Summer Reading 2016
AP English 11 Language and Composition

Required: *The Awakening* by Kate Chopin
         Invisible Man by Ralph Ellison **NOT** *The Invisible Man* by HG Wells
An additional autobiography is required from the attached list.
         Growing Up by Russell Baker
         Pilgrim at Tinker Creek by Annie Dillard
         An American Childhood by Annie Dillard
         Outside the Magic Circle by Virginia Foster Durr
         My Name is Mary: A Memoir by Mary Fisher
         Pentimento by Lillian Hellman
         A Moveable Feast by Ernest Hemingway
         Dust Tracks on a Road by Zora Neale Hurston
         The Big Sea by Langston Hughes
         The Woman Warrior by Maxine Hong Kingston
         The Autobiography of Malcolm X by Malcolm X as told to Alex Haley
         North Toward Home by Willie Morris
         This Boy's Life by Tobias Wolff
         Black Boy by Richard Wright
         My Beloved World Sonia Sotomayor

For each book you read, fill out the Report Sheets following this list (print the specific set for each book). Note that each Report Sheet asks for different information. We will use these sheets to help with class discussions, papers, and presentations. Handwrite legibly please. If you do not write legibly, you may type out the information required for each sheet. Please be warned: any content that resembles that from *Cliffs Notes*, *Spark Notes*, or other "study aid" will receive a -0-. **Each student should do his/her own work and not collaborate with other students.**

Make sure you print and complete all the required sheets:
Invisible Man **(3 sheets);** *The Awakening* **(3 sheets); and Autobiography (2 sheets).**

Annotating a Text:
Make the text work for you!

Note-Taking vs. Annotation

Most serious readers take notes of some kind when they are carefully considering a text, but many readers are too casual about their note-taking. Later they realize they have taken notes that are incomplete or too random, and then they laboriously start over, **re-notating** an earlier reading. Others take notes only when cramming for a test, which is often merely "better than nothing." Students can easily improve the depth of their reading and extend their understanding over long periods of time by developing **a systematic form of annotating**. Such a system is not necessarily difficult and can be completely personal and exceptionally useful.

First, what is the difference between **annotating** and "taking notes"? For some people, the difference is nonexistent or negligible, but in this instance I am referring to a way of making notes **directly onto a text** such as a book, a handout, or another type of publication. The advantage of having one annotated text instead of a set of note papers **plus** a text should be clear enough: all the information is together and inseparable, with notes very close to the text for easier understanding, and with fewer pieces to keep organized.

Here are some common strategies. Whatever you do, be consistent.

- **Underlining (or highlighting)**: of major points, of important or forceful statements. However, underlining or highlighting ONLY will not grant you any points when it comes to annotation checks. You must make a note in the margin stating why you are marking.

- **Vertical lines at the margin**: to emphasize a statement already underlined.

- **Star, asterisk, or other doo-dad at the margin**: to be used sparingly, to emphasize the ten or twenty most important statements in the book. (You may want to fold the bottom comer of each page on which you use such marks.)

- **Numbers in the margin**: to indicate the sequence of points the author makes in developing a single argument, especially in informational texts.

- **Numbers of other pages in the margin**: to indicate where else in the book the author made points relevant to the point marked; to tie up the ideas in a book, which, though they may be separated by many pages, belong together.

- **"Marginalia" – Writing in the margin, or at the top or bottom of the page, for the sake of**: recording questions (and perhaps answers) which a passage raised in your mind; reducing a complicated discussion to a simple statement; recording the sequence of major points through the books, explaining why you highlighted something. I use the end-papers at the back of the book to make a personal index of the author's points in the order of their appearance.

- **Use different colored highlighters or tabs for different elements of a text.** For example, you may want to use green for setting, orange for new characters, etc.

- **Record at the front of your text** Inside the front cover of your book, keep an orderly, legible list of "key information" with page references. Key information in a novel might include themes; passages that relate to the book's title; characters' names; salient quotes; important scenes, passages, and chapters; and maybe key definitions or vocabulary. Remember that key information will vary according to genre and the reader's purpose, so make your own good plan.

