



Richard Montgomery High School  
Summer Reading Assignment  
**AP English Literature and Composition 2011-2012**

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Dear Students,

Welcome to AP English Literature and Composition! We look forward to meeting you and working with you in the fall.

The Montgomery County Public School System encourages students to read over the summer because of the many benefits and joys of reading. Studies show that well-read students have advanced vocabularies, strong critical thinking skills, and greater success on standardized tests.

The first few weeks of school will be devoted to the study and discussion of your required text, so you need to know it well. We hope you will enjoy your reading this summer and that it provides you with an opportunity to see the world from a different perspective or to learn something new about yourself. Completion of the summer reading and assignment will reinforce the critical comprehension and analytical skills you will need in order to do well in this class and on the AP Literature and Composition Exam in May.

The nature of the assignment requires you to spend time on your reading throughout the summer. Since your work should always **reflect careful reading and insight**, you should **not procrastinate** and wait until the week before school starts to begin reading and completing your assignment. If you do, you will not finish.

You should not read SparkNotes, CliffsNotes, or any other “notes” in lieu of reading these primary texts. We are not interested in what the writers of SparkNotes and CliffsNotes have to say about the literature. We want to hear what you think. So, you should **analyze and interpret the literature on your own**.

All assignments must be **typed**, double-spaced, in TNR 12-point font. You will be required to submit all of your work to Turnitin.com during the first week of school, so an electronic copy of these assignments is absolutely necessary. Also, make sure that you can have access to the assignments after you turn in the hard copies.

Your assignment is due on **Friday, September 2, 2011**, which is the fifth day of school. The work that you complete over the summer will be assessed as homework (see the Summer Reading Assignment Rubric on the last page of this document), and will count as part of 10% of your 1<sup>st</sup> quarter grade.

We look forward to discussing the text with you and working with you during the next school year.

Sincerely,  
Ms. Fine and Mrs. Leckie

### **Text: *Invisible Man***

*Invisible Man* was published by Ralph Ellison in 1952 and was immediately hailed as one of the definitive novels about the African American experience. However, to limit the novel to a strictly African American text ignores the universality of many of the ideas it considers – among them personal identity, alienation, freedom, education, truth, and modern urban life. The story traces the “education” of a nameless narrator, the Invisible Man, who flees the South for the freedom of New York City.

Like other texts we will read in the coming school year, *Invisible Man* is not chronological – that is, the narrator starts at the end of the story, then looks back in time. The book is highly symbolic and rife with metaphors, imagery, and allusions. You will need to read carefully to determine what is really happening as well as what it really means. You might also consider keeping a running vocabulary list of words that are new or unfamiliar to you; actively looking-up definitions supports building your vocabulary.

### **Assignment: Dialectical Journal**

Completion of the Dialectical Journal will allow students to support their own learning by making connections with the text. The assignment and exemplar follow. Please be certain that you have your journal entries saved electronically as you will submit your completed assignment to Turnitin.com during the first week of school.

The term “Dialectic” means “the art or practice of arriving at the truth by using conversation involving question and answer.” Think of your dialectical journal as a series of conversations with the text. The process is meant to help you develop a better understanding of the text. Use your journal to incorporate your personal responses to the text and your ideas about the themes of *Invisible Man*. You will find that it is a useful way to process what you’re reading, prepare yourself for group discussion, and gather textual evidence for your Literary Analysis assignments during the first quarter.

#### **PROCEDURE:**

- As you read, choose passages that stand out to you and record them in the left-hand column of a T-chart (*ALWAYS include page numbers*).
- In the right column, write your response to the text (ideas/insights, questions, reflections, and comments on each passage)
- You should also label your responses using the following codes:
  - (Q) Question – ask about something in the passage that is unclear and attempt to answer your own question using context clues
  - (C) Connect – make a connection to your life, the world, or another text
  - (P) Predict – anticipate what will occur based on what’s in the passage
  - (CL) Clarify – answer earlier questions or confirm/disaffirm a prediction
  - (R) Reflect – think deeply about what the passage means in a broad sense – not just to the characters in the story. What conclusions can you draw about the world, about human nature, or just the way things work?
  - (E) Evaluate - make a judgment about the character(s), their actions, or what the author is trying to say

