

TO: 2018 – 2019 AP English Literature and Composition Students

FROM: Coach Schoen

RE: Summer Reading

MY EMAIL if you have any questions: [poteacher14@yahoo.com](mailto:poteacher14@yahoo.com) or [bschoen@gcsd.k12.sc.us](mailto:bschoen@gcsd.k12.sc.us)

Phone Contact: 237-1977 (home); 450-1878 (cell)...if you text, please identify yourself

AP Students:

The selections chosen for our summer reading are useful pieces to begin the year. They are very rich in literary content that will give us a great point of departure into our year of AP English Literature together. These choices are also quintessential AP Literature selections, so we will make use of them for laying the groundwork for literary study next year.

**The following MUST be read by the first day back to school**, as you will have an exam over it the second or third day of school and you will be expected to show understanding of the these texts in discussion. We will also be spending at least two weeks working with these, and others given to you upon returning to school, on many levels, including the reading of critical materials. This will culminate in your first major paper for the course. Therefore, make sure to take your time and conduct a thorough reading of the texts (including, at the least, thorough annotations of the texts while reading). I will warn you now that the Shakespearean play and the poetry are challenging, so please take your time reading and considering the issues raised. Reading last minute will not enable you to be ready for the level of understanding and preparation necessary for the AP class.

**\*\*\*You need to complete the attached projects and work for these texts. The *Othello* assignment and the poetry responses will be typed, and summaries of the Foster book will be handwritten; ALL work is due as you walk in the door the day of our first meeting. This is an AP class, so minimal effort will receive minimal grades!!**

The assigned reading is:

William Shakespeare

*Othello* (please use the Folger Shakespeare Library Edition) – has easy to use footnotes on every page

**\*\*\*I realize there are numerous sites on the internet offering this play in modern English...this is AP English; therefore, reading this in the original language is expected and all tests, etc. will be based on the original language. Read the Acts and Scenes in the original to experience and learn to read the language, AND THEN re-read in modern translation as needed to make sure you are understanding the goings-on of the play. Just do it in the correct order please!**

Thomas Foster

*How to Read Literature Like a Professor*

Various Poets

The AP Literature Summer Poetry Packet

**PER DR. HAMMEL: ANY STUDENT WHO SHOWS UP WITHOUT COMPLETING THE SUMMER READING WILL BE IMMEDIATELY DROPPED FROM THE COURSE AND PLACED IN A DIFFERENT ELECTIVE!**

Get started quickly and be ready for August; don't just read the play, but rather develop questions and points for discussion. The more you contribute as individuals, the more we all will learn as a class.

A smart student will keep a reading journal of questions, reactions, predictions, issues, ideas, etc. WHILE READING to pull from for discussion upon returning to school.

### **THE ASSIGNMENTS:**

The assignments for *Othello* and the poetry must be typed. The summaries for Foster's book may be handwritten.

## ***Othello***

### **AP JOURNAL** (An example page for Act I is attached to this packet)

- for each act, write the following 4 reflections (6 sentences per entry minimum)

- 1 - relate the characters or events of the text to a personal experience or to current events
- 2 - relate the characters or events of the text to other examples of literature and media
- 3 - explain a connection between character traits or events in different scenes of the play
- 4 - copy at least 10 lines of text and make 4 notes about the author's style, including...
  - context reference (call-outs to historic, religious, and cultural icons)
  - figurative language (symbols, figures of speech, comparisons, etc)
  - wordplay (repetition, rhyming, assonance, poetic meters, onomatopoeia, etc)
  - must be typed, size 12 Times New Roman font, with proper spelling / grammar

Upon your return, be prepared for the following additional assessments:

#### **Reflection and Classroom Discussion on Major Themes**

- is *Othello* a good or evil man, and by what standard is this measured?
- in what ways does the story *Othello* reflect the ideals of Greek tragedy (look this up)?

#### **Comprehension Test on the Plot, Characters, and Themes of *Othello***

# Poetry Assignment

Read and annotate all the poems in the packet!!!

Your responses to each of the following should be as thorough as you can make them. Be sure to include the title of the poem and the name of the poet...AND quotes from the poem to support your interpretive comments when needed. Be sure your responses reveal the depth and breadth of your thoughts. **Use a different poem for each of the 10 responses.** In addition, be thoughtful about the poem you choose to answer each question. Some poems work better than others for certain questions. All responses should be typed.

1. Explain the relevance of one poem to a contemporary/current event.
2. For one poem, discuss the dramatic situation: Who is speaking? To whom? What is the occasion? What is the setting?
3. Find a poem, and explain the imagery the poet uses. (Imagery is what you see, hear, smell, taste, touch; in other words, what you respond to with your 5 senses—pictures, sounds, etc.)
4. Summarize one poem.
5. Explain what you find particularly confusing about one poem.
6. Draw one poem. Use a blank sheet of paper (8 1/2" by 11"), and draw what you see happening in the poem. Use colors, symbols, etc. *Sloppy, haphazardly produced work that looks like something you made in kindergarten will receive a low grade.*
7. Explain the significance of one of the titles. Why is it appropriate? What does it add to the meaning of the poem?
8. Find a poem that is an extended metaphor. Explain what the metaphor is. How does it fit the idea of the poem?
9. Select a poem that contains examples of *symbolism*? What is the meaning of the symbols you have identified? To what end are symbols used here?
10. Select one poem that you liked and explain what you found interesting about the poem.

## *How to Read Literature Like a Professor*

For this text, I would simply like a 5-7 sentence summary for every chapter (discuss the main points and ideas from the chapter in the summary). Additionally, provide the "Quote of the Chapter" where you provide a quote, and then explain how it served to teach you something you perhaps did not know before you read it.