several kettles covered the top of the stove, and big sister Dede filled them by working the kitchen pump-handle furiously. It was a sad old pump and always groaned several times before it poured. Dede got the brown Windsor soap, heated the towels and put on a thick white apron with a bib. Mother unbuttoned us and by that time the pots and kettles were steaming.

Diction - solid, heavy words in sound + meaning

10

15

Dede scrubbed hard. If you wriggled, the flat of the long-handled dipper came down spankety on your skin.

20

As soon as each child was bathed Dede took it pick-a-back and rushed it upstairs through the cold house. We were allowed to say our prayers kneeling in bed on Saturday night, steamy, brown-wind-sory prayers—then we cuddled down and tumbled very comfortably into Sunday.

25

At seven o'clock Father stood beside our bed and said, "Rise up! Rise up! It's Sunday, children." He need not have told us; we knew Father's Sunday smell—Wright's coal-tar soap and camphor. Father had a splendid chest of camphor-wood which had come from England round the Horn in a sailing ship with him. His clean clothes lived in it and on Sunday he was very camphory. His chest was high and very heavy.

a child's/childlike statement

30

It had brass handles and wooden knobs. The top let down as a writing desk with pigeon-holes; below there were little drawers for handkerchiefs and collars and long drawers for clothes. On top of the chest stood Father's locked desk for papers. The key of it was on his ring with lots of others. This desk had a secret drawer and a brass-plate with R. H. CARR engraved on it.

a curious-looking figure

35

On top of the top desk stood the little Dutchman, a china figure with a head that took off and a stomach full of little candies like colored hailstones. If we had been very good all week we got hailstones Sunday morning.

details

40

Family prayers were uppish with big words on Sunday—reverend awe-ful words that only God and Father understood.

45

No work was done in the Carr house on Sunday. Everything had been polished frightfully on Saturday and all Sunday's food cooked too. On Sunday morning Bong milked the cow and went away from breakfast until evening milking-time. Beds were made, the dinner-table set, and then we got into our very starchiest and most uncomfortable clothes for church.

personification

active verbs = business

antithesis

imagery

Tone here is warm, busy, fragrant, comfortably familiar.

cozily

refer to bath

specific details to characterize father

Tone - impressive, intimidating, secret

Camphor has a sharp, strong smell.

Coal-tar isn't pleasant smelling.

simile

- Does she like these candies?

shift in tone -> rigid, just like the afternoon

Author's purpose - to convey the solemn holiness of Sundays. Compare to coziness of Sat. night. She does this through imagery, diction, + detail.

SUMMER READING AND ESSAY ASSIGNMENTS

You must complete all 4 assignments by the first day of school in August.

1. *All the Light We Cannot See* by Anthony Doerr

You must have your *own personal copy* of the novel, because you will be writing in the book and annotating selected passages in it. Library copies are *not* acceptable; eBooks (Kindle, Nook) *are* acceptable if you are able to highlight and annotate the eBook. **There will be a test on this book during the first week of school in August. The essay is due on the first day of school in August.**

For *All the Light We Cannot See*, write an AP-style essay that answers the prompt below. The essay must be typed, double-spaced, in an 11 or 12 pt., readable font. If you know MLA format, this is what you should use.

This essay is due on the first day of school; bring a hard copy of the essay to turn in to your teacher. During class on the first day of school, you will receive instructions on how to submit your essays to Turnitin.com, which will verify that your essay is your original work. Do not plagiarize. Because you must submit the essay online, be sure that you save the file on your computer.

Essay prompt for *All the Light We Cannot See*

A symbol is an object, action, or event that represents something or that creates a range of associations beyond itself. In literary works a symbol can express an idea, clarify meaning, or enlarge literal meaning. Read *All the Light We Cannot See* and, focusing on one symbol, write an essay analyzing how that symbol functions in the work and what it reveals about the characters or themes of the work as a whole. Do not merely summarize the plot.

