Welcome to the class! In addition to honing your skills as a writer, one of the objectives of the AP Literature course is to aid you in becoming a skilled reader of prose written in a variety of genres from a variety of time periods. We will be referring to the summer reading texts throughout the entirety of the course, so you are encouraged to annotate the readings and take detailed notes on the pieces, which will be valuable for in-class activities, comprehension, and retention. Complete the assignments outlined below and place them in a clearly labeled and organized pocket folder. Please type the assignments.

This assignment is due Wednesday, September 10 by 2:35 PM in my room. You will need to sign in the binder. (Absent students need to make arrangements for their binders to be dropped off on or before the due date.) Organization is a graded component of this project. Organize your material by text, in order.

Required Reading
A. Class Novel – Cold Mountain by Charles Frazier ** All students are required to read this novel.
B. Choice Readings
   Plays – Select 1 from this list
   • Fences by August Wilson
   • Macbeth by William Shakespeare
   • Oedipus the King by Sophocles
   • A Streetcar Named Desire by Tennessee Williams
   Choice - Select 2 from this list
   • Atonement by Ian McEwan
   • A Lesson Before Dying by Earnest Gaines
   • Frankenstein by Mary Shelley
   • Gulliver’s Travels by Jonathon Swift
   • Going After Cacciato by Tim O’Brien
   • Jane Eyre by Charlotte Bronte
   • Jude the Obscure by Thomas Hardy
   • Light in August by William Faulkner
   • Mother Night by Kurt Vonnegut
   • My Antonia by Willa Cather
   • Native Son by Richard Wright
   • Never Let Me Go by Kazuo Ishiguro
   • Old School by Tobias Wolff
   • Persuasion by Jane Austen
   • Portrait of a Lady by Henry James
   • Snow Falling on Cedars by David Gutierrez
   • The Age of Innocence by Edith Wharton
   • The Bluest Eye by Toni Morrison
   • The Scarlet Letter by Nathaniel Hawthorne
   • The Handmaid’s Tale by Margaret Atwood
   • The Joy Luck Club by Amy Tan
   • The Kite Runner by Khaled Hosseini
   • The Picture of Dorian Gray by Oscar Wilde
   • The Shipping News by Annie Proulx
• *The Sun Also Rises* by Earnest Hemingway
• *We Were the Mulvaneys* by Joyce Carol Oates
• *Wuthering Heights* by Emily Bronte

You have an interesting variety of novels from which to select for your summer reading. If you select one and it doesn’t appeal to you, put it down and find another from the list. As you read, you may want to take notes or, if it is your book, annotate the text. If you do, you will have a good review source before May’s AP exam. As you read, look for significant quotes that relate to the literary terms provided in your vocabulary.

**The Folder**

A. **Major Works Sheets**
   
   For each of the four texts you read this summer, you must complete a Major Works Sheet (see appendix a). Use your reading notes to complete this task.

B. **Two Essays for Two Choice Books** - You do not need to write an essay for Cold Mountain or your play selection.
   
   Select a different prompt for each of your choice texts from the list of approved prompts (see appendix b). Write a 1.5-2 page essay that follows MLA format and uses four specific references from the text, two of which are direct quotes. Be sure to select quotes carefully—then make a claim, and explain your interpretation in detail. An excellent resource for MLA citations can be found at [http://owl.english.purdue.edu/owl/resource/557/01/](http://owl.english.purdue.edu/owl/resource/557/01/).

C. **Assessments**
   
   You can expect (a) a test on *Cold Mountain*, and (b) to write an impromptu on the play you selected your first week in class.

   
   You are expected to be familiar with the brief list of literary time periods and important “isms” connected to literary thought. This is, by no means, an all-inclusive list…but it will get us started. Expect to be tested on these terms the first week of class. I have provided you with a link (above) for studying these terms, or you may create your own flashcards with the list below.

- **American Renaissance**: The writing of the period before the Civil War, beginning with Emerson and Thoreau and the Transcendentalist movement including Whitman, Hawthorne, and Melville. These writers are essentially Romantics of a distinctively American stripe.
- **Beat Generation**: Denotes a group of American writers (especially poets) who became prominent in the 1950’s. Their convictions and attitudes were unconventional, provocative, anti-intellectual, anti-hierarchical and anti-middle-class.
- **Classical Literature**: This includes great masterpieces of the Greek, Roman, and other ancient civilizations as well as any writing that is widely considered a model of its form.
- **Deconstructionism**: As a contemporary literary theory, asserts that, rather than the traditional view that a text has only one fixed and stable meaning, any text carries a plurality of meaning.
- **Edwardian Period**: Pertaining to King Edward VII’s reign (1901-1910)- a period of considerable change and reaction against Victorianism as well as growing apprehension about technology and industrialization.
- **Elizabethan Era**: Named for England’s Queen Elizabeth the First, a somewhat vague classification applied to the second half of the 16th century and early 17th century; remarkable for its creative activity and output in English literature, especially drama.
- **Enlightenment**: An intellectual movement in the late-seventeenth and eighteenth centuries uniting the concepts of God, nature, reason, and man in the belief that "right reason" could achieve for man a perfect society by freeing him from the oppressive restraints of unexamined authority, superstition, and prejudice; Age of Reason; neo-classical literature.
- **Harlem Renaissance**: African-American artistic movement that emerged and flourished in New York in the 1920-30’s.
- **Imagism**: The theory and practice of a group of early 20th century poets in England and the U.S. who maintained that the precise image was central in verse.
- **Jacobean Age**: The reign of King James I; rich in literary activity.
- **Local Color**: American literary movement of the mid-19th century which used detail peculiar to a particular region and environment to add interest and authenticity to their narratives.
• **Magic Realism**: Fiction containing characteristic features such as mingling and juxtaposition of the realistic and fantastic or bizarre, skilful time shifts, convoluted and even labyrinthine narratives and plots, miscellaneous use of dreams, myths and fairy stories expressionistic and even surrealistic description, arcane erudition, the element of surprise or abrupt shock, the horrific and the inexplicable.

