

## AP English Literature and Composition Summer Assignments – Summer 2023

### Dear AP Student,

Welcome to AP English Literature and Composition! While you have been working on becoming skilled readers and writers for quite some time, this AP level course goes deeper in its exploration of literary analysis. According to the College Board's course description, AP English Literature and Composition:

...engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

With the above definition in mind, the intention of these assignments is to allow you to both demonstrate your current ability to evaluate literature thoughtfully, as well as to prepare you for your continued development and exploration of yourself in relationship to literature this coming school year.

### Due Dates:

Complete the prewriting assignment and each reading/writing assignment by Wednesday, August 16<sup>th</sup>, 2023 at the start of class. Make sure to upload your work as a PDF, or word, or Google document that allows me to annotate and/or comment.

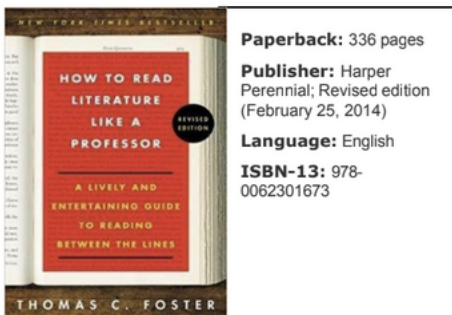
### Questions:

Any questions or concerns should be directed toward Ms. Taylor, the English and Creative Writing Department Chair. She can be reached at [taylor@longleafschool.com](mailto:taylor@longleafschool.com).

### Obtaining the Texts:

You are encouraged to buy each of the following books. This way you can annotate them without concerning yourself with damaging pages. That said you may check each book out of the library, as long as you will be able to keep the book for enough time to complete your assignments and use it during the opening month of school. Please use the ISBN numbers in each image below to ensure you obtain the correct texts.

*How to Read Literature Like a Professor* by Thomas C. Foster and *Things Fall Apart* by Chinua Achebe.



### **Pre-Writing Assignment:**

1. Read and Listen to “The Second Coming” by William Butler Yeats (see attached document). The title of the novel comes from a line in the poem. Then, considering the title of both the poem and the novel, write an interpretation of the poem. You should go line by line, couplet by couplet, or stanza by stanza. It should be about one paragraph in length.
  
2. Refer to the provided WebQuest document. Using the links on that page, create a 4-slide presentation to share with your teacher on the first day of class. Your slides should focus on summarizing the information, using at least one cited quote per slide.
  - a. Slide 1: Colonialism in Africa
  - b. Slide 2: History of Nigeria
  - c. Slide 3: Culture and Traditions of the Igbo People
  - d. Slide 4: Biography of Chinua Achebe (the author)
  
3. Watch this TEDTalk by Chimamanda Ngozi Adichie: [The Danger of a Single Story](#). In a short paragraph, looking through the lens of the whole poem and the title of the novel and with Adichie’s warnings, what connections are you anticipating as you read?

### **As You Read *Things Fall Apart* and How to Read Literature Like a Professor:**

You are strongly encouraged to annotate. You may use any style of annotation that will enable you to successfully complete the dialectical journal to be prepared for class discussions, assignments, and a major assessment. That said, I will not grade your annotations. They are for you; therefore, only annotate for your own benefit as a reader and thinker. Some students heavily annotate. Others do not. By this point in your school career, I trust that you know what works for you. Regardless of your annotation method (circling, highlighting, various colored post it notes, coded symbols, notes in the margin), it would be helpful for your annotations to, at the very least, identify excerpts that could be used to write about the following in your dialectical journal:

- A. **Diction**: Note the choice of words the author uses, especially if you see patterns of words with a similar effect on mood, tone, and/or meaning or if you see an unusual use of a word given its meaning and the context. I can't encourage you enough to look up words that seem important or unclear.
- B. **Character and Conflict (two types literary elements)**: Trace the psychological development of the main character(s), as they encounter conflicts on their journey. Usually the resolution or lack thereof heavily impacts the development of interlocking themes.
- C. **Literary Techniques**: These are various tools and techniques the author uses to best convey their message. Common devices include 1. figurative language, such as simile, metaphor, personification, symbol, and allusion, hyperbole, etc. 2. imagery (visual, auditory, tactile, olfactory, taste) 3. sound devices like alliteration, assonance, etc. 4 diction noted above and 5. syntax, which is the use of sentence types (declarative, interrogative, imperative, periodical and structures like compound, complex, simple, not to mention parallelism.
- D. **Literary Elements**: Trace patterns and recurring elements within the text, of any of the techniques listed in E along with concepts, plot situations, archetypes, motifs, mood, tone, point-of-view, character types, setting types, etc. **AND**: Along with repetitions, note contrasts and/or shifts from an established pattern. Identifying these repetitions and contrasts are the clues to unlocking various themes, which will contribute to your understanding of the meaning of the work as a whole.
- E. **How to Read Literature Like a Professor**: When you notice a concept from a particular chapter applying, then identify and analyze how its presence is operating within the novel to affect meaning and understanding. This can be done as part of a larger quote analysis. You need to identify at least four.

