

**Advanced Placement Language and Composition**  
**Summer Reading Assignment**

**Stockbridge High School: *Summer, 2013***

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**Summer Reading Selections**

Title	Author	Genre
1. <i>The Scarlet Letter</i>	Nathaniel Hawthorne	Fiction
2. <i>How to Read Literature Like a Professor</i>	Thomas C. Foster	Nonfiction

NOTE: Please purchase your own copies of *The Scarlet Letter* and *How to Read Literature Like a Professor*. You may purchase these from bookstores or online stores like amazon.com. Personal copies of novels we read in class are best; you will find it extremely helpful to highlight text and write marginal notes. Depending upon your course of study in college, these books will be useful to you later as well.

**\* \* *The Scarlet Letter* Assignment \* \***

**Reading Journal**

\* Create one journal entry for each specified group of chapters (See below). These entries must be handwritten in blue or black ink, *only on the handouts provided (If you need more room, write on the back)*.

\* Keep these entries AS YOU READ, not when you finish reading each section. Part of your grade will be based on whether the entry is written *while* you read, and this is not hard for me to determine.

\* Quality is more important to me than quantity; however, you should find it easy to fill up most, if not all of both columns.

\* Include the page number after the quoted text.

\* See the Reading Journal Example for how to write a typical entry. On the back, you will find an example from an actual novel.

\* Use Post-it notes throughout the novel to highlight major details, including, but not limited to major characters, their personalities, interactions with other characters, unusual elements of setting, symbolism, irony, foreshadowing, theme, etc. If you do this first, completing the journal entry is easier. Usually, anything noteworthy enough to place on a Post-it is worthy of the journal entry. Generally speaking, if you are reading closely enough, you should have at least one Post-it per DPS (double page spread). NOTE: I will periodically ask for and grade Post-it notes. Also, each class will select a "Post Master General" who is in charge of collecting and keeping all Post-its used throughout the year. At the end of the year, all Post-its will be ceremoniously destroyed.

**Chapter Divisions:**

*Journal Entry 1:*

Chapter 1: The Prison-Door

Chapter 2: The Market-Place

*Journal Entry 2:*

Chapter 3: The Recognition

Chapter 4: The Interview

*Journal Entry 3:*

Chapter 5: Hester at Her Needle

Chapter 6: Pearl

*Journal Entry 4:*

Chapter 7: The Governor's Hall

Chapter 8: The Elf-Child and the Minister

*Journal Entry 5:*

- Chapter 9: The Leech
- Chapter 10: The Leech and His Patient

*Journal Entry 6:*

- Chapter 11: The Interior of a Heart
- Chapter 12: The Minister's Vigil

*Journal Entry 7:*

- Chapter 13: Another View of Hester
- Chapter 14: Hester and the Physician

*Journal Entry 8:*

- Chapter 15: Hester and Pearl
- Chapter 16: A Forest Walk
- Chapter 17: The Pastor and His Parishioner

*Journal Entry 9:*

- Chapter 18: A Flood of Sunshine
- Chapter 19: The Child at the Brook-Side
- Chapter 20: The Minister in a Maze

*Journal Entry 10:*

- Chapter 21: The New England Holiday
- Chapter 22: The Procession

*Journal Entry 11:*

- Chapter 23: The Revelation
- Chapter 24: Conclusion

**Vocabulary Notebook**

\* On loose-leaf notebook paper, list a minimum of 200 vocabulary words that are new or unfamiliar to you. Each vocabulary entry should include a)the word b)its definition c)the sentence or readable portion of sentence in which the word appears d)the page number

EXAMPLE: Visage = countenance, facial features  
"He was small in stature, with a furrowed visage..."  
(page 56)

\* Organize these words by chapter and label accordingly. Be as neat and graphic as possible. For instance, follow the example above for what to put on each line/Skip a line between each entry/Use multi-color highlighters to highlight the vocabulary word, etc.

\* You will continue to add to your vocabulary notebook throughout the year and will receive frequent grades accordingly. Your notebook should have over 1,000 words by May, 2014!

**\*\* How to Read Literature Like a Professor Assignment \*\***

\* Despite the ~~totally scary~~ title, this book will greatly prepare you for the next two years and beyond. We do so much "reading between the lines" in AP Lang that you will later appreciate having "put yourself through" this nonfiction work.

