# AP Summer Assignment

## Course: AP English 11

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<tr>
<th>Assignment title</th>
<th>Required Summer Reading/Assignments</th>
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<tr>
<td>Date due</td>
<td>First day of school</td>
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<tr>
<td>Estimated time for completion</td>
<td>Completion time will vary according to individual student’s reading level and speed as well as the depth and thoughtfulness of the annotations. Students may average an estimated 30 hours to complete the assignment, but we encourage students to spend time on this assignment over several weeks.</td>
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| Resources needed to complete assignment | ☐ Textbook assigned by school  
☑ Book(s) supplied by student  
☐ Other supplies: ____________________________ |
| How the assignment will be assessed | There will be two grades based on the summer reading assignment: the notes/annotations and the in-class essay will each count as a quiz grade. |
| Purpose of assignment | ☐ Review foundational material/concepts/skills.  
☑ Expose students to required material/concepts/skills/texts that cannot entirely be covered during the academic year.  
☑ Have students read material that will be discussed or used in class at the beginning of the year. |
Required Summer Reading/Assignments

Rationale for Summer Reading
York County School Division summer English reading assignments allow students to broaden their scope and knowledge of novels and other long works that will not be covered during the school year. The summer work is designed to be completed by the student with minimal assistance, although teachers are available to provide assistance as indicated below. Assignments must be students’ original and individual work. For students who continue to take advanced courses, summer assignments develop progressively each year. By senior year, students are expected to be fully sophisticated in their knowledge and use of the major elements and characteristics of literature.

Required Summer Reading
York County students enrolled in AP English 11 for the next school year are required to read (prior to the beginning of school in September) two full-length works that have been identified by their school.

Book 1: _______________________________________ by _______________________
Book 2: _______________________________________ by _______________________

Required Summer Assignments
Students will read and complete notes/annotations on both works identified above. Specific details about how to complete the notes/annotations will be provided by the teacher. The summer reading notes/annotations must be turned in on the first day of class. LATE WORK WILL NOT BE ACCEPTED.

Students will write, revise, and produce an essay in class covering one of the novels. The novel selected will be announced when the assignment is given in class. The notes/annotations completed during the summer may be used to write the essay. Possible essay topics are given below. The in-class essay will be a timed writing the first week of school.

Evaluation
The summer reading grades will include the following:
- Quiz grade for the notes/annotations
- Quiz grade for the in-class essay (timed writing)

Possible Essay Topics
1. Determine if the narrator of a selected work is believable. Find places in the work that establish the narrator’s credibility. Defend your selections.
2. Describe what fresh insights the writer wants his or her readers to understand and to realize by reading this work. In other words, what is the author’s purpose?
3. Identify a current topic such as genocide, war, epidemics, politics, natural disaster, social injustices, immigration, colonialism, or scientific advances, and connect it to the development of the conflict in the novel.
4. Compare and contrast two characters from the selected work and discuss their responses to an economic, sociological, or psychological issue.
5. Use the provided teacher-selected quotation to discuss a thematic issue, characterization, or point of view.
6. Review the work and select passages, phrases or words that foreshadow the ending scene. Discuss how foreshadowing is used as a literary device during the novel.

7. Discuss the development of setting and historical background in the novel and explain how they contribute to theme and tone.

8. No scene of violence exists for its own sake in a novel. Discuss the significance of violence in a specific scene from the novel and relate its significance to the overall meaning of the work.

9. Select a woman from the novel who is unable to change her circumstances, even as she or her family members suffer. Discuss her situation, subsequent decision-making, and ability to take control of her life.

10. Identify isolation and loneliness in the selected work. Discuss whether social circumstances or poor decision-making caused the isolation and loneliness. Are isolation and loneliness always negative elements? How so?

11. Select a character who deliberately chooses a particular course of action and explain the rationale for the choice.

12. Identify the era or real people involved in the era of the work’s setting and discuss to what degree the historical background contributes to the meaning of the work or contributes to a character’s decisions or behaviors.

