



Summer Reading Assignment 2021 AP English Literature and Composition

Hello AP Scholars!

Happy reading. I am excited to see you all in August and to get into some deep discussions about the literature you will have studied over the Summer. I want to encourage you to read both texts TWICE; the first time simply for pleasure and the second time read to analyze; applying more scrutiny and annotating thoroughly. (There are directions on how best to annotate at the end of this document) The expectation is that you are an avid reader and can't get enough of books. If that is not the case, and for you reading is a chore, then you are probably in the wrong class.

- *Hamlet* by William Shakespeare.
- *The Joy Luck Club* by Amy Tan.
- Any poem by one of the following authors: Percy Bysshe Shelley, William Wordsworth, William Blake, Lord Byron, Thomas Hardy, John Keats, Billy Collins. Seamus Heaney, Carol Ann Duffy, Langston Hughes, Maya Angelou, Emily Dickinson, John Donne, Margaret Atwood, Wilfred Owen, Robert Herrick.

Incoming **Seniors** will complete ***three assignments** before class begins, so plan your time accordingly. Incoming **Juniors** will complete **two assignments** as you do **not** need to submit a college essay draft until next year.

1. Read and annotate both texts thoroughly (see directions on how to annotate below)
2. Prepare a poetry presentation following the directions below.
3. *submit a draft of your college essay based on the Common Application prompts for 2021 – 2022 which you worked on during Junior English class.

There will be two separate tests on the texts the first week of school, so be ready. Taking notes on theme, motif, symbol, figurative language, etc. is also recommended. For the play, the test will be a quotation test. You will need to know who is speaking, to whom and the context of the quotation. So, read it aloud, get your friends and family to join in by reading parts so that the words stay with you.

As *The Joy Luck Club* is about identity, mother daughter relationships, and assimilating into a new country I suggest you do some research on what it must be like to be an immigrant. What must it be like to leave the country you love? What were some of the particular challenges facing the Chinese when they first arrived in the US? What difficulties arose between parents and children due to the relocation? How does understanding context improve your appreciation of the novel?

For the poetry preparation, read a poem by your chosen author to analyze. Then prepare a PowerPoint or Prezi on your selected poem to share with the class. The presentation should include images showing your annotation of the stanzas in the poems, some background on the author, social context, and commentary on the literary devices used by the author. There is information on how to read and analyze a poem included in this packet to help you.

I wish you a wonderful summer with time to rest, relax and read, read, read.

Peace,

Mrs. Hagerty



MOUNT NOTRE DAME

Empowering Young Women

You will present an **explication** of a poem using PowerPoint. The poem may be any poem you choose from the works of the poets on the attached list. Please use the provided guidelines as you analyze the poem.

This assignment is worth 100 points and will be graded on the following:

- Your ability to recite from memory, with feeling and without error, the poem you have chosen.
- Your written explication of the poem which will include a paragraph explaining why you chose the poem. You will submit a digital copy to **Turnitin.com** (which we will set up on the first day of school) and a **hard copy** will be handed in before you present. This must include a works cited page in MLA format for resources you have used in your preparation.
- Your oral presentation to the class. You may be as creative in your presentation as you wish, using whatever resources help you deliver best and which suit your presentation style.

Evaluation Rubric

Performance Standard	Does not meet standard +/- 3	Meets standard 85	Exceeds standard +/- 3
Poem delivered with appropriate feeling and clear, strong voice.			
Poem recited from memory.			
Explication is thorough, insightful and accurate, showing understanding of the text.			
Written explication is complete, free of grammatical errors and includes a works cited page in MLA format submitted to Turnin.com			
Supplementary materials, show evidence of careful preparation and thought.			

Meets Standards = 85, each standard +/- 3. Any missing element receives a 10 point deduction.



MOUNT NOTRE DAME

Empowering Young Women

Poetry Explication Guide

Responding to **poetry** fully requires not only the sense of the words, but also perceiving the ways that their sounds, rhythms, and arrangement interact. The easiest way to access a poem is to **LISTEN** to it read aloud. This will provide important insights into the sense of the words.

