

2019 Summer Reading English 12 AP/College Now

There are two parts to the summer reading assignment. These two assignments are due Monday, 8/26; however, you may turn them in earlier. You may be evaluated over this information early in the quarter – for example, you may be given a test, a timed write essay, or we may have a graded discussion.

Books are available at any local bookseller or your library; in fact, some stores give discounts to students buying books for summer reading. If a student cannot purchase his/her own book, please contact Mrs. Rivers via email or in person and we can check one out for you.

If you have any questions, you can email me at norivers@smsd.org

Part 1 ~ Novel and Short Story Annotations

1. Read and annotate *How to Read Literature Like a Professor: A Lively and Entertaining Guide to Reading Between the Lines (HTRLLP)* by Thomas C. Foster. You will need to obtain your own copy. If you cannot obtain your own copy, a book can be checked out to you. Please note – **you will NOT be able to annotate a borrowed book.**

2. Read and annotate the **three** short stories (titles and links to online resources provided below). Hard copies are available upon request

Short Stories

“Araby” by James Joyce

<https://www.plato-philosophy.org/wp-content/uploads/2016/05/Araby.pdf>

“Young Goodman Brown” by Nathaniel Hawthorne

<http://andromeda.rutgers.edu/~jlynch/Texts/younggoodmanbrown.html>

“The Lottery” by Shirley Jackson

http://sites.middlebury.edu/individualandthesociety/files/2010/09/jackson_lottery.pdf

3. Complete a written Literary Response Journal for *The Kite Runner* and **each** of the short stories (due 8/26)

I. READING ASSIGNMENTS - HTRLLP

HTRLLP Reading Selections (students are encouraged to read the entire book; however, we will focus primarily on the following chapters):

Introduction: How'd He Do That?

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

Chapter 5: Now, Where Have I Seen Her Before?

Chapter 6: When In Doubt, It's From Shakespeare . . .

Chapter 7: . . . Or the Bible

Chapter 8: Hanseldee and Greteldum

Chapter 9: It's Greek to Me

Chapter 10: It's More Than Just Rain or Snow

Interlude: Does He Mean That?

Chapter 12: Is That A Symbol?

Chapter 19: Geography Matters . . .

Chapter 20: . . . So Does Season

Chapter 21: Marked for Greatness

Interlude: One Story

Chapter 25: Don't Read with Your Eyes

Chapter 26: Is He Serious? And Other Ironies

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II. WRITTEN ASSIGNMENT

You will complete a Literary Response Journal (LRJ) for *The Kite Runner* AND **each of the three** assigned stories. Your LRJs should convince me that you have read and thought carefully about *HTRLLP*, *The Kite Runner*, and the short stories. Your journals should be a discussion of: for *The Kite Runner* – the focus questions found below, and for the short stories - how the story's patterns connect with some of the ideas presented in *HTRLLP*. Below are some questions to address and the stories to which they apply.* For the short stories, organize your LRJ around the *HTRLLP* chapters. See the **EXAMPLE** below. Your responses must be written in complete sentences/paragraph form. Your grade is based primarily on demonstrating depth of thought.

(***EXAMPLE**, when you are writing about "Araby," your LRJ will include four paragraphs: one on the quest pattern, one on symbolism, one on season, and one on irony).

1. **Quest (Chapter 1):** Use for “Araby,” “Young Goodman Brown,”

What is a quest? What are the five parts of a quest? How does the story fit this pattern? Explain how the parts of the quest apply to the story. What is the real reason for a quest? Does the quester in the story achieve it? Explain how.

2. **Weather (Chapter 10):** Use for “Young Goodman Brown,” “The Lottery,”

Clouds, rain, snow, sunshine – weather patterns often carry a certain connotation, or meaning, in literature. This chapter explores some of those meanings – where do you see the weather playing a role in the story and how does it support the story as a whole (i.e., why is it important?)?

3. **Symbol (Chapter 12):** Use for “Araby,” “The Lottery,”

Foster says that symbols in literature have a range of associations, often based on the reader’s interpretation. Select something from the story that you suspect has symbolic (beyond the literal) importance and explain your ideas. What is the symbol and how is it important to the story, both as a concrete object and as a representation of something else (idea, abstraction, etc.)?

4. **Geography (Chapter 19):** Use for “Young Goodman Brown,”

HTRLLP tells us that authors often situate their stories in a certain location for a reason – that the geography somehow enhances the story and its meaning. Explain how the specific location or landscape functions in the story and why it is important. Would the story be as powerful if it were set elsewhere? Why or why not?

