Advanced Placement English Literature and Composition
Summer Reading Requirements

1st and 2nd assignment:

Choose two of the following texts:

*The Invisible Man* – Ralph Ellison
*Heart of Darkness* – Joseph Conrad
*Jane Eyre* – Charlotte Bronte
*Animal Farm* – George Orwell
*The Awakening* – Kate Chopin
*The Grapes of Wrath* – John Steinbeck
*The Catcher in the Rye* – J.D. Salinger
*Slaughterhouse Five* – Kurt Vonnegut
*Their Eyes Are Watching God* – Zora Neale Hurston
*The Kite Runner* – Khaled Hosseini

During this course, you will be required to complete a number of timed writings to prepare you for the 3 essay questions on the AP exam. Your assignment for the summer is to prepare two 750-word essays (2 typed double-spaced, Times New Roman, size 12) relating to two of the ten choices listed above. You will choose from the prompts below. Prompts may not be used more than once. The number in parentheses reflects the year the question appeared on the AP Literature and Composition Exam.

Refrain from using outside sources. Students who copy in whole or in part risk earning a zero for the entire assignment. These are not research essays. They are critical evaluations of a literary work. Try to select books from different time periods and authors from different backgrounds as you begin to create a well-rounded reading repertoire.

Your first essay must be submitted to me electronically no later than July 15, 2016. Microsoft Word documents only. Do not wait until the last minute. Internet/printer issues are never an acceptable excuse for late work. Local libraries have working Internet and computer facilities.

Any essay submitted on July 16th will receive a maximum score of 50%. Essays will not be accepted beyond July 19th. Your second essay is due the first day of school, August 24th. Please use the address below to submit documents or any questions or concerns: brewert@bethelk12.org

3rd Assignment:
Read *Lord of the Flies* by William Golding. There will be a timed reading assignment during the 1st week of school. Pay close attention to the following:
1. Patterns in diction
2. Powerful use of figurative language, metaphor or symbolism
3. Particular descriptions or images
4. Questions the text raises
5. Themes and motifs
6. Structure
7. Responses to tone or mood
Helpful Hints for the Essay Assignments:

1. Review the “General Essay Rubric.” You will be scored based on this guideline.
2. Isolate the task by underlining and rewording the prompt. Realize that the prompt may ask you to do more than one thing.
3. Create a brief outline before you write.
4. Hit the ground running. Begin answering the prompt immediately. AP readers begin to formulate a score after reading your introduction.
5. Do not restate the prompt in your introduction.
6. Create clear, analytical topic sentences to organize your essay.
7. Use examples from the text to support your responses.
8. Avoid plot summary at all times.

Prompts for Essay #1 and #2

2015) In literary works, cruelty often functions as a crucial motivation or a major social or political factor. Select a novel in which acts of cruelty are important to the theme. Then write a well-developed essay analyzing how cruelty functions in the work as a whole and what the cruelty reveals about the perpetrator and/or victim.

2013) A bildungsroman, or coming-of-age novel, recounts the psychological or moral development of its protagonist from youth to maturity, when this character recognizes his or her place in the world. Select a single pivotal moment in the psychological or moral development of the protagonist of a bildungsroman. Then write a well-organized essay that analyzes how that single moment shapes the meaning of the work as a whole.

2011) Choose a character from a novel or play who responds in some significant way to justice or injustice. Then write a well-developed essay in which you analyze the character’s understanding of justice, the degree to which the character’s search for justice is successful, and the significance of this search for the work as a whole.

2008) In a literary work, a minor character, often known as a foil, possesses traits that emphasize, by contrast or comparison, the distinctive characteristics and qualities of the main character. For example, the ideas or behavior of the minor character might be used to highlight the weaknesses or strengths of the main character. Choose a novel in which a minor character serves as a foil to a main character. Then write an essay in which you analyze how the relation between the minor character and the major character illuminates the meaning of the work.

2007) In many works of literature, past events can affect, positively or negatively, the present actions, attitudes, or values of a character. Choose a novel in which a character must contend with some aspect of the past, either personal or societal. Then write an essay in which you show how the character’s relationship to the past contributes to the meaning of the work as a whole.
The 18th century British novelist Laurence Sterne wrote, “No body, but he who has felt it, can conceive what a plaguing thing it is to have a man’s mind torn asunder by two projects of equal strength, both obstinately pulling in a contrary direction at the same time.”

From a novel, choose a character (not necessarily a protagonist) whose mind is pulled in conflicting directions by two compelling desires, ambitions, obligations or influences. Then, in a well-organized essay, identify each of the two conflicting forces and explain how this conflict within one character illuminates the meaning of the work as a whole.

