

AP English 12 – Andersen
2019 Summer Reading Assignment

Dear Advanced Placement students and parents:

Welcome to the Advanced Placement English Literature and Composition class for next year. This is a demanding, college-level course designed to develop exceptionally skilled readers and writers. I look forward to working with you to prepare you for the Advanced Placement exam in May (additional fee of approximately \$93) and to engaging you in a rich and hopefully enjoyable analytical study of literature. I expect that you, too, will bring to our study an enthusiasm for learning and a work ethic that will drive you to meet every mental challenge with alacrity.

You should anticipate on-going reading assignments, timed, in-class essays, frequent graded discussions, a study in Cultural Literacy, a major project/presentation each quarter, and a year-long personal anthology project. As this class will resemble a university course, you should expect to spend 1 to 1 ½ hours each night on reading and writing assignments. Though you will need to work hard to succeed, you will not only be better prepared for college studies, you also stand to gain college credit should you score well on the AP Examination. Returning PGHS alumni cite their experiences in AP courses as the best preparation they received for the challenges they meet in college.

To prepare for our first week of school, I would like for you to complete the assignments listed on the attached page. You can expect discussion, quizzes, and/or writing assignments to evaluate your summer efforts. Please do not put off these assignments until the weekend before we return to school. You will not be well-prepared, and it will show. All assignments are due on **THE FIRST DAY OF CLASS** unless otherwise noted.

Do enjoy your summer; enjoy these assignments (!); and enjoy some thoughts of your upcoming senior year! If you have any questions prior to the beginning of school, you may leave a message for me at (804) 733-2720 or (your best bet) email me at bandersen@pgs.k12.va.us, and I will get back to you as soon as possible. Otherwise, I will see you in September.

Sincerely,

Beth Z. Andersen
AP English Literature and Composition Teacher

ASSIGNMENTS:

1. a) Read *1984* by George Orwell

b) **As you read, keep a reading journal.** I recommend a dialectical/double-entry journal as it reminds you to not only make note of significant quotations, literary devices (like symbols, allusions, and stylistic choices), but *also* to provide your commentary on what you encounter (not just WHAT you see or think is important, but HOW or WHY it is important). If you have never done a dialectical journal before, don't panic; either use an alternative organizational technique or give it your best shot and email me with your questions. I am not putting a formal length requirement on your journal, but I will be checking to see that you have kept such notes for the entire text (a practice that should become 2nd nature to you as you read anyway). If you type your journal, I will want an electronic copy AND a hard copy. Most students choose to keep the journal in a spiral notebook; it doesn't need to be bigger than a single-subject.

NOTE: Remember that if you include any "insights" in your journal that are anything less than original (i.e. – something cool you find online that you include in your journal), you **MUST CITE** the sources consulted. If you don't, I will know it, and you will receive a zero on the assignment – not a great way to start the year. Getting a little help isn't wrong if you acknowledge the assistance; however, know that I am most interested in **YOUR** ideas.

c.) Conduct some informal research on the background of the novel and its social and political context in order to better understand and prepare to discuss Orwell's social commentary.

2. Read *The Grapes of Wrath*. I know that it is long, but the reading is not difficult. I will not be collecting a journal for this novel, but that is partially to help you preserve your energies so that you will actually read! I do encourage you to keep reading notes or at least tab your book to keep track of important events, literary and stylistic insights you might have, and important questions that you don't want to forget before discussion. You will have assignments the first week of school that will demonstrate whether or not you have read and will appropriately reward your effort.
3. a) Read a third novel of your choice from the attached list. These texts have been chosen for their literary weight or richness and for their ability to aid you in preparing for and completing a national literature exam. Choose something you have not read, and discuss your choice with a parent or guardian. While you are not required to purchase the book and should be able to find copies of most of these texts at local library, I personally appreciate having my own copy of a book so that I can write in the margins and highlight as I see fit. Sticky notes can also be helpful to mark important passages or things you question.

b) I again recommend that you keep reading notes, but I will not be collecting them, nor will you use them in discussion, as most people will be reading different texts. You should, however, be prepared to write a critique of the work and to prepare a project based on the novel that I will assign when we return to school.
4. Read and respond to the AP English Literature prompt.