**Advance Placement English 11 Annotation Instruction Sheet**

*Note: Although there are many ways to take notes while reading, the information below dictates how your notes must be completed in order to receive credit for this part of your Summer Reading assignment. Summer reading assignments, just like all the work you do for your AP English class throughout the year, should be your own work without the assistance of other people or unauthorized aids.*

**EXPECTATIONS**

Students are expected to annotate each book assigned for summer reading. Annotation is a method frequently used to note comments, questions, and observations when one is actively and critically engaged with a text. Annotations should reflect thoughtful commentary that demonstrates critical thinking through reflection, analysis, questioning, evaluating, and determining relevance. For grade 11, **25 annotations required for each novel for a total of 50.**

Students will be expected to demonstrate thorough and close reading and active engagement with the text from beginning to end. The student will be expected to provide a valid interpretation avoiding weak, inarticulate, insincere, simple, obvious entries without any attempt to convey meaning of the content.

Listed in this document are four reading and analysis strategies which are strongly recommended as a basis for annotation. Students may certainly go beyond these approaches and topics, but wise students will include these topics and ideas among their interpretations.

**READING and ANALYSIS STRATEGIES**

**Questioning:** A crucial part of reading is being actively engaged with text. This may be determining what you don’t know or understand, but it also means allowing the literature to lead you to ponder larger issues. Select a passage and compose one or more specific questions involving something that you don’t get about that section of the work. These questions may include wondering why a character chose or reacted in a certain way, why the author included certain settings or outcomes, or large questions related to theme, social context, and so forth.
Avoid questioning with simple, factual answers and strive to develop questions which reflect your thoughtful consideration of the text.

**Determining Importance:** When reading longer works, the reader must decide which information is most significant to an understanding of the work as a whole. Select a passage or quotation and explain the meaning of this passage. Justify why you think this passage is important in the context of the entire piece. While plot may be a consideration, be sure to go beyond simple cause-effect relationships. You may wish to consider notable moments that develop characterization, illuminate theme, establish atmosphere, indicate a turning point.

**Making Connections:** Readers understand literature best when they can relate it to their prior knowledge and experience. Select a passage and explain at least one connection between the work and something in your own life or something else you have read. You might refer to a portion of the story which reminds you of another work, characters who seems much like someone in your own family or circle of friends, or events that are similar to ones that have been in the news. Explain how this connection contributes to your understanding of the piece.

**Interpreting Language:** In order to fully appreciate the language used in literature, you must interpret it on both the surface (literal) and deeper (figurative) levels. Locate a passage where the author effectively uses literary devices, including, but not limited to, the following. Comment on how language in this passage contributes to meaning and tone in the section and the novel as a whole.

- Diction
- Point of view
- Patterns: repetition of words, phrases, actions, events
- Narrative pace and structure, use of time, order of events
- Irony
- Contrasts/contradictions/juxtapositions/shifts
- Allusions
- Other figures of speech or literary devices

An excellent resource with explanations can be found at the College Board site: [http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/197454.html](http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/197454.html)

**FORMAT**

Students should prepare a LANDSCAPE Word document (compatible to Word 2013). The document should be printed prior to the first day of class which is when it is due. The hard copy printed and stapled and should be brought to the first day of the AP English class ready to be handed in to the teacher. Each section of your annotations must have a heading giving the title of the work. The page should be divided into four columns. The first column should contain the number of the passage. The second column is the passage. The third column should contain the chapter and page information. The fourth column contains the analysis. Use Font: Times or Arial Size: 12
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<th>Section/Page</th>
<th>Discussion/Analysis</th>
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| **SAMPLE:** At last it is Independence Day, for Methuselah and the Congo. O Lord of the feathers, deliver me this day. After a lifetime caged away from flight and truth, comes freedom. After long seasons of slow preparation and truth, comes freedom. After long seasons of slow preparation for an innocent death, the world is theirs at last. From the carnivores that would tear me, breast from wishbone. | “The Revelations” pp. 185-186 | Methuselah symbolizes the people of the Congo searching for their freedom. When freedom finally does come to the Congo, the country is as ill equipped, as Methuselah is to live independently in the jungle. Just as Methuselah is unprepared to live in the trees of the jungle, so is the Congo unprepared to survive without an infrastructure.  
You should then connect the correlation between the Congo’s dependence on Belgium and Methuselah’s dependence on the Fowles and Prices.  
- What other parallels exist between Methuselah and the Congo?  
- What does Methuselah’s death by a civet cat foreshadow about the Congo?  
- What role do the Prices play in each case?  
- Remember, you must use textual support for each of your responses.  
Finally, analyze how Kingsolver develops this comparison through such literary techniques as tone, point of view, language, and literary device. |
### AP English 11 Student Generated ANNOTATION EXAMPLES:

