

Summer Reading 2008: AP Literature and Composition

Mr. Sampelle, Mrs. Reilly

Welcome to AP English Literature and Composition, an important part of your final year of free education. Your summer reading reflects the challenging work you have embraced by selecting this class. It will form the basis for discussion and writing when school opens. We encourage you to think of your summer assignments as preparation for a class in which reading, writing and discussion have value beyond just “the grade.”

First Requirement: *The Poisonwood Bible* by Barbara Kingsolver; Double Entry Jnl and Vocab

- Annotate your text (underline, highlight, make marginal notes, circle page numbers—whatever works for you). Mark passages that reveal the novel’s themes, characters, and style. Annotating should not be burdensome: the goal is to help you remain focused while you read and to give you easy access later to aspects of the novel you want to revisit.
- Complete the Double Entry Journal and Vocabulary Notebook. See attached handouts for specific instructions on these assignments. Your annotations should be helpful as you complete these two requirements.

Second Requirement: 10 Poems of your own choosing; Informal Analyses

Certainly, 'Summer Reading' and 'Poetry' seem strange bedfellows, but perhaps this part of the requirement might actually be interesting. Many students find the type of poetry in A.P. classes to be onerous, and the close textual analyses, nettlesome. Perhaps so, but let's put those two adjectives into abeyance for now. This summer, we'd like you to collect some poems that reflect YOUR interests or YOUR background.

Don't include nursery rhymes, and whatever you do, don't subject us to that cacophonous and misogynist stuff risibly called 'music' many of you listen to. In their stead, select actual poems. These may be ones you yourself have found and enjoyed, or they might be ones read to you by an adult during your innocent formative years. In some instances in the past, students have brought in religious poems, Biblical passages, or hymns, since that type of prosody was deemed an important part of their culture or formative years.

For the ones you select, we would like you to demonstrate the range and quality of your current knowledge of poetry terms. To do so, for each of the ten poems you choose, give us an informal discussion of why you enjoy it, and point out facets of the poem that empower it. Yes, we could give you a list of typical poetic elements, but the whole point is that you are going to show us your prowess with the genre. Highlighting or color-coding some of these poetic elements is also suitable.

You should be prepared to hand in your poems and accompanying informal analyses on the day school starts in late August.

Third Requirement: Free Choice

Read one novel or work of nonfiction of your own choosing. If you don't have anything in mind, spend some time browsing online, in a bookstore, or at the library. Read for pleasure, without guilt. Don't annotate unless you want to. In the fall, we will discuss your selections and experiences with this reading, which we know many of you will do regardless of this assignment.

Name _____
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Poisonwood Bible Double Entry Journal

Directions: The purpose of a Double Entry Journal is to record your responses to a text as you read. In the left hand column of the journal, record quotes or passages that you find intriguing, puzzling, or moving, or which connect to a previous entry or experience. In the right hand column, record your response to the quote or passage. Your response may include comments, questions, connections or analysis. Responses should be **at least** a paragraph in length. At a minimum, you must have 4 entries per narrator (Orleanna, Ruth May, Rachel, Leah and Adah) so 20 all together. This is a minimum. You are welcome to, in fact, encouraged to, have more than 20.

You may keep your entries in a notebook or on loose-leaf paper. Set up your journal using the format below.

Quote/Passage	My Response to the Quote/Passage