Epic, Dramatic and Lyric poetry share common traits:

- An emphasis on the connections between the sound and the sense of the words.
- Controlled patterns of rhythm and syntax
- Vivid often figurative language
- Close attention to visual and other sensory effects of the arrangement of words on the page.

Talking with the Text

FIRST READING

Circle or highlight words or phrases that are interesting or unfamiliar, as well as elements of style.

Add a note to margin WHY you have circled or highlighted.

Note words that stand out for their beauty or oddness as well as words you need to look up.

FIRST READING SONNET 29

When, in disgrace with Fortune and men's eyes,
 I all alone beweeep my outcast state,
 And trouble deaf heaven with my bootless cries,
 And look upon myself, and curse my fate,
 Wishing me like to one more rich in hope,
 Featur'd like him, like him with friends possess'd,
 Desiring this man's art and that man's scope,
 With what I most enjoy contented least;
 Yet in these thoughts myself almost despising,
Haply I think on thee, and then my state,
 Like to the lark at break of day arising
 From sullen earth, sings hymns at heaven's gate;
 For thy sweet love remember'd such wealth brings
 That then I scorn to change my state with kings.

personification (pointing to Fortune)

Look up meaning (pointing to bootless)

More personification (pointing to deaf heaven)

Multiple meanings (pointing to art and scope)

Odd use of this word (pointing to least)

Sounds like "happily" (pointing to Haply)

Long simile (pointing to Like to the lark...)

contradiction (pointing to contented least)

More personification (pointing to sullen earth)

Couplet (pointing to the last two lines)

SECOND READING

Move to making larger-scale observations. Note **PATTERNS, WORDS, IDEAS** that seem to be connected or are repeated. Draw lines to connect them.

Note **SHIFTS IN TONE** or **VIEWPOINT**.



MOUNT NOTRE DAME

Empowering Young Women

UNDERLINE lines or passages of the poem that you think are important for understanding the meaning of the poem or passage.

Look for **THEMES**, **POSE QUESTIONS**

** Use different colors for first reading and second reading to differentiate. Think of this annotation as a work in progress, which shows your thinking process, too. It may change later, but that's OK.*

Second Reading SONNET 29

When, in disgrace with **Fortune** and men's eyes,
 Quatrain 1 I all alone beweep my outcast **state**,
 And trouble deaf heaven with my bootless **cries**,
 And look upon myself, and curse my fate,
 Wishing me like to one more **rich** in hope,
 Featur'd like him, like him with friends **possess'd**,
 Quatrain 2 Desiring this man's art and that man's scope,
 With what I most enjoy contented least;
 Yet in these thoughts myself almost despising,
 Haply I think on thee, and then my **state**,
 Quatrain 3 Like to the lark at break of day arising
 From sullen **earth**, **sings** hymns at **heaven's** gate;
 For thy sweet love remember'd such **wealth** brings
 Couplet That then I scorn to change my **state** with kings.

Seems to be quite miserable and envious of others

Juxtaposition of earth and heaven: Earthly things (wealth) not as important as love.

Contrasts cries vs. sings. Repeated references to wealth... But of hope of friends.

Shifts in tone

Key! They're poor but they have each other.

Repetition of "state". Dual meaning?

THIRD READING

After the third reading write for about five minutes about the work. **Paraphrase** it and then react to it as a whole and to its parts. Respond to the work in any way you like. Informal, exploratory writing can help you begin to understand what you read.

PRESENTATION

Now you are ready to prepare your presentation. You must include your first and second reading notes on a PowerPoint slide for us to see as you explain your thinking process, after which you can go into more depth of the overall meaning of the poem.