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| “To simulate gravity, feign grief and pretend supernatural intelligence of the hereafter in so fearsome and arcane a circumstance as death seemed the most criminal of offenses.”  
*(Teacher’s Note: Making Connections—This student makes a connection between the assigned novel, Catch-22 and another work, Graham Greene’s The Power & the Glory.)* | Chapter 25, page 272 | This passage reveals Chaplain Tappman’s feelings about presiding over funerals. Like the whiskey priest in The Power and the Glory, the chaplain does not believe himself worthy of his religious duties. These two men of God, however, arrive at their common opinion for different reasons. The whiskey priest thought himself unworthy because of his sins. He considered his administrations of the holy sacraments a defilement of God. The Chaplain, however, considers the act of presiding over the funerals of soldiers criminal, because he feels deceitful in feign insincere emotions and in pretending greater wisdom about death. Both the whiskey priest and the chaplain are unsure about their religions. Whereas the whiskey priest doubts only the Catholic dogma, the chaplain admits to himself that he does not know anything about God or the afterlife. The whiskey priest wonders how a priest who has defiled the priesthood, can serve God. The Chaplain wonders when right he has to counsel others when he knows no more about God than they. |
| “In the souls of people the grapes of wrath are filling and growing heavy, growing heavy for the vintage.”  
*(Teacher’s Note: Interpreting Language—This student identifies and analyzes the author’s use of literary devices such as allusion, imagery, and symbolism and relates it to meaning in the text.)* | Chapter 25, page 449 | This passage evokes both the song “The Battle Hymn of the Republic” (‘he is trampling out the vintage where the grapes of wrath are stored’) and its source, the Book of Revelations (Rev. 14) in which God tells of his wrath. In the Bible, the grapes become a symbol of God’s wrath. This is also true for the Joads. In the beginning of the novel, Grandpa says that he is looking forward to picking grapes in ‘beautiful’ California. To the family, grapes become the symbol of the prosperity that they believe they will find. However, after completing their long trek across the Southwest, they discover that heir utopia was merely a fantasy. The Joads find a land of vinegar, not vine. Thus the grapes of joy and prosperity become the grapes of shattered dreams, suffering, and angst. |
| “When they saw where she lay, which they had not done till then, they showed no objection and stood watching her, as still as the pillars around. He went to the stone and bent over her, holding one poor little hand; her breathing was now quick and small, like that of a lesser creature than a woman. All waited in the growing light, their faces and hands as if they were silvered, the remainder of their figures dark, the stones glistening green-grey, the plain still a mass of shade. Soon the light was strong, and a ray shone upon her unconscious form, peering under her eyelids and waking her  
*(Teacher’s Note: Questioning—This student poses questions related to character choices and the author’s use of literary devices. The questions also show the reader is thoughtfully engaged with the thematic issues of the text.)* | Chapter 58, page 367 | I know this is an important passage, but I’m not sure what to make of the imagery. Hardy obviously uses a lot of light imagery, and but she’s certainly not innocent Having just killed someone, so I’m not sure what the author is trying to communicate. Also, is the setting of Stonehenge significant? It’s a well-known place, so I feel like it’s important, but I am not sure I understand why. And why on earth did Angel just let her sleep when the men approached?! Why aren’t they still running so they can be together?! |
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<td><strong>1</strong> “The spirit of the marriage left the bedroom and took to living in the parlor. It was there to shake hands whenever company came to visit, but it never went back inside the bedroom again. So she put something in here to represent the spirit like a Virgin Mary image in a church.” <em>(Teacher’s Note: Determining Importance—This student explains how this passage reflects a change in the character’s attitude and relationship with others. Note that the student makes very specific references to the passage to explain his interpretation and analysis.)</em></td>
<td>Chapter 6, page 67</td>
<td>After Joe and Janie have been married for several years, Janie begins to question her relationship with her husband and the condition of her marriage. She resents the way that her husband demands that she submit to his will. Finally, Janie realizes that the bedroom she shares with Joe is no longer a “daisy field for them to play in,” a physical symbol of pleasure and fulfillment, but merely a place to sleep. Thus, when she says that “the spirit of their marriage moves into the parlor,” she means that it exists only for public display only. The spirit that occupied the bedroom is replaced by something “like a Virgin Mary in a church.” This is a reference to the Bible, where Mary and Joseph, the parents of Jesus, were married in name but their marriage is not depicted carnally. After several years of marriage, Joe and Janie’s relationship takes on a similar identity. Janie has taken back her status as a “virgin” and an “empty vessel.”</td>
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<td><strong>2</strong> “She had no more blossomy opening dusting pollen over her man, neither any glistening young fruit where petals used to be.” <em>(Teacher’s Note: Determining Importance—This student explains how this passage reflects a change in the character’s attitude and relationship with others. Note that the student makes very specific references to the passage to explain his interpretation and analysis.)</em></td>
<td>Chapter 6, page 68</td>
<td>After Janie has been married to Joe for many years, she begins to resent the way that he treats her. Her love for him stagnates and their marriage becomes devoid for love or affection. Janie finds that she is no longer able or willing to help and support her husband with enthusiasm. She simply does what is asked of her in attempt to avoid a scolding. Like a child living with an abusive parent, Janie seeks to please in order to maintain peace, not love. The price of this state of affairs is the death of sexual aspect of their marriage to which this quote alludes with its resulting absence of children.</td>
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### Grade 11 Annotation Scoring Rubric (Each book scored individually)

