

## ENGLISH 3H/AP LANGUAGE – Summer Reading Assignment

### Recommended Actions

1. Make a copy of this document for reference and read the instructions carefully!
2. Download the pdfs included in this document

I look forward to having you in my English 3 Honors/AP Language and Composition class next year. In preparation for the course, I would like you to read the following two books: *How to Read Literature Like a Professor: A Lively and Entertaining Guide to Reading Between the Lines* by Thomas C. Foster and *The Grapes of Wrath* by John Steinbeck.

The short writing assignments below pertain to *How to Read Literature Like a Professor*. While only five responses are required, **please read the whole book**. The assignments will let you practice your literary analysis and give you some idea of the type of analytical work done at the AP level. You may use short stories, plays or novels in your responses. If you haven't read enough great novels in your academic career, use the summer to get cracking! Use the Appendix to jog your memory or to select additional works to explore. **Please note that your responses should be paragraphs -- not pages!**

### Chapter 1 -- Every Trip Is a Quest (Except When It's Not)

List the five aspects of the QUEST and then apply them to something you have read (or viewed) in the form used on pages 3-5.

### Chapter 13 -- It's All Political

Assume that Foster is right and "it is all political." Use his criteria to show that one of the major works assigned to you as a freshman or sophomore is political.

### Chapter 20 -- ...So Does Season

Find a poem that mentions a specific season. (Google is your friend.) Then discuss how the poet uses the season in a meaningful, traditional, or unusual way. (Submit a copy of the poem with your analysis.)

### Chapter 21 -- Marked for Greatness

Figure out Harry Potter's scar. If you aren't familiar with Harry Potter, select another character with a physical imperfection and analyze its implications for characterization.

### Chapter 27 -- A Test Case

Read "The Garden Party" by Katherine Mansfield, the short story that begins the chapter. Complete the exercise immediately following the story. **DO NOT READ THE REST OF THE CHAPTER** until you finish your writing. Then compare your writing with the three examples. How did you do? What does the essay that follows comparing Laura with Persephone add to your appreciation of Mansfield's story?

*The Grapes of Wrath* is an American classic. Yes, it's long, but it is wonderfully symbolic of the 20th century American experience, and resonates just as much in our current times. Junior year is focused on American literature, so this is a good place to start. For *The Grapes of Wrath*, I'd like you to do a **dialectical journal with three entries for each chapter**. A dialectical journal reflects the "conversation" between the reader and the text. (I've put an explanation and sample dialectical journal entry on the following pages.) Pay particular attention to the intercalary chapters, the ones that come between the chapters dealing with the Joad family's experiences. You'll be happy if you've annotated those chapters for **symbolism**. Just sayin'.

## **DIALECTICAL JOURNALS**

The term “dialectic” means “the art or practice of arriving at the truth by using conversation involving question and answer.” Think of your dialectical journal as a series of conversations with the text; this process is meant to help you develop a better understanding of the text. Use your journal to incorporate your personal responses to the texts. You will find that this journal is a useful way to process what you are reading, prepare yourself for group discussion, and gather textual evidence for your final project.

### **STEP ONE: PROCEDURE:**

You may choose to do your journal on the computer or write it in a notebook. As you read, choose passages that stand out to you and record them in the left-hand column of a T-chart (ALWAYS include page numbers). Be sure to give each entry a heading (see example below). In the right-hand column, write your response to the text (ideas/insights, questions, reflections, and comments on each passage) Complete at least three journal entries for each chapter in *The Grapes of Wrath*. These are minimums; feel free to make as many entries as you like as you interact with the text.

### **STEP TWO: CHOOSING PASSAGES FROM THE TEXT**

Look for quotes that seem significant, powerful, thought provoking or puzzling. For example, you might record:

- Effective and/or creative use of stylistic or literary devices
- Passages that remind you of your own life or something you’ve seen before
- Structural shifts or turns in the plot
- A passage that makes you realize something you hadn’t seen before
- Examples of patterns: recurring images, ideas, colors, symbols or motifs
- Passages with confusing language or unfamiliar vocabulary
- Events you find surprising or confusing
- Passages that illustrate a particular character or setting

### **STEP THREE: RESPONDING TO THE TEXT**

You can respond to the text in a variety of ways. The most important thing to remember is that your observations should be specific and detailed. As an honors student, your journal should be made up of 25% basic responses and 75% higher level responses.

Basic Responses (a starting point for understanding the text)

- Raise questions about the beliefs and values implied in the text.
- Give your personal reactions to the passage.
- Discuss the words, ideas, or actions of the author or character(s).
- Tell what it reminds you of from your own experiences.
- Write about what it makes you think or feel.
- Agree or disagree with a character or the author.

Higher Level Responses (deeper thought leading to deeper understanding)

- Analyze the text for use of literary devices (tone, structure, style, imagery); be sure to explain the effect; avoid merely naming techniques.
- Make connections between different characters or events in the text.
- Make connections to a different text (or film, song, etc.).

- Discuss the words, ideas, or actions of the author or character(s).
- Consider an event or description from the perspective of a different character.
- Analyze a passage and its relationship to the story as a whole.

Sample Journal Entries *The Life of Pi* by Yann Martel

<p>Attitude toward life, existence          “I have nothing to say of my working life, only that a tie is a noose, and inverted though it is, it will hang a man nonetheless if he’s not careful” (Martel 6).</p>	<p>Pi respects the importance of work; however, he finds much more value in the beauty of life itself. Pi believes that to ignore the offerings of life and to focus too much on work is detrimental to one’s health..</p>
<p>Imagery to create tone of disgust          “A foul and pungent smell, an earthy mix of rust and excrement hung in the air. There was blood everywhere, coagulating to a deep red crust. A single fly buzzed about, sounding like an alarm bell of insanity” (Martel 127).</p>	<p>Martel paints a disturbing picture in his description of the lifeboat following the slow painful death of the zebra. He describes the air as smelling like “an earthy mix of rust and excrement,” the boat as having “blood everywhere,” and his only companion as “a single fly...sounding like an alarm bell of insanity.” Through this shockingly filthy and revolting portrayal of the lifeboat, Martel establishes a tone of absolute disgust.</p>
<p>Diction, word choice to create tone of fear, confusion          “The ship sank. It made a sound like a monstrous metallic burp. Things bubbled at the surface and then vanished. Everything was screaming: the sea, the wind, my heart” (Martel 97).</p>	<p>When describing the sinking of the Tsimtsum, Martel utilizes a variety of strong and violent words to establish a tone of disorder and fear. Martel describes the sound of the ship sinking as a “monstrous metallic burp,” simultaneously noting its enormity and its violent, industrial nature. He also says that “everything was screaming,” suggesting disorder and confusion.</p>

I suggest you purchase your own copies of each book so you can annotate them. *How to Read Literature* is valuable for AP Lit as well, so you’ll be happy to have it. You can buy a used copy of each book on Amazon for about \$5.00. There are also PDF’s of each book available online. *How to Read Literature Like A Professor*:

*Grapes of Wrath*:

<https://docs.google.com/viewer?a=v&pid=sites&srcid=aW1hZ2luZXByZXAuY29tfGh1bWfuaXRpZXMtMjAxMi0yMDEzfGd4OjUyZjkyMWM2OTYzOWVhNGE>

*How to Read Literature Like A Professor* - either 1st or 2nd edition:

<https://mseffie.com/assignments/professor/How%20to%20Read%20Literature%20like%20a%20Professor%202nd.pdf>

I look forward to having your bright young minds become even brighter in English 3H!

See you in August,

Ms. McClure