5. **Season (Chapter 20):** Use for “Araby,” “The Lottery,”

As with geography, writers consider season an integral part of their story’s setting. Seasons of the year have different meanings or associations, and authors make use of these in their writing. Explain these associations and the impact or effect the seasonal setting of the story has on its overall effect.

6. **Irony (Chapter 26):** Use for “Araby,” “Young Goodman Brown,” “The Lottery,”

Writers often take the “accepted” associations of symbols, geography, season, etc. and subvert them, or even disregard them entirely. This, when the opposite of what is expected happens, is called irony. Irony is a favorite technique of authors, and is prevalent in stories, poems, novels, and plays. Explain the irony(ies) within the story – what “should” have happened vs. what actually happened – and the effect on the story as a whole.

Length: Each LRJ for the short stories should show an understanding of both *How to Read Literature Like a Professor* and the short stories. Each entry is worth 20 points and will be submitted as ONE DOCUMENT to www.turnitin.com **Due: 8/26/19**

Part 2 ~ Novel Annotations for essay

You will need to read and annotate *The Kite Runner* by Khaled Hosseini

You will need to obtain your own copy though we do have copies we can check out to you. You will NOT be able to annotate in the borrowed books. We will be working on an analysis of literary devices used in this book sometime during first quarter.

Annotation Guidelines:

You may make these annotations directly in your book or in a reader's journal/notebook.

Whenever you are asked to analyze a text, a summary is very seldom what is expected, although a summary is part of most *literary analysis*. For each of the texts you are asked to **analyze**, make sure you follow the guideline below:

1. Preview the text

- get the main ideas. Main ideas will be **the significant insight into what it is to be a human being**. These will cover Universal Truths.
- create an outline of what you believe the author is saying.

2. Initial response?

- what feelings or ideas did the text spark within you?
- what is the meaning (theme – central insight into the human experience) of text; **AND** what is the deeper, **universal** meaning – the meaning that will transcend time and culture.

3. Summarize the text

- describe what it said, in your own words (needs to be brief- very brief. This is NOT a retelling of the story – this is simply background)

4. What to analyze

- what **literary devices** were used? Devices such as:
 - symbolism
 - tone/diction
 - language/syntax
 - imagery/figurative language

5. Study how the text works

- **how** do the devices **connect** us to the meaning of the text? How do the devices help us to understand the meaning – you **need** to make a direct correlation. It is important. Avoid telling us what happened but focus on HOW you have observed the author got their main idea across. (Think: What did the author use to construct his/her meaning? How was it used? Was it effective?)

6. Analyze the story

- was the author successful in their purpose? Be able to explain HOW you know the author was successful and support **with examples**. Specific, from the text, with page numbers noted examples.
- Use examples of where you see the literary devices used in such a way that it supports your choice of **theme**.

7. Context

- when was this written?
- how did that place in history connect us to this text?
- who was this text written for?
- is there a particular purpose or message within this text?
 - These questions help you to focus upon a theme that supports a UNIVERSAL insight, a message that pertains to you, to me, to all of humanity, a “deeper meaning.”

Literary Response Journal for *Kite Runner* (LRJ) – Focus on ONE of the following ideas: If you take notes on all three you will be incredibly prepared for whichever Timed Write you choose. You are only responsible for one.

1. Notice the characters that *intentionally* deceive others. Perhaps the deception is meant to hurt, perhaps it is meant to help. Analyze the motives for that character and discuss HOW the **deception**, as a literary device, helps to support the meaning of the novel as a whole.
2. Notice the objects, actions, or events that could be symbolic or represent something that creates a range of associations. Remember that in literary works, a symbol can express an idea, clarify meaning, or even enlarge a literal meaning of something else. As you come across things that could be symbolic, note HOW that symbol functions and what it reveals about the characters or themes supporting the meaning of the novel as a whole.
3. Notice the past events in the novel, and note how the past events can affect, positively or negatively, the present actions, attitudes, or values of the characters. Take notes on HOW the characters had to contend with some aspect of the past, either personal, societal, or both – and show HOW the character’s relationship to the past contributed to the meaning of the work as a whole.

Your response should be approximately 1½ - 2 pages typed (double-spaced) This LJL entry is worth 20 points and will be submitted to www.turnitin.com **Due: 8/26/19.**