### **Dialectical Journal Directions for *Things Fall Apart*:**

(There is a visual example on the next page but do not skip bullet points 3 and 5 here.)

- Use MLA format for headings and margins.
- Create a split page by creating a line down a third of the page. (see image on next page for clarity)
- Select 10 excerpts from across the novel by dividing it roughly into fourths and making sure to choose three excerpts from each fourth.
- Type them out with the page number(s) on the left side of a split page journal.
- Analyze and explain the significance of each excerpt given A-E above. Write an analytical paragraph for each excerpt on the right hand side of the journal. Don't try to discuss all of A-E for each excerpt. Rather, discuss what of A-E is especially relevant per excerpt. Write a minimum of four sentences and a maximum of ten. Do not write ten often. Honestly, if you always only write four sentences, that is okay as long as they exhibit your critical thinking and reading skills in relationship to the excerpt. It's just that some students get inspired, and I want to allow for the inspiration but limit it at ten sentences with a maximum of two excerpts being at that length. There are other things to do this summer besides completing this dialectical journal. Get outside; enjoy the sun and earth; go biking and swimming; stay chill in the heat. I mean this from the bottom of my heart. Plus, being limited forces deeper thinking about what is truly important to explore, as well as how to best express it concisely.

**Again, there is a visual example on the next page. Additionally, the assignment rubric is on the last page.**

Pre-Reading: Poem

**THE SECOND COMING**

by William Butler Yeats (1865-1939)

Turning and turning in the widening gyre  
The falcon cannot hear the falconer;  
Things fall apart; the centre cannot hold;  
Mere anarchy is loosed upon the world,  
The blood-dimmed tide is loosed, and everywhere  
The ceremony of innocence is drowned;  
The best lack all conviction, while the worst  
Are full of passionate intensity.

Surely some revelation is at hand;  
Surely the Second Coming is at hand.  
The Second Coming! Hardly are those words out  
When a vast image out of *Spiritus Mundi*  
Troubles my sight: somewhere in sands of the desert  
A shape with lion body and the head of a man,  
A gaze blank and pitiless as the sun,  
Is moving its slow thighs, while all about it  
Reel shadows of the indignant desert birds.  
The darkness drops again; but now I know  
That twenty centuries of stony sleep  
Were vexed to nightmare by a rocking cradle,  
And what rough beast, its hour come round at last,  
Slouches towards Bethlehem to be born?

 Dominic West reads "The Second Coming" by WB Yeats | A Fanatic Heart: Geldof on Yea...

## Pre-Reading: WebQuest Presentation

- Links for information on Nigeria
  - <http://www.nigeriaembassyusa.org/index.php?page=about-nigeria>
  - <http://travel.nationalgeographic.com/travel/countries/nigeria-guide/>
  - [http://www.africa.upenn.edu/Country\\_Specific/Nigeria.html](http://www.africa.upenn.edu/Country_Specific/Nigeria.html)
  - <http://web.cocc.edu/cagatucci/classes/hum211/afrstory.htm>
  - <http://africanstorytelling.net/2010/10/african-storytelling-four-distinctions/>
  
- Links for information on Igbo Culture
  - <http://www.igboguide.org/>
  - <http://www.africaguide.com/culture/tribes/ibo.htm>
  - <http://www.uiowa.edu/~afriart/toc/people/igbo.html>
  
- Links for information on Colonialism in Africa
  - [http://www.bbc.co.uk/worldservice/africa/features/storyofafrica/index\\_section11.shtml](http://www.bbc.co.uk/worldservice/africa/features/storyofafrica/index_section11.shtml)
  - <http://www.southernct.edu/organizations/hcr/2002/nonfiction/colonialism.htm>
  - <http://exhibitions.nypl.org/africanaage/essay-colonization-of-africa.html>
  - <http://exploringafrica.matrix.msu.edu/students/curriculum/m9/activity4.php>
  
- Links on information on Chinua Achebe
  - <http://www.notablebiographies.com/A-An/Achebe-Chinua.html>
  - <http://www.kirjasto.sci.fi/achebe.htm>
  - [http://www.youtube.com/watch?v=iCic\\_RoPhoM](http://www.youtube.com/watch?v=iCic_RoPhoM)
  - <http://www.youtube.com/watch?v=fl9IE5yN1qY&feature=related>
  - [http://www.youtube.com/watch?v=iIB\\_4FtIG6M](http://www.youtube.com/watch?v=iIB_4FtIG6M)

\*Note: The youtube links are three parts of an interview with Chinua Achebe. You must watch all three parts in order; otherwise it won't make sense.