• **Metaphysical Poets**: Applied to a group of 17th century poets who employed arresting and original images and conceits, wit, ingenuity, dexterous use of colloquial speech, considerable flexibility of rhythm and meter, complex themes, a liking for paradox and dialectical argument, direct manner, caustic humor, keenly felt awareness of mortality and a distinguished capacity for elliptical thought and tersely compact expression.

• **Modernism**: Literary movement that emerges at WWI characterized thematically by feelings of disillusionment, isolation, and despair, and structurally by experimentation with form.

• **Naturalism**: late 19th century literary movement that is a form of Realism, premised on Darwin’s theories of natural selection that also maintains that no supernatural reality really exists.

• **Postmodernism**: A general term used to refer to changes, developments and tendencies which have taken place in literature, art, music, architecture, philosophy etc. in the post WWII era.

• **Realism**: American literary movement that emerges around the Civil War which attempts to depict life as most people live it, without idealization.

• **Renaissance**: European historical period that followed the Middle Ages. It is said to have begun in Italy in the late 14th century and to have continued through the 16th century, slowly spreading across Europe. In this period, numerous art forms reached an eminence yet to be matched, let alone exceeded.

• **Restoration**: The period takes its name from the restoration of the Stuart line to the English throne after the Puritan Interregnum. From 1660-1700.

• **Romanticism**: Literary and artistic movement that emerges in the early 19th century as a reaction to and rejection of the order and logic of the Neoclassical period. Characterized by an interest in nature and the natural, organic and primitive way of life; an association of human moods with the moods of nature; an emphasis on natural religion; emphasis on the need for spontaneity in thought or action; an focus on the power and authenticity of the imagination; a tendency to exalt the individual.

• **Victorianism**: British historical and artistic period spanning the reign of Queen Victoria (1837-1901); usually oversimplified in description as a period of prudery, materialism and complacency, but in actuality a time of stress, doubt and change in all areas of society.

If you have a specific question that can’t be answered by this packet, please contact me at my school e-mail <dawn.morse@farmington.k12.mi.us> before the school year ends. Please be aware, I do not regularly check my school e-mail over the summer, and a quick reply is unlikely after the school year has ended. Please feel free to contact our front office at 248-785-2005 and leave a message for me there if you have an important question that can’t wait until school reconvenes. My recommendation, of course, is to review this packet now, prepare a list of questions, and come see me ASAP – before the summer begins.

Also, I encourage you to join the AP Literature Remind101 group (below) to receive reminders or alerts about the class. [https://www.remind101.com/join/dmorse](https://www.remind101.com/join/dmorse)

Have a fun summer! I look forward to seeing you again in the fall.
Appendix A

Major Works Sheet

Name:

Title:

Author:

Genre:

Literary Period, if significant:

Historical significance:

Setting: (time, place, and atmosphere, especially if the setting is a major element in the work)

Protagonist: (name, personality, appearance, etc.)

Antagonist(s):

Main conflict: (think in terms of what the protagonist wants/desires and what is keeping him/her from getting it).

Brief plot summary:

Resolution (of main conflict):

Major themes: (What truths and life/human nature are revealed?)

Dominant symbols and/or motifs:

Remarkable events/images/other elements:

Overall impression of the work:
Appendix b

Prompt List

A word about plagiarism: don’t. If you are tempted to take a short cut with the required readings and/or writing assignments, then perhaps this class is not for you. It is terribly easy to spot a student who has not done the reading of the real work. Tests, quizzes, and essays suffer when a student is not truly engaged in the assignments.

Question 1
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 or play 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. Avoid mere plot summary.

Question 2
In some works of literature, childhood and adolescence are portrayed as times graced by innocence and a sense of wonder; in other works, they are depicted as times of tribulation and terror. Focusing on a single novel or play, explain how its representation of childhood or adolescence shapes the meaning of the work as a whole. Avoid mere plot summary.

Question 3
In many works of literature, past events can affect, positively or negatively, the present actions, attitudes, or values of a character. Choose a novel or play 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. Do not merely summarize the plot.

Question 4
Works of literature often depict acts of betrayal. Friends and even family may betray a protagonist; main characters may likewise be guilty of treachery or may betray their own values. Select a novel or play that includes such acts of betrayal. Then, in a well-written essay, analyze the nature of the betrayal and show how it contributes to the meaning of the work as a whole. Avoid mere plot summary.

Question 5
Many writers use a country (rural) setting to establish values within a work of literature. For example, the country may be a place of virtue and peace or one of primitivism and ignorance. Choose a novel or play in which such a setting plays a significant role. Then write an essay in which you analyze how the country setting functions in the work as a whole. Do not merely summarize the plot.

Question 6
In many works of literature, a physical journey—the literal movement from one place to another—plays a central role. Choose a novel, play, or epic poem in which a physical journey is an important element and discuss how the journey adds to the meaning of the work as a whole. Avoid mere plot summary.