



AP Literature and Composition Summer Reading and Assignments, 2020 CCHS

Because reading, evaluating, and writing about complex texts is at the heart of the 12th grade AP English Literature course, summer reading is required for all students. An understanding of common texts is essential for initiating conversation and sharpening evaluation from the first day of the course.

Please join my Google Classroom AP Literature and Composition. We can communicate on this page about the novels as we're all reading them over the summer, you can ask me or the whole class questions about the reading or the essay assignment, and you can submit your work there as well. I tried to keep the reading and the assignments interesting and manageable so you find it enjoyable and can do a high quality job.

Here are the steps to join our class:

- 1. Go to classroom.google.com**
- 2. At the top, click Add + and then join class**
- 3. Enter the class code: bgfd6yv**

Read the following novels:

To Kill a Mockingbird, Harper Lee

This book has been my absolute favorite since I was 14 years old, and I know you will love it. Since your particular Honors English class missed out on reading this your sophomore year, I am excited that you will be able to experience this novel now, and I think it will not only be a book that you enjoy and remember, but since it has deep, well-developed themes it will be helpful to you for the AP Lit test.

Old Man and the Sea, Earnest Hemingway

This classic novella (it's nice and short) has been said to be about the "majesty of human effort". If you like to fish, you'll appreciate the detail Hemingway gives about fishing, but even if you don't, you'll appreciate the characterization of Santiago and the deep themes that Hemingway is able to develop even in a short novella.

For both of these novels, you will be completing a "major works data sheet", which you can pick up as a hard copy from school, but I will also be sending via e-mail and providing in our Google Classroom. Be thorough in your responses, and if the response requires some research, cite your source. For some of the sections, bullet points are ok. You can write neatly on the provided sheets, or you can type your answers using the headings from the provided sheet. Your first grades of the class will be these sheets, so be sure to do a high quality job!

For *To Kill a Mockingbird*, you will also be writing a thesis-driven essay based on one of the writing prompts on the attached sheet. This paper should be 3-5 pages following the MLA format. I will send you a resource on MLA formatting through gmail.

Both the data sheets and the essay are due on the first day of class.

Be sure to read these works carefully, and avoid any sites, such as Spark Notes, Schmoop, etc. When you take the AP exam and are working on the open-ended essay, you will need to rely on a thorough understanding of the plot, characters, and especially themes of the novels you have read. Also, other assignments at the beginning of the year will stem from this reading.

Please e-mail me if you have any questions: msollom@steubenvillecatholiccentral.org

and sollommary@gmail.com

Happy reading and enjoy your summer!

AP English Language and Composition: Summer Assignment Overview and Instructions
Dr. Phillips | Summer 2020

Summer Reading Assignment

Over the summer, you are required to read TWO nonfiction texts:

1. Walter J. Ciszek's *He Leadeth Me*: a personal account of a Polish-American Jesuit priest's experiences of inhumane imprisonment and enduring faith during World War II. (ISBN: 9780804141529)
2. Virginia Woolf's *A Room of One's Own*: a long essay written by a Modernist (British) literary author. Woolf wrote this text in 1929, after she delivered two lectures on the topic of women and fiction at Newnham College and Girton College—the only two women's constituent colleges of the University of Cambridge—in 1928. Ultimately, Woolf examines the educational, social, and financial disadvantages women have faced throughout history. (ISBN: 9780156030410)

You should be engaging in **close reading** (an intensive analysis of a text in order to come to terms with what it says, how it says it, and what it means), as opposed to cursory reading/skimming.

The order in which you read these two texts is up to you. While Woolf's text was written first, hers is the more difficult text of the two (re: comprehension).

Summer Writing Assignment

To ensure that you are reading closely, you are required to create a double-sided journal—handwritten on loose leaf paper—FOR EACH BOOK.

You will compose **TEN** journal entries FOR EACH BOOK, adding up to a TOTAL of 20 entries!

- There are 20 small chapters (plus a prologue and epilogue) in *He Leadeth Me*, so I suggest that you choose ten of those chapters and complete one full page on each of the ten chapters that you have selected.
- There are only 6 (longer) chapters in *A Room of One's Own*, so you might choose five of those chapters and complete two full pages on each chapter.

What is a double-entry journal?

A double-entry journal is a form of **annotation**. *To annotate is to add critical or explanatory notes to a text.* In double-entry journals, facts are written in the left-hand column and interpretations or reactions in the right-hand column. (NOTE: If you had me for ENG II, we did this activity with Doyle's *The Hound of the Baskervilles*).

Why use a double-entry journal?

1. To help students prepare for essays and contribute thoughtfully to class discussions (both smallgroup and whole-class);
2. To teach students to become critical thinkers;
3. To enhance close reading skills;
4. To help students distinguish between facts (quotations, summaries, paraphrases) and applications, personal responses, and analyses;
5. To show that making meaning is a *process*: ideas can evolve and change as students interact with information and reflect on it;
6. To help students become active/reflective learners who construct knowledge (rather than passively absorb it), making it their own.