AP Scoring Model
(Adapted from the College Board AP Literature and Composition Scoring Rubric)

<table>
<thead>
<tr>
<th>Score</th>
<th>Timed-In-Class</th>
<th>Out-Of-Class</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-8</td>
<td>50/50</td>
<td>100/100</td>
<td>These are well-written papers which respond fully to the question asked. The best papers show a full understanding of the issues and support their points with appropriate textual evidence and examples. Writers of these essays demonstrate stylistic maturity by an effective command of sentence structure, diction, and organization. The writing need not be without flaws, but it should reveal the writer’s ability to choose from and control a wide range of elements of effective writing.</td>
</tr>
<tr>
<td>7-6</td>
<td>45/50</td>
<td>90/100</td>
<td>These essays also respond correctly to the questions asked but do so less fully or less effectively than the essays in the top range. Their discussion may be less thorough and less specific. These essays are well-written in an appropriate style but reveal less maturity than the top papers. They do make use of textual evidence to support their points. Some lapses in diction or syntax may appear, but the writing demonstrates sufficient control over the elements of composition to present the writer’s ideas clearly.</td>
</tr>
<tr>
<td>5</td>
<td>40/50</td>
<td>80/100</td>
<td>These essays respond to the question, but the comments may be simplistic or imprecise; they may be overly generalized, vague, or inadequately supported. These essays are adequately written, but may demonstrate inconsistent control over the elements of composition. Organization is attempted, but it may not be fully realized or particularly effective.</td>
</tr>
<tr>
<td>4-3</td>
<td>35/50</td>
<td>70/100</td>
<td>These essays attempt to deal with the question, but do so either inaccurately or without support or specific evidence. They may show some misunderstanding or omit pertinent analysis. The writing can convey the writer’s ideas, but it reveals weak control over diction, syntax, organization. These essays may contain excessive and distracting spelling and grammatical errors. Statements are seldom supported with specific or persuasive evidence, or inappropriately lengthy quotations may replace discussion and analysis.</td>
</tr>
<tr>
<td>2-1</td>
<td>30/50</td>
<td>60/100</td>
<td>These essays fail to respond adequately to the question. They may reveal misunderstanding or may distort the interpretation. They compound the problems of the Lower Score papers. Generally these essays are unacceptably brief or poorly written. Although some attempts to answer the question may be indicated, the writer’s view has little clarity and only slight, if any, evidence in its support.</td>
</tr>
<tr>
<td>COURSE</td>
<td>SUMMER READING</td>
<td>SCHOOL YEAR READING</td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>------------------</td>
<td>---------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>ENGLISH 9</td>
<td>None</td>
<td>Of Mice and Men, Steinbeck</td>
<td></td>
</tr>
<tr>
<td>LITERATURE SURVEY 9</td>
<td>The Chosen, Potok</td>
<td>Of Mice and Men, Steinbeck</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Jungle, Sinclair</td>
<td>The Adventures of Huckleberry Finn, Twain</td>
<td></td>
</tr>
<tr>
<td>ENGLISH 10</td>
<td>None</td>
<td>The Adventures of Huckleberry Finn, Twain</td>
<td></td>
</tr>
<tr>
<td>AMERICAN LITERATURE 10</td>
<td>Farenheit 451, Bradbury</td>
<td>The Scarlet Letter, Hawthorne</td>
<td></td>
</tr>
<tr>
<td></td>
<td>To Kill Mockingbird, Lee</td>
<td>The Crucible, Miller</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tuesdays with Morrie, Alborn</td>
<td></td>
</tr>
<tr>
<td>AMERICAN LITERATURE 11</td>
<td>None</td>
<td>The Scarlet Letter, Hawthorne</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Crucible, Miller</td>
<td></td>
</tr>
<tr>
<td>ENGLISH (BRITISH) 11</td>
<td>Time Machine, Wells</td>
<td>A Tale of Two Cities, Dickens</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Great Gatsby, Fitzgerald</td>
<td>1984, Orwell</td>
<td></td>
</tr>
<tr>
<td>ENGLISH (BRITISH) 12</td>
<td>None</td>
<td>A Tale of Two Cities, Dickens</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1984, Orwell</td>
<td></td>
</tr>
</tbody>
</table>
APUSH Summer Reading Assignment

If you do not wish to work, this could be a struggle!

June-August:
- What does the AP Exam look like? p.XXXVI-XLII of textbook (With the redesign of 2015 this is a very similar feel to what the new AP test is like, we will go over it more in class all year!)
- Answers for multiple choice questions must be explained why it is the correct answer for the question. Give details.
- Answers for Key terms and people to know should be at minimum 1 paragraph. Who, What, When, Where, Why, How, Importance, Significance, etc. to fully explain. This is for your benefit on the AP Exam.
- For additional help, go to the class website----bethelss.weebly.com and use the additional videos and chapter powerpoints there to further your knowledge and clarify questions.
- If you have questions email me at kernsd@bethelk12.org or tweet me @BTHS_SS

Read Chapter 1, p. 2-26. Answer Qs.1-14, Key Terms, People to Know p. 26-26B, Outline the chapter with at least a 4 total page written outline
Read Chapter 2, p.27-45. Answer Qs.1-14, Key Terms, People to Know p.44-45B, Outline the chapter with at least a 4 total page written outline
Read Chapter 3, p. 46-66. Answer Qs, 1-14, Key Terms, People to Know p.65-67B, Outline the chapter with at least a 4 total page written outline
Read Chapter 4, p. 68-86. Answer Qs, 1-14, Key Terms, People to Know p.87-87B, Outline the chapter with at least a 4 total page written outline

AP BIOLOGY Summer Work

AP BIOLOGY- Summer work is going to be a little different this year. In an effort to make sure that we are staying very current with our science curriculum we are ordering new text books. These will not be in until the end of July or beginning of August. So make sure that you manage your other work so that you will have time to dedicate to AP BIOLOGY in August. If you were in contact with Mrs. Gatrell already she has your contact information.
If you have not been in contact with her please email her at gatrellm@bethelk12.org to arrange delivery of your summer reading materials this summer.