\* Be sure to begin by reading the Introduction (Don't leave it out; it sets the lighthearted tone with which you should read the rest of the book).

\* Choose five of your favorite chapters and for each one do the following (Example to follow):

- Re-name the chapter with your own creative title.
- LIST the qualities associated with the conclusions drawn in each chapter. This is rather like a summary, but not in complete sentence form – more like an outline.

EXAMPLE: Chapter 1: To QUEST or Not to QUEST: That is the QUESTion.

\* A Quest consists of five elements:

1. a quester
2. a place to go
3. a *stated* reason to go there
4. challenges and trials en route
5. a *real* reason to go there

\* The REAL reason for a quest is always self-knowledge.

\* Once a character “hits the road,” we should start to pay attention!

- Create your own title for this book, preferably one that would make you want to pick it up and read it! Using a sheet of computer paper, make a cover with your title emblazoned across the front. The most creative title will receive the first Hebert Award of the year.

\* Whereas most of your work will be handwritten, you may type these five chapter summaries if you so choose. Either way, please put each chapter on a separate piece of computer paper, front side only. If you find yourself needing more than one piece of paper per chapter, you are writing too much. Go for the essence of the chapter, not the paragraph-by-paragraph details. Here’s a chance for you to be creative and colorful – the more of both, the better!

### **Summer Assignment Due Dates:**

#### **CLASS DAY 1:**

\* Turn in *The Scarlet Letter* journal entries and vocabulary notebook. These should be in a paper pocket folder – journal entries on one side, vocabulary notebook on the other. Your name, date, and class period should be written on the front of the folder.

#### **CLASS DAY 2:**

\* Hand in the *How to Read Literature Like a Professor* assignment. Staple your six sheets of paper together in the upper left hand corner (That’s the cover with the book title and the five chapter summaries).

\* Objective test over *The Scarlet Letter*.

#### **CLASS DAY 3:**

\* In-class essay assignment on *The Scarlet Letter*.

#### **Supplies needed for summer reading assignments:**

1. Personal copies of novels
2. Post-it notes of various sizes and colors
3. Notebook paper (college-ruled)
4. Typing/copy paper – white only, 8 ½ x 11”
5. Two paper pocket folders – one pocket on each side (middle clasps not required)

BE ADVISED: If you come to school the first week without these assignments completed, you will be placing your future in AP Lang in jeopardy.

# The Scarlet Letter

## Reading Journal Example

### General Instructions:

\* Use Post-it notes throughout the novel to highlight major details, including, but not limited to major characters, their personalities, interactions with other characters, unusual elements of setting, symbolism, irony, foreshadowing, theme, etc. If you do this first, completing the journal entry is easier. Usually, anything noteworthy enough to place on a Post-it is worthy of the journal entry. Generally speaking, if you are reading closely enough, you should have at least one Post-it per DPS (double page spread). NOTE: I will periodically ask for and grade Post-it notes. Also, each class will select a “Post Master General” who is in charge of collecting and keeping all Post-its used throughout the year. At the end of the year, all Post-its will be ceremoniously destroyed.

\* Create one journal entry for each specified group of chapters (See previous page). These entries must be handwritten in blue or black ink, *only on the handouts provided (EXAMPLE ON BACK)*.

\* Keep these entries AS YOU READ, not when you finish reading each section. Part of your grade will be based on whether the entry is written *while* you read, and this is not hard for me to determine.

\* Quality is more important to me than quantity; however, you should find it easy to fill up most, if not all of both columns (If you need more room, continue on the back).

\* Include the page number after the quoted text.

\* NOTE: FOCUS ON LITERARY TECHNIQUE, NOT ON SUMMARY OF PLOT

\* Write in complete sentences.

\* Use a highlighter to highlight literary terms throughout your analysis (see bold type below)

\* Use the following format for each entry:

Record text from the novel in this space. You may summarize or paraphrase, but each entry must include one relevant, significant, or profound direct quotation. Do not use ellipsis marks at the beginning, end, or middle of the quotation. If it is important enough to comment on, then quote it all. Do not forget to include the page number(s) after the text reference.