The journal provides a way for students to engage with texts and to begin class discussion with *what they feel* is relevant.

Double-Entry Journal Format

Be sure to title and date each entry. Indicate the chapter/section on which you are focusing.

In double-entry journals, facts are written on the left and interpretations or reactions on the right.

The left-hand (fact) column centers on basic comprehension. What are the main ideas/events or key points of a given section or chapter? To demonstrate your basic comprehension, your journal should include a variety of:

1. Quotations: choose a direct quotation *that you understand*—a quote that ultimately captures what you identify as a key point, main idea, or important event in the chapter.
2. Paraphrases: demonstrate your comprehension of an important passage or paragraph by translating it into your own words.
3. Summaries: demonstrate your understanding of a larger section of text by translating it into your own words.

The right-hand (interpretation and reaction) column centers on active and reflective learning (i.e., a deeper engagement with the words on the page). In the right-hand column, you may analyze, raise questions, and/or personally respond to a passage, section, or chapter. Some questions to help you engage more deeply with the text:

1. How does this tie in with my experience, previous readings, class discussions, expectations?
2. What do I not understand? What questions do I have?
3. Do I agree/disagree with the author? Why?
4. What impressed me/annoyed me about the reading?
5. What do I notice about the author's techniques—how does he or she emphasize a point or evoke a reaction?
6. How does this new information fit with my beliefs, my philosophy, prior knowledge?

7. Where have my ideas been challenged, changed, confirmed?

Reflections should be more than just "I like this idea," or "I've never met a person who could live up to this." Comments should reflect thoughtful views on the implications of what the author is saying. The **WHY and HOW** should be explored rather than the WHAT.

Requirements:

1. You must compose ten journal entries for *He Leadeth Me*.
2. You must compose ten journal entries for *A Room of One's Own*.
3. Each journal must be handwritten on loose leaf paper. Please write legibly.
4. You must submit your handwritten journals at the end of the first week of the 2020-2021 academic year. I will review the assignment and submission requirements on the first day of class.

AP Government Summer Assignments

Start date: July 6th

Welcome to AP Government. We will be starting after the Fourth of July weekend on July 6th. For the next five weeks, you will be completing weekly assignments and watching weekly videos. You will need access to the internet and YouTube. Each week, you will visit ohiotestprep.com and complete the unit assignment quizzes under the American Government tab. The quiz is in the “Test Your Understanding” section of each module. You must write out the questions and the answers!!! You will then complete different weekly assignments. These assignments either deal with the Amendments or the three branches of government. You must write in complete sentences!!! Please have all work completed by Saturday (10:00 p.m.) of each week. All assignments can be submitted to my Email or my Gmail. My email is jpanella@steubenvillecatholiccentral.org. My Gmail is jip1244@gmail.com Start date: July 6th

Week 1 video link (6:14) - <https://youtu.be/KLeRsku1j18>

Week 2 video link (6:14) - <https://youtu.be/KLeRsku1j18>

Week 3 video link (4:27) - <https://youtu.be/hltv8-nzcUc>

Week 4 video link (3:30) - <https://youtu.be/BWR2p9j9hWo>

Week 5 video link (3:08) - <https://youtu.be/9giPmCWnepU>

Week 1: Complete Unit 1 Modules 1-3 (Participating in Government) on ohiotestprep.com. Then write out Amendments 1-15 and explain what each Amendment means to you in your own words. Watch video on YouTube: How to Remember The 27 Amendments...**Due July 11th**

Week 2: Complete Unit 2 Modules 1-3 (Foundations of American Government) on ohiotestprep.com. Then write out Amendments 16-27 and explain what each Amendment means to you in your own words. Watch video on YouTube and write out ten ways that helped you remember some of the Amendments: How to Remember The 27 Amendments...**Due July 18th**

Week 3: Complete Unit 3 Modules 1 and 2 (Structures and Functions of American Government) on ohiotestprep.com. Then tell me a little about the Legislative Branch. You will need to at least tell me who is in charge of this branch and what is their job when pertaining to laws. Please

add more information that you think is needed for this assignment. Watch video on YouTube and write a summary explaining the video: What Is the Legislative Branch of the U.S. Government? | History...**Due July 25th**

Week 4: Complete Unit 4 Modules 1-3 (Changing Constitutional Government) on ohiotestprep.com. Then tell me a little about the Executive Branch. You will need to at least tell me who is in charge of this branch and what is their job when pertaining to laws. Please add more information that you think is needed for this assignment. Watch video on YouTube and write a summary explaining the video: What Is the Executive Branch of the U.S. Government? | History...**Due August 1st**

Week 5: Complete Unit 5 Modules 1 and 2 (Government and the Economy) on ohiotestprep.com. Then tell me a little about the Judicial Branch. You will need to at least tell me who is in charge of this branch and what is their job when pertaining to laws. Please add more information that you think is needed for this assignment. Watch video on YouTube and write a summary explaining the video: What Is the Judicial Branch of the U.S. Government? | History ...**Due August 8th**