Your explication will:

- Explore several interpretations or meanings in detail
- Provide carefully chosen and well-integrated quotations to back up your ideas
- Look closely at how language, form and structure affect the reader with well-chosen examples



MOUNT NOTRE DAME

Empowering Young Women

- Give detailed and imaginative ideas about themes, attitudes and feelings
- Consider the evidence to come up with conclusions about the poem

LINES	PARAPHRASE	ELEMENTS OF STYLE	EFFECT OR FUNCTION
When, in disgrace with Fortune and men's eyes, I all alone beweep my outcast state,	When things are bad he cries about it by himself.	"Fortune" refers to both wealth and luck. Inversion "all alone" before "beweep" "outcast state"	First references to words connected to money or riches. Inversion sounds more formal, mournful, sadder. First appearance of three states.
And trouble deaf heaven with my bootless cries, And look upon myself, and curse my fate,	God doesn't listen to the speaker who is miserable and self-pitying.	Figures of speech "bootless cries" and "deaf heaven."	"bootless" means useless, but more pathetic – suggests bare feet. Speaker is so pathetic that heaven offers no comfort; he can only look inward.
Wishing me like to one more rich in hope, Featur'd like him, like him with friends possess'd, Desiring this man's art and that man's scope, With what I most enjoy contented least;	List of anonymous people the speaker envies.	The word "like" is repeated. Second word related to wealth "rich" Quatrain ends with "contented least"; line also has unconventional word order.	The speaker wants so badly to be someone else that he says it twice; there is no "I" in these lines, just those more fortunate than he is. A person with "hope" seems rich to the speaker. Quatrain ends on a negative note.
Yet in these thoughts myself almost despising, Haply I think on thee, and then my state,	When he's just about hating himself, by chance he thinks about his beloved.	Shift – "yet" Diction – "Haply" Repetition – second "state"	Tone shifts with "yet" "Haply" means "by chance" but sounds like, <i>Happily</i> . "state" a little better this time.
Like to the lark at break of day arising From sullen earth, sings hymns at heaven's gate;	Compares state of mind to lark singing heavenly music.	Simile – his state is like a lark. 'hymns' and 'heaven'	The lark – associated with morning suggests an awakening. word choices change the sonnet's mood and tone.
For thy sweet love remember'd such wealth brings That then I scorn to change my state with kings.	His beloved makes him feel so wealthy that he wouldn't trade places with a king.	Repetition – third "state"; third reference to wealth. Word order is straightforward	The poem ends with a direct, clear statement, of what makes the speaker feel fortunate, rich, and wealthy – and it's not money. He's content with the state he's in. Word order is conventional: subject, verb, object. Order is

Your essay should be clearly organized into well-structured paragraphs. It should also be easy to follow and understand. All outside sources should be cited in MLA style both within the text and on a works cited page and submitted to Turnitin.com.

Scroll down for assistance and information on how to annotate well.



MOUNT NOTRE DAME

Empowering Young Women

ANNOTATE YOUR TEXTS

As you read your books this summer, annotate the texts

- Be prepared to show me your annotations and to use these texts the first week of school
- For this assignment, you must have your own copies of the books. You want to be able to mark up the text so buy your own copy or see if someone you know has an old copy to donate to you.

GOOD ANNOTATION

IS...

ISN'T...

QUESTIONS – about things you don't understand, things you are predicting, things you are trying to make sense of

CONNECTIONS – what you already know about yourself, your world or other readings

INTERPRETATIONS – meaning or depth, not at the surface level of the text, requires thinking and inference (putting puzzle pieces together)

SUMMARIES – putting it into your own words, paraphrasing in the margins, and at the ends of sections

PATTERNS – using numbers, bullets or your own method to organize lists, series, chronologies, sequences, or motifs

WORDS – making vocabulary words, course specific terms and diction choices stand out

NOTES WITHOUT THOUGHTS & SYMBOLS WITHOUT NOTES – don't just note the use of a particular technique – comment on *how and why* the technique is used

EXCLAMATIONS – personal thoughts should be memorable -- not simple reactions like "wow" or "boring"

ONE WORD COMMENTS – they just don't demonstrate enough thinking to justify the space they take up

TOO MUCH OF ANYTHING – highlighting large swaths of text or paraphrasing indiscriminately will become self-defeating



MOUNT NOTRE DAME

Empowering Young Women

Annotation Expectations The chart below shows evidence of mastery in the area of text annotation.	
Number of Notations	Comprehensive annotations cover most pages
Underlining / Highlighting	Annotations clearly show reasoning behind highlighted or underlined text
Variety of Notations	Annotations identify a wide variety of literary aspects (i.e. contexts, figurative language, symbols, tone shifts, theme, etc.)
Evidence of Intellectual Curiosity	Annotations and questions are singularly apt, impressively arresting, and intellectually stimulating for discussion points
Significance of word choice (diction) especially regarding development of character, tone, mood)	Annotations effectively consider the author's word choice throughout the text
Understanding of Patterns	Annotations identify and analyze how patterns (or deviations) affect the reader's perceptions of the themes, topics of subjects treated by the text
Analysis of Theme	Annotations may speculate on the implications of the text's ideas; synthesize and create claims that describe the broader social, political economic, psychological, spiritual, religious, or humanistic purposes or implications of the text as a whole

Be sure to make observations that fall under all 3 levels!



MOUNT NOTRE DAME

Empowering Young Women

Level I Annotations (Lower Cognitive (yet Essential!) Tasks)

- Identify* and *define* key words: Underline/circle/highlight and write several definitions in the margins or between lines.
- Identify* and *track* pronouns/antecedents/referents: Draw arrows that connect pronouns to antecedents or referents (the reader may need to supply referents if the text does not state them).
- Identify* key themes, topics, subjects, words, phrases: Underline/circle/highlight and describe in margins or between lines (in your own words) what you are identifying.
- Identify* images and image patterns; *recognize* shifts in image patterns: Describe, in the margins or between lines, what kinds of images or image shifts the text employs.
- Recognize* repetitive patterns in the text's language (e.g. vocabulary; grammar/grammatical structures; other structures such as stanzas, line lengths, etc.; sounds; rhythms; rhyme, literary & rhetorical devices, and so on: Describe and characterize these patterns in the margins or between lines.
- Identify* where the text deviates from a repetitive pattern. Describe the nature of these deviations.

Level II Annotations (Higher Cognitive Tasks)

- Infer* a sense of the speaker's tones and tone shifts: Write analytical statements in the margins or between lines that describe these tones and tone shifts. *Conjecture* or *speculate* on the reasons for (or inciting incidents for) these tones and tone shifts. Analyze the extent to which these tones are appropriate, expected, unexpected, logical, irrational, etc., considering the events that incited them.
- Analyze* and *describe* how repetitive patterns echo, reinforce, contrast, and complicate each other. *Analyze* and *describe* how these patterns (or deviations from them) affect the reader's perceptions of the themes, topics, or subjects treated by the text.
- Analyze, describe* and write in the margins or between lines how the text's image patterns or shifts affect the reader's perceptions of the themes, topics, or subjects treated by the text.
- Paraphrase*, between lines or in the margins, the most difficult or perplexing phrase, clauses, and statements in the text. *Analyze* and *describe* how these difficult statements affect the reader's perceptions of the text's themes, subjects, topics.

Level III Annotations (Highest Cognitive Tasks)

- Synthesize* and *create* claims that capture a sense of the meanings or purposes of the text at different points.
- Synthesize* and *create* claims that capture a sense of the meanings or purposes of the text as a whole.
- Speculate* on the broader implications of the text's ideas; *synthesize* and *create* claims that *describe* the broader social, political, economic, psychological, spiritual, religious, or humanistic purposes and implications of the text's various passages.
- Speculate* on the broader implications of the text's ideas; *synthesize* and *create* claims that *describe* the broader social, political, economic, psychological, spiritual, religious, or humanistic purposes or implications of the text as a whole.
- Evaluate* the text's broader implications.
- Contrast* and *compare* the text's broader implications to those of other text's you have read or heard.