**Student Name: ___________________ Date __________ Period __________**

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<th>Points</th>
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<tbody>
<tr>
<td><strong>4 points</strong></td>
<td>The reader includes abundant annotations that cover the breadth of the work. Annotations are consistently of high quality demonstrating insight, critical thought, and engagement with the work. Annotations include a variety of commentary such as questions, comments on literary style and devices, character development, and connections to other works or real world issues.</td>
</tr>
<tr>
<td><strong>3 points</strong></td>
<td>The reader included numerous annotations that cover the breadth of the work. Annotations are consistently of mostly high quality demonstrating insight, critical thought, and engagement with the novel but the quality of commentary may be less consistent than level 4 annotations. Annotations include a variety of commentary such as questions, comments on literary style and devices, character development, and connections to other works or real world issues, but they be less varied than level 4 annotations.</td>
</tr>
<tr>
<td><strong>2 points</strong></td>
<td>The reader includes annotations but they may be sporadic or concentrated in particular portions of the work resulting in less comprehensive annotation than level 3 and 4 annotations. While some annotations demonstrate insight, critical thought, and engagement with the work, many annotations included are vague, superficial, or unclear commentary. Variety of commentary such as questions, comments on literary style and devices, character development, and connections to other works or real world issues may be lacking.</td>
</tr>
<tr>
<td><strong>1 point</strong></td>
<td>The reader includes at least20 annotations, but they fail to cover the breadth of the novel. Annotations are predominantly vague, superficial, or unclear. The annotations may include a variety of commentary, but overall, the annotations do not adequately demonstrate the reader’s insight, critical thought, and engagement with the work at an Advanced Placement level.</td>
</tr>
<tr>
<td><strong>0 points</strong></td>
<td>The reader includes fewer than 15 annotations or annotations fail to demonstrate the author’s engagement with the work. A score of “0” indicates the work incomplete or falls well below expectations for Advanced Placement level work. A “0” will also be assigned if the annotation assignment is not completed for the work assigned.</td>
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**Total Score**

| Title of work : |

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### Scoring (for two novels)

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<th>Points</th>
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<tbody>
<tr>
<td>8 points=100</td>
<td>5 points=76</td>
</tr>
<tr>
<td>7 points=92</td>
<td>4 points=68</td>
</tr>
<tr>
<td>6 points=84</td>
<td>3 points=60</td>
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**0 point= no credit**

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### Contact Information:

For questions, contact your teacher using their first initial and last name @ycsd.york.va.us

The email is all lower case without spaces. Teacher email addresses are also located on the school’s website under the English department. A hard copy of the summer reading assignment is usually in the Guidance Department, and it is usually posted on the school’s website under Summer Reading.