As you read, section by section, chapter by chapter, consider doing the following:

- At the end of each chapter or section, **briefly** summarize the material.
- Title each chapter or section as soon as you finish it.
- Make a list of words on a back page or the inside back cover. Possible lists include the author's special jargon and new, unknown, or otherwise interesting words.

Here are some common symbols good readers use to annotate works. Use what works for you.

Symbol	Meaning
?	A point that raises a good question
!	Something interesting or something you liked
∗	Seems important
??	Confuses you
x	Contradicts what you thought
▭	Box ideas or words that are repeated and seem important
⇨	Confirms something you thought

AP Language Report Sheets

Name: _____

TITLE: *Invisible Man*   **AUTHOR : Ralph Ellison**

FIRST Publication date: _____

CHARACTERIZATION: List 5 <u>characters</u> from the novel and a 2-line descriptive identifying phrase. If names seem symbolic, note how:

1. _____

    _____

2. _____

    _____

3. _____

    _____

4. _____

    _____

5. _____

    _____

SETTING: Describe the key settings in the novel and pull several quotations (include page numbers) to support your general description. Remember that setting includes both time and place.

_____

_____

_____

_____

_____

_____

STRUCTURE AND POINT OF VIEW: Describe how the novel is structured and explain how the point of view connects to the structure.

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SYMBOLS: List 4 objects that seem to be symbolic and recur throughout the work. Pull a significant quotation (include page number) describing each symbol and explain how it seems to be significant.

1. _____

   Quote: _____

   _____

   _____

2. _____

   Quote: _____

   _____

   _____

3. _____

   Quote: _____

   _____

   _____

4. _____

      Quote: _____

      _____

      _____

      THEMES: Write TWO possible themes. Write each theme as a <u>statement </u>about the human condition, not just a word or phrase. (Example: In *Sula*, Toni Morrison seems to be saying that strong female friendships are the mainstay of a stable society.) Follow with a quotation from the work to support this theme (include page number) <u>and</u> a brief explanation as to HOW it supports theme.

(1)Theme_____

_____

Quote: _____

_____

Explanation: _____

_____

_____

(2)Theme_____

_____

Quote: _____

_____

Explanation: _____

_____

_____

AP Language Report Sheets

Name: _____

TITLE: *The Awakening*   **AUTHOR : Kate Chopin**

FIRST Publication date: _____

BIOGRAPHICAL: Briefly describe Chopin's life and any biographical influences on her novella. **Note- You may use an Internet or other research source for this card. <u>Cite your source.</u>

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SETTING: Describe the key settings in the novel and pull several quotations (include page numbers) to support your general description. Remember that setting includes both <u>time</u> and <u>place</u>.

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IMAGERY: Describe 3 images that recur throughout the novella. For each image, pull a quotation (include page number) from the novella and explain how each one seems to be significant.

1. **Image:** _____

Quote: _____

_____

Explanation: _____

_____

_____

2. **Image:** _____

Quote: _____

_____

Explanation: _____

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_____

3. **Image:** _____

Quote: _____

_____

Explanation: _____

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THEME: Define what you think Chopin is saying about the "awakening" theme.
Briefly evaluate the ending as it relates to Edna's awakening.

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AP Language Report Sheets

Name: _____

Autobiography: Choice

TITLE: _____

AUTHOR : _____

FIRST Publication date: _____

PURPOSE: What do you consider to be the author's purpose in his/her autobiography? If the author specifically states that purpose, quote the passage.

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_____

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_____

_____

_____

AUDIENCE: Explain who you think the author's audience may be.

_____

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_____

STYLE: Describe the author's style of writing. Consider tone, diction, selection of details, or any techniques the author uses to achieve his/her purpose. In other words, how does this work differ from others you have read? Does the author seem to write in a unique "voice"? Give examples from the text.

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SIGNIFICANT EVENTS: List and briefly discuss 3 events/incidents the author recounts and state how those events either relate to the author's purpose or how they shape the author's character. For each one, pull a quotation (include page number) from the autobiography and explain how each one seems to be significant.

1. **Event:** _____

Quote: _____

_____

Explanation: _____

_____

_____

2. **Event:** _____

Quote: _____

_____

Explanation: _____

_____

_____

3. **Event:** _____

Quote: _____

_____

Explanation: _____

_____

_____