Student Name

Teacher Name

AP Literature and Composition

16 August 2023 (Due Date)

Dialectical Journal for *Book Name*

"Then he wakes and lies in a place where there's just wind, and waves and light, and the intricate machinery that keeps the flame burning and the lantern turning. Always turning, always looking over its shoulder" (11).

This excerpt shows the symbolism of the lighthouse machinery and how it represents Tom's inner psychology, which affects his current emotional state of anxiety. At the start of the novel Tom is a WWI vet looking to escape the world and its people to find peace. Yet, his past is present, as it has shaped him into one who, like the lighthouse lantern, continually looks over his shoulder to see what is coming for him. He wants escape from his anxieties but is not at peace with some of his choices. The isolation he has chosen for himself and his wife has not provided them the community support, which might help each break out of their own thought patterns and collective marital echo chamber. This will contribute to Tom's problems by setting up the context that leads him to make a choice that a larger community may have kept in check. This, in turn, will create a moral dilemma he must face. There is a moral searching created by his own blindness to what's right. This connects to *How to Read's* Chapter 22 on Blindness and 12 on symbols. Thematically the author is saying something about the theme of blindness and how isolation from others can contribute to moral blindness, which is ironic given that the symbol is a lantern.

"Then he wakes and lies in a place where there's just wind, and waves and light, and the intricate machinery that keeps the flame burning and the lantern turning. Always turning, always looking over its shoulder" (11).

The alliteration of the "w" and "l" emphasizes Tom's non-stop thoughts, which are triggered by never ending anxieties from the war, as these are sounds with no hard end that open wide into a long "a" and long "i", almost like his anxiety is open wide. The fragment emphasizes the "Always" of his anxiety, increasing the intensity of it, as it's capitalized and placed at the top of the first phrase. The repetition of the word "always" does that too, as do the "ing" verb endings (present progressive tense describing and action that began in the past), which are also significant, as Tom's anxiety began in the past of WWI and continues into the present. The personification of the lantern is also significant, as his anxiety is present, recurring and oh so very human, setting a slightly ominous tone. (four sentence example)

**Note:** You may only double up (using one quote twice) once in your dialectical journal. I did it here mostly to illustrate AP level depth of analysis. This is where we go folks. If it excites you, then you will enjoy the ride. If not, seatbelt yourself in and hold on tight!!!

**Note:** The above are models. They are for you to reach towards, not perfectly emulate. Please, try not to stress so much that you run to online sources to understand and find "right answers". First, I'll probably notice. Second, I'm not interested in stale analysis. I'm interested in your analysis. That's where the wisdom and insight is to be found within you individually and us collectively. Plus, you're on your own for the exam, and the best way to strengthen your skills for use then is to work with those skills now.

**Enjoy your summer and studying these texts. I look forward to seeing you in August!**

## Scoring Rubric for AP Summer Assignment

### Overall:

- MLA format is accurate with no errors in headings and formatting. \_\_\_\_\_ (5)
- Annotation suggestions Dialectical Journal formatting are accurately followed. \_\_\_\_\_ (5)
- Grammar and Mechanics do not interfere with reading either assignment. \_\_\_\_\_ (10)

### Pre-Reading Assignments:

- Paragraph interpretation of “The Second Coming” by William Butler Yeats \_\_\_\_\_ (5)
- Slide presentation with 4, well-developed slides that outline information providing historical, biographical information for the book. \_\_\_\_\_ (10)
- Paragraph reflecting on the potential connections between the novel and TEDTalk . \_\_\_\_\_ (5)

### Dialectical Journal:

- 10 Excerpts are well chosen, and span the full text. \_\_\_\_\_ (5)
- Excerpts also span analysis choices (a-e). \_\_\_\_\_ (5)
- Excerpts are specifically analyzed, and reasoning is clearly, fully, and logically explained. Analysis reaches for nuanced complexity. \_\_\_\_\_ (20)
- Dialectical has an authentic reader’s voice and tone: It is not plagiarized, and its focus is on personalized academic analysis of the text. \_\_\_\_\_ (10)

**Total:** \_\_\_\_\_ (100)

### Additional Commentary: