

AP English Literature
Summer Reading Homework for the 2022-23 School Year

It is vital that you complete all parts of this summer assignment. Our first few weeks of class (and therefore a large chunk of your first quarter grade) will be dealing with the books you read this summer. Be prepared to use the texts below in practice literary analyses, essays, and other analytical work in August. They are a sampling of the types of texts we will be reading, discussing, and writing about next year. You will read two books and do short assignments for each of them.

All work is due on the first day of class, and you will submit it online using Turnitin. All work must be typed using MLA formatting.

The purpose of summer reading assignment is multi-faceted:

- To help build confidence and competence as readers of complex texts.
- To develop your critical thinking skills.
- To give you, when you enter the class in the fall, an immediate basis for the discussion of literature.
- To enrich your mind and stimulate your imagination.

Honor Code reminders:

- Do your own interpretative work. Copying from another student or submitting similar/the same work as another student is also plagiarism. If detected, this plagiarism will result in not only a 0, but also disciplinary action.
- This assignment should be ample proof that you have carefully read the work. Do not just summarize the plot (or plagiarize from cites such as SparkNotes, CliffsNotes, etc.)!

Texts to Read (both are available in our library):

1. *Pride and Prejudice* by Jane Austen
2. *Hamlet* by William Shakespeare

Homework for each book:

1. *Not graded*: As you read, be an active reader. Take notes, annotate your text, and get engaged!
 - a. Even though this part is not graded, actively reading will help you quickly look up notes and quotes as we discuss them during the first few weeks of school.
2. *Graded*: You are to complete a Dialectical Journal for each text (a sample is on the back page).
 - a. You **MUST** have:
 - i. At least 15-20 quotes per novel analyzed and cited.
 - ii. For each quote: respond, analyze, and evaluate (look at the sample for an example of each).
 - iii. Complete the End of Journal Questions for each text.
 - b. We will use these for discussion topics during the first few weeks of class. Be sure to choose quotes that are vital to the overall development of the novel/play.

Summer Contact Info: If you have questions over the summer about the course, your books, or the assignments, please feel free to email me at rleasure@righetti.us.

A good Dialectical Journal does:

- Raise questions about the beliefs and values implied in the text.
- Make connections between different characters or events found in the text.
- Consider an event or description from the perspective of a different character.
- Analyze the text for use of literary devices.
- Discuss the importance of key words, ideas, or actions within the text.
- Agree or disagree with the implications of the text, conflict, or ideas.
- Make connections to a different text or current events/ people/ beliefs.
- Analyze a passage and its relationship to the story as a whole, especially in your consideration of the overall message or purpose of the text.

Sample Dialectical Journal Entry

*Source: http://www.jupiterchristian.org/uploaded/newsletter_photos/Summer_2015/AP_Dialectical_Journal_EXAMPLE.pdf

Source Material (Provide a direct quotation or paraphrase and a parenthetical citation)	Page #	Respond, Analyze, and Evaluate (Why do you find this passage interesting or important?)
“Death wrapped itself around me till I was stifled. It stuck to me. I felt that I could touch it. The idea of dying, of no longer being, began to fascinate me. Not to exist any longer.”	84	Personification/ Internal Conflict. This is a sad moment for Wiesel. He has fought to survive, but cannot fight any longer. I can’t imagine being fourteen and wanting to die. I can’t imagine being fourteen and losing my family, my dignity, my soul. What a tragedy. <i>In this passage, Wiesel personifies death to show the control it has over those who are suffering in the camps. In this case, Death silences Wiesel, overpowering his will and subduing his hope of survival. Wiesel is conflicted. He wants to survive. He wants to take care of his father. But he doesn’t know how much more he can take.</i> <u>This is important because we see that Wiesel has reached a breaking point. Death has come for him so many times but has failed. This time, however, Wiesel is too tired to run, too tired to fight. He has had enough. Death is offering a gift—an escape from this hellish existence.</u>

Book Cite: Wiesel, Elie. *Night*. Bantam Books: New York, 1982.

End of Journal Questions:

1. What did you like and dislike about the book? Why? Would you recommend it? Why/why not?
2. Connect the overall main idea(s), conflict(s), and/or characters of the book to at least two different real world connections (events, current news, current issues, real people, music, art, culture, sports, travel, etc.). Explain your connection and how it is important. Be thorough.