**Sample Dialectical Journal entry: THE THINGS THEY CARRIED by Tim O'Brien**

Passages from the text	Page #s	Comments & Questions
<p>“-they carried like freight trains; they carried it on their backs and shoulders- and for all the ambiguities of Vietnam, all the mysteries and unknowns, there was at least the single abiding certainty that they would never be at a loss for things to carry”.</p>	<p>(O'Brien 2)</p>	<p>(R) O'Brien chooses to end the first section of the novel with this sentence. He provides excellent visual details of what each soldier in Vietnam would carry for day-to-day fighting. He makes you feel the physical weight of what soldiers have to carry for simple survival. When you combine the emotional weight of loved ones at home, the fear of death, and the responsibility for the men you fight with, with this physical weight, you start to understand what soldiers in Vietnam dealt with every day. This quote sums up the confusion that the men felt about the reasons they were fighting the war, and how they clung to their only certainty - things they had to carry - in a confusing world where normal rules were suspended.</p>

**CHOOSING PASSAGES FROM THE TEXT:**

**You are responsible for recording two (2) to three (3) entries per chapter.** Look for quotes that seem significant, powerful, thought provoking or puzzling. For example, you might record:

- Effective &/or creative use of stylistic or literary devices
- Passages that remind you of your own life or something you've seen before
- Structural shifts or turns in the plot
- A passage that makes you realize something you hadn't seen before
- Examples of patterns: recurring images, ideas, colors, symbols or motifs.
- Passages with confusing language or unfamiliar vocabulary
- Events you find surprising or confusing
- Passages that illustrate a particular character or setting

**RESPONDING TO THE TEXT:**

You can *respond* to the text in a variety of ways. The most important thing to remember is that your observations should be *specific and detailed*. You can write as much as you want for each entry. You should keep your journal in an electronic format as you will turn in your completed assignment to Turnitin.com during the first week of school.

**Basic Responses**

- Raise questions about the beliefs and values implied in the text
- Give your personal reactions to the passage
- Discuss the words, ideas, or actions of the author or character(s)
- Tell what it reminds you of from your own experiences
- Write about what it makes you think or feel
- Agree or disagree with a character or the author

### **Higher Level Responses**

- Analyze the text for use of literary devices (tone, structure, style, imagery)
- Make connections between different characters or events in the text
- Make connections to a different text (or film, song, etc...)
- Discuss the words, ideas, or actions of the author or character(s)
- Consider an event or description from the perspective of a different character
- Analyze a passage and its relationship to the story as a whole

### **Additional Text (OPTIONAL): *How to Read Literature Like a Professor***

We will read *How to Read Literature Like a Professor* by Thomas C. Foster throughout the course of the year. You might find, however, that this highly engaging and entertaining text will help you with your reading and understanding of Ellison's *Invisible Man*. A copy of this text will be made available to you for reading during the school year. If you would like to check out your copy for the summer to supplement your summer reading, please feel free to do so.

**\*\*\* REMEMBER TO KEEP AN ELECTRONIC COPY OF YOUR WORK\*\*\***

**\*\*\*ALL WORK WILL BE TURNED IN TO TURNITIN.COM\*\*\***

## AP English Literature Summer Reading Rubric

*For each of the following grades, students will...*

**A =**

- follow all directions
- complete each assignment accurately
- demonstrate a careful reading of the texts
- use precise language
- have no grammatical and spelling errors

**B =**

- follow most directions
- complete each assignment accurately
- demonstrate sufficient reading of the texts
- use adequate language
- have minor grammatical and spelling errors that do not interfere with meaning

**C =**

- follow some directions
- complete each assignment with some omissions
- demonstrate some understanding of the texts
- use language with lapses in expression
- have grammatical and spelling errors that may interfere with meaning

**D =**

- follow few directions
- complete each assignment with little accuracy
- demonstrate a limited understanding of the texts
- use language ineffectively
- have serious grammatical and spelling errors that interfere with meaning

**E =**

- fail to submit all parts of the assignment