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2020 Summer Reading
AP English Literature and Composition – 12th Grade

“Every man who knows how to read has it in his power to magnify himself, to multiply the ways in which he exists, to make his life full, significant and interesting” ~ Aldous Huxley

Dear Students and Parents/Guardians,

Summer reading is an expectation of all Honors/Pre-AP and AP English students attending Mayfield High School. Academic success is largely determined by reading ability, and reading critically, like most skills, improves with practice. The summer reading assignments will help students prepare for the rigorous work they will engage in during the upcoming school year and is the foundation for that curriculum. AP courses are college level classes and thus include the reading of college level texts.

We recommend that students purchase the books, as this allows them to annotate as they read, an active reading practice that encourages deeper engagement with the text. However, purchasing the books is not a requirement. If the student chooses to borrow rather than to purchase a book, he or she should take detailed notes in a notebook for use in future discussion of the work. The borrowed book may also need to be brought to class for assignments.

Due Dates

The summer reading assignments should not be put off until the last week of summer, as this does not promote deep analyses of the texts. Students should be encouraged to plan time throughout the summer to complete this work, imposing deadlines for the completion of each text and the accompanying assignments. Students who register for an AP or Honors/Pre-AP course before the end of the 2019-2020 school year will be expected to turn in all assignments on the second Friday of the school year. Students who register for the course over the summer, must contact the instructor whose email is provided at the top of the summer reading letter, to determine how much of an extension will be granted. This will be dependent on how late into the break the student registers. If students enroll in the class after school starts, the instructor will use his or her discretion to determine a fair amount of time in which the assignments will be expected. These assignments are a course requirement even if a student enrolls after the first grading period. Students who do not complete their summer reading assignments on time may have the opportunity to turn assignments in late but will suffer a reduction in points. These assignments will make up a significant portion of students' grades for the first grading period or quarter. Students in AP will have additional assignments connected to these readings as well.

Happy Reading!

(assignments attached)

How to Read Literature Like a Professor- Thomas C. Foster (resource for the year). The FIRST EDITION 2003 is available online as a PDF.

NOVEL - Choose ONE of the following:

Beloved – Toni Morrison

The Leavers – Lisa Ko

The Namesake-Jhumpa Lahiri

A Thousand Splendid Suns-Khaled Hosseini

Note: Summer reading is not to be treated as group work; this will be considered plagiarism.

Personal Baggage Reading Project

Directions: Create a container, like a purse, suitcase, urn, bowl, backpack, etc, that represents one of the main characters from the book you read. Fill the container with ten items that represent some aspect of your character's personality or experience. For each item and the container, write an explanation of the item's significance. Make sure to focus on a single character. And be sure you include textual evidence!

Abbreviated Example:

- For the book *Night*, I would try to find a metal bowl, maybe a large dog bowl, and I would bang it up so that it looked really mistreated. I would explain that the bowl represents Eliezer because since being deported from Sighet, he has become like an empty bowl, not only physically, for food is always a scarcity in the camp, but also spiritually, as he explains that the things he has witnessed and endured have "murdered [his] God" (34) and left him with "a great void" (69). The fact that the bowl is battered represents the daily mistreatment of camp prisoners but also represents the twenty-five lashes that Eliezer took from Idek, after catching him with the Polish girl (56-58).
- The first object I would put in the bowl is a spoon. I would explain that the spoon represents the day Eliezer spent when his father had to remain in camp and undergo a selection, while Eliezer went to work. A knife and a spoon were all the father had to give to his son in the event that he did not make it through the selection (75). These objects seem like such an insignificant inheritance, but they were Eliezer's father's only worldly possessions and could be useful to Eliezer if he was left alone in the camp.
- I would also copy a page from one of the first five books of the Bible, the Torah, and place it in the bowl. I would fold it up very small so that it took up very little room. I would explain that this represents the way Eliezer's faith has been diminished. It used to fill him up completely, but since being in the camp, it does not satiate his soul. Yet, he cannot completely let go of his faith, even in the worst of times. After being evacuated from Buna, Eliezer realizes that Rabbi Eliahu's son has abandoned his father. Surrounded by dead and dying men, Eliezer breaks down and prays "Oh God, Master of the Universe, give me the strength never to do what Rabbi Eliahu's son has done" (91).
- I would also include a small baggy of ashes in the bowl. My analysis would explain that this represents the constant threat of the crematoria that has been present since the first night in camp when Eliezer was confronted with the flames and "the smell of burning flesh" (28).
- I would also include a braid of blond hairs (cut from a doll or something) to represent Tzipora. The last image Eliezer has of his little sister is watching her walk away and his mother "stroking [his] sister's blond hair" (29).

You will share/present your Personal Baggage project in small groups, and I will grade the written portion. I will give you a grading rubric for both projects the first week of school before they are due.

Dialectical Journal

NOTE: Annotating during the critical reading of any text is greatly encouraged.

After reading *How to Read Literature like a Professor* and your chosen novel, complete the following assignment:

Each of the chapters in Foster's guide provides a lens through which literature can be analyzed.

Your assignment is to choose five of those lenses to apply to the reading of your chosen book and for each lens, create a one-page dialectical journal (two pages if hand written).

1. At the top of each dialectical journal, write the title of the chapter/lens you are applying (you get the titles from the titles of the chapters in the Foster book).
2. Create a two-column table. Label the left-hand column "text" and the right-hand column "response."
3. In the left-hand column, choose and copy down one or two excerpts from your novel that you can analyze through the chosen lens.
4. In the right-hand column, analyze the text you have chosen. If you type, the response section of your table should fill most of the right side of one page.

EXAMPLE: (using Ernest Hemingway's *The Sun Also Rises*)

Now, Where Have I Seen Her Before?	
Text	Response
<p>"Look, Brett. Tell Jake what Robert calls you. That is perfect, you know." "Oh, no. I can't." "Go on. We're all friends. Aren't we all friends, Jake?" "I can't tell him. It's too ridiculous." "I'll tell him." "You won't, Michael. Don't be an ass." "He calls her Circe," Mike said. "He claims she turns men into swine" (148).</p>	<p>By including these comments in the novel, Hemingway is obviously asking readers to note the similarities between Brett and Circe. Circe is a character from Greek mythology, most often associated with Homer's <i>Odyssey</i>, though she is mentioned in other Greek myths as well. It is true that Brett uses her sexuality as a weapon in much the same way that Circe exercises control over her "victims." Moreover, to argue that Brett's partners are changed is certainly evidenced in the effect she has on Robert Cohn, who is characterized as a man with old-fashioned ideals, and who finds violence, except for sport, distasteful. Yet when Brett discards him, he begins behaving quite like the metaphorical pig, physically attacking Pedro Romero. If Brett is Circe, who is her Odysseus? Certainly not poor Jake, who is literally emasculated in the war, and who is repeatedly emasculated by Brett's disregard. Pedro is the only other potential Odysseus. He is the lover that enchants the enchantress. Like Odysseus, Pedro must be set free in order to fulfill his destiny. Brett knows that to hold on to him would ruin him, and so she lets him go, one of the only selfless acts we ever see her perform.</p>

IMPORTANT NOTE: We use the Foster book all year long. Please arrange to buy or borrow a copy. Be sure you download the PDF if you're going to utilize the 2003 online edition.

*As you read, consider some of the AP Literature Open-Ended Prompts. You will write an essay the first few weeks of school for one of your novels:

http://mseffie.com/AP/Open_Questions.pdf