Critical, Analytical Response	Personal Response
<p>In this space you are to analyze Hawthorne’s use of language and his narrative techniques. Consider the following questions to help you get started:</p> <ul style="list-style-type: none"> <li>• Discuss the language in a specific passage. How does the <b>diction</b> contribute to the overall <b>tone</b>?</li> <li>• How is the personality of a specific <b>character</b> established within a specific passage? Consider the use of dialogue, foils, and/or actions.</li> <li>• What are key characteristics of the speaker or narrator?</li> <li>• How does the <b>setting</b> play a role in the development of a character or <b>theme</b>?</li> <li>• Consider a notable <b>literary technique</b> in the text. Is there <b>irony, satire, symbolism, allusions, metaphor</b>, and so forth? What is the impact of the technique on the overall work at this point?</li> <li>• Are there <b>predominant images (motifs)</b> that keep recurring throughout the work?</li> <li>• Explain the effect of any unusual <b>organizational strategies</b> - multiple narrators; chapter divisions; pacing elements, such as flashbacks, time lapses, or intercalary chapters</li> <li>• Explain the effect of <b>rhetorical strategies</b> in the work – unusual punctuation or use of italics, <b>syntax</b>, repetition of words and phrases; rhetorical questions, etc.</li> </ul>	<p>In this space write your personal response. Tell how the quotation or events surrounding this quotation make you feel. Use the pronoun “I” here. You may make connections to your own life, other works of literature, art, songs, poetry, movies, etc.</p>

Selection Title: \_\_\_\_\_

Author: \_\_\_\_\_ Date of entry: \_\_\_\_\_

<b>Significant Quotation</b>	<b>Page(s):</b> _____
<p>George raised the gun and his hand shook, and he dropped his hand to the ground again. “Go on,” said Lennie. “How’s it gonna be. We gonna get a little place.” “We’ll have a cow,” said George. “An we’ll have maybe a pig an’ chickens...an’ down the flat we’ll have a ...little piece of alfalfa.” “For the rabbits,” Lennie shouted. “For the rabbits,” George repeated. “And I get to tend the rabbits.” “An’ you get to tend the rabbits.”</p>	
<b>Critical, Analytical Response</b>	<b>Personal Response</b>
<p>At this point in the story, Lennie has killed Curley’s wife and has run off to the “safe place” where George had told him to go if trouble ensued. The story has come full circle and Steinbeck has brought us back to the beginning of the story.</p> <p>The <b>theme of hopelessness</b> that begins the story, now ends it. George’s actions show total despair: His shaky hand raises the gun and then drops listlessly.</p> <p>The <b>setting</b> of rural America during the Great Depression has left its toll on the actions and behaviors of these two characters.</p> <p>The <b>colloquial dialogue</b> of both Lennie and George helps create the simplicity behind their <b>relationship</b>, and exemplifies their simple, uneducated lives.</p> <p>The <b>theme of friendship</b> is highlighted here as well, because Lennie and George have each other, unlike any other character in the novel. They share a common bond no other character has – their dream of a future on their farm; however, this event serves as the final destruction of that dream, which further highlights the <b>theme of hopelessness</b> experienced by so many migrant workers during the Depression.</p> <p>This is the final appearance of the “rabbit” <b>motif</b>. The rabbit serves as a <b>symbol</b> of Lennie, who is innocent and kind, but also at the mercy of George’s hand here. Both characters are at the mercy of society</p>	<p>This is the saddest part in the book. All the hopes, even those of Candy and Crooks, along with George and Lennie, have been shattered. I don’t ever think I have experienced such hopelessness, and I hope I never will. It’s about as hopeless as that scene in Seabiscuit when the destitute parents “give” their son away in order for him to have a future. Personally, I appreciate Seabiscuit a bit more, because the main character has a future, unlike George and Lennie.</p> <p>This book seems somewhat Anti-Transcendental because it shows how life is not always “happily ever after.” It’s hard to imagine people lived like this during the Depression.</p>

Student Name: \_\_\_\_\_ Date of Entry: \_\_\_\_\_

Entry # \_\_\_\_\_ Chapters/Titles: \_\_\_\_\_

Significant Quotation: _____		Page(s): _____
Critical, Analytical Response	Personal Response	