2. *The Awakening* by Kate Chopin

You must have your *own personal copy* of the novel, because you will be writing in the book and annotating selected passages in it. Library copies are *not* acceptable; eBooks (Kindle, Nook) *are* acceptable if you are able to highlight and annotate the eBook. **There will be a test on this book during the first week of school in August. The essay is due on the first day of school in August.**

Essay assignment: This essay is due on the first day of school; bring a hard copy of the essay to turn in to your teacher. During class on the first day of school, you will receive instructions on how to submit your essays to Turnitin.com, which will verify that your essay is your original work. Do not plagiarize. Because you must submit the essay online, be sure that you save the file on your computer.

Essay prompt: During the late 19th and early 20th centuries, women were widely oppressed by social, cultural, religious, political and even scientific mores and beliefs. Even the way women were expected to dress was oppressive. How did the social expectations and beliefs surrounding Edna from *The Awakening* affect her life, choices and ultimate outcomes?

Choose two conventional mores in the book that shaped Edna's life. See the format below/on the next page to create a "block-style" compare-contrast essay:

Introduction:

1. Briefly discuss the common ("compare") social expectations and their effects on each character. *Don't be too specific quite yet.*
2. Briefly discuss the differences ("contrast") in social expectations and their effects on each character. *Don't be too specific quite yet.*
3. Synthesize your thoughts into a thesis that addresses the question above. Example: *In spite of the superficial differences and deeper commonalities, society drove Edna from *The Awakening* to a disastrous end.*

The 1st more/convention that shaped Edna's life paragraph: suggested topics to be kept "parallel"; in other words the information must be in the same order in each paragraph. Follow this pattern.

1. Describe the society surrounding the character.
2. Describe how the character is negatively affected.
3. Describe how/why the character "revolts" against this oppression.
4. Describe the impact of that "revolt" on the character
5. Minimum one significant quote, cited. If you don't know how to cite a quote, look it up.
6. Minimum one literary element.

The 2nd more/convention paragraph: suggested topics to be kept "parallel"; in other words the information must be in the same order in each paragraph. Follow this pattern.

1. Describe the society surrounding the character.
2. Describe how the character is negatively affected.
3. Describe how/why the character "revolts" against this oppression.
4. Describe the impact of that "revolt" on the character
5. Minimum one significant quote, cited. If you don't know how to cite a quote, look it up.
6. Minimum one literary element.

The Disastrous Ends Paragraph/ Conclusion: Synthesize the information to compare and contrast. Emphasize number 4 in the body paragraphs.

3. **In addition to the two novels assigned in above, read a book for your own pleasure.** It can be any book that you want to read, as long as you want to read it and will enjoy reading it. You will give a book talk about this book during the first week of school.

4. **AP® English Literature & Composition Common Summer Assignment Pinellas County Schools**

This assignment was determined by the collective team of AP English Literature and Composition teachers in order to strengthen your essay writing skills aligned to the rubric that will be used for this AP exam.

Criteria to Evaluate:

1. Download the file (AP09 EngLit FRQ2 Prompt Response Rubric.pdf).
2. Page 1 of the file is the **2009 prompt, with a passage** from *The Street* by Ann Petry. Review the prompt and read through the passage.
3. Page 2 of the file is a **sample student essay**. Please highlight the sample essay using the color-coding system below:
 - **Yellow:** Identify the writer's thesis statement in the introduction paragraph.
 - **Blue:** Where does the essay offer a reasonable analysis of how the author uses literary devices to establish Lutie Johnson's relationship to the urban setting? (elaboration/commentary)
 - **Pink:** Identify devices such as imagery, personification, selection of detail, figurative language, etc.
 - **Orange:** Where does the writer present ideas with clarity and control and refer to the text for support?
 - **Green:** Highlight the writer's use of internal and external transitions.
4. Page 3 of the file is the **AP English Literature and Composition rubric for prose analysis**. Consider the essay you have just read, and each category of the rubric. How would you score this essay?