SUGGESTED TITLES:

A Portrait of the Artist as a Young Man - James Joyce
Brave New World – Aldous Huxley
Catch-22 – Joseph Heller
Sons and Lovers – D.H. Lawrence
To the Lighthouse – Virginia Woolf
An American Tragedy – Theodore Dreiser
The Heart is a Lonely Hunter – Carson McCullers
Slaughterhouse Five – Kurt Vonnegut
Native Son – Richard Wright
Winesburg, Ohio – Sherwood Anderson
Cry, the Beloved Country – Alan Patton
A Passage to India – E.M. Forster
The Wings of the Dove – Henry James
Tender is the Night – F. Scott Fitzgerald
The Good Soldier – Ford Madox Ford
A Handful of Dust – Evelyn Waugh
All the King's Men – Robert Penn Warren
The Kitchen God's Wife – Maxine Hong Kingston
The Bridge of San Luis Rey – Thornton Wilder
A Farewell to Arms – Ernest Hemingway
Light in August – William Faulkner
A House on Mango Street – Sandra Cisneros
Pale Fire – Vladimir Nabokov
On the Road – Jack Kerouac
The Maltese Falcon – Dashiell Hammett
The Age of Innocence – Edith Wharton
My Antonia – Willa Cather
The Catcher in the Rye – J.D. Salinger
A Clockwork Orange – Anthony Burgess
Of Human Bondage – W. Somerset Maugham
100 Years of Solitude – Gabriel Garcia Marquez
Tobacco Road – Erskine Caldwell
Sophie's Choice – William Styron
Crime and Punishment – Fyodor Dostoevsky
All Quiet on the Western Front – Erich Maria Remarque
Madame Bovary – Gustave Flaubert
Dr. Jekyll and Mr. Hyde – Robert Lewis Stevenson
Cane – Jean Toomer
You Can't Go Home Again – Thomas Woolf
The Illiad – Homer
Moby Dick – Herman Melville
The Palace of the Peacock - Wilson Harris
Sula or *The Bluest Eye* – Toni Morrison
The Fountainhead or *Anthem* – Ayn Rand
The Color Purple – Alice Walker
Tess of the D'Urbervilles – Thomas Hardy
Anna Karenina – Leo Tolstoy
The Count of Monte Cristo – Alexandre Dumas
The Life of Pi – Yann Martel
The Secret Life of Bees – Sue Monk Kidd
The Things They Carried - Tim O'Brien
Ceremony - Leslie Marmon Silko
The Shipping News – Annie Proulx
A Lesson Before Dying – Ernest Gaines
The Poison wood Bible – Barbara Kingsolver
The Crossing – Cormac McCarthy
The Kite Runner – Khaled Hosseini

The Convergence of the Twain
(Lines on the loss of the “Titanic”)

I

In a solitude of the sea
Deep from human vanity,
And the Pride of Life that planned her, stilly couches she.

II

Steel chambers, late the pyres
Of her salamandrine fires,
Cold currents thrid, and turn to rhythmic tidal lyres.

III

Over the mirrors meant
To glass the opulent
The sea-worm crawls—grotesque, slimed, dumb, indifferent.

IV

Jewels in joy designed
To ravish the sensuous mind
Lie lightless, all their sparkles bleared and black and blind.

V

Dim moon-eyed fishes near
Gaze at the gilded gear
And query: “What does this vaingloriousness down here?”. . .

VI

Well: while was fashioning
This creature of cleaving wing,
The Immanent Will that stirs and urges everything

VII

Prepared a sinister mate
For her—so gaily great—
A Shape of Ice, for the time far and dissociate.

VIII

And as the smart ship grew
In stature, grace, and hue
In shadowy silent distance grew the Iceberg too.

IX

Alien they seemed to be:
No mortal eye could see
The intimate welding of their later history.

X

Or sign that they were bent
By paths coincident
On being anon twin halves of one August event,

XI

Till the Spinner of the Years
Said "Now!" And each one hears,
And consummation comes, and jars two hemispheres.

-[Thomas Hardy](#)

ESSAY PROMPT:

Carefully read the poem above. Then, taking into consideration the title of the poem, analyze how the poetic devices convey the speaker's attitude towards the sinking of the ship. You are encouraged to take no more than an hour for the assignment. You should hand write the essay.