



Mansfield ISD – Advanced Placement Program AP Literature and Composition 2018 Summer Reading

PURPOSE

Your AP teachers share your passion for knowledge and dedication to excellence, and they look forward to working with you next year. In order to increase your chances for success as an AP student, it is important for you to stay intellectually engaged (especially during those long summer months of unstructured time) so that you continue to grow as a scholar. Statistics prove that reading widely and deeply improves test scores and increases student success in both college and in future careers. Mansfield ISD requires that all AP students participate in a summer reading program. The titles you read during the summer are a great way to begin the new school year with a shared experience for discussion and writing. In addition, the summer reading selection will deepen your close reading and analysis skills - skills that are extremely important to your success in AP English Literature.

Thematic Subject: Identity and Culture

REQUIRED TEXT #1

The poetry selection for this year consists of **ONE** of the following poems:

“Heritage” by Countee Cullen

<https://www.poemhunter.com/poem/heritage/>

“White Man’s Burden” by Rudyard Kipling paired with

“Black Man’s Burden” by Reverend H. T. Johnson

<http://ux1.eiu.edu/nekey/syllabi/british/kipling1899.pdf>

<http://historymatters.gmu.edu/d/5476/>

“Identity Card” by Mahmoud Darwish

<http://www.barghouti.com/poets/darwish/bitqa.asp>

“Mending Wall” by Robert Frost

<https://www.poetryfoundation.org/poems/44266/mending-wall>

REQUIRED TEXT #2

Choose **ONE** of the following novels:

As I Lay Dying by William Faulkner

OR

Cry, The Beloved Country by Alan Paton

ASSIGNMENT

The purpose of the assignments is to guide the students in their reading and understanding of the literary elements presented by the authors. These assignments are due on the second day of class so that students are prepared to participate in the activities and discussions in preparation for the writing assessment.

POETRY:

Choose **ONE** of the four poems listed above and **print** it so that you can record your annotations and notes on the poem. Using the attached Round 4 Assignment, read and annotate the poem by focusing on the elements of TPCASTT, as well as the questions in Rounds 1-4. Annotations are highly encouraged on both the poem and the novel, including a connection between both texts.

NOVEL:

We suggest you annotate the text using high-level notations, not just summary, by either writing in your text or using post-it notes throughout the text. Make note of interesting ideas or passages, as well as questions you may have. Consider how rhetorical and literary devices help create meaning in the novel. Annotating texts while reading helps connect our minds with the written word. *Have a conversation with the text!*

The Analytical Writing Assessment you take in class will focus on the **thematic connections of identity and culture** as well as your ability to provide specific text evidence to support your connections. Consider the following guiding questions as you read:

1. What are the major thematic subjects (freedom, family, justice, etc.) present in the novel? Pay attention to how these thematic subjects develop over the course of the novel.
2. How does the author use literary devices or techniques to achieve meaning and tone? (Pay particular attention to characterization, setting, point of view, and plot).
3. What truths about humankind emerge from the work? Are people, for example, generally good; deeply flawed; etc.?

ACCOUNTABILITY FOR SUMMER READING

IT IS EXTREMELY IMPORTANT THAT YOU COMPLETE THE SUMMER READING!

During the first few weeks of school, you will participate in several activities and discussions over your summer reading choices to prepare you for the analytical writing assessment. This assessment will be administered the **third week** of school and will measure your understanding of the plot and major thematic issues. Your novel will also be used throughout the first semester for continued literary analysis. Your summer reading selection will lay the foundation for success on question 3 of the AP Literature exam.

Reading selections are selected from the MISD approved reading list, as well as selections used on past AP Literature exams. Your AP teachers are always reading and analyzing new selections that will prepare students for success. As a district, Mansfield ISD embraces the life-long love of reading, and it is our goal to promote a passion for reading in our students.

Plagiarism:

In order to fully prepare our students for expectations at the collegiate level, plagiarism of any kind is unacceptable. Please refer to the following link for guidance: <https://owl.english.purdue.edu/owl/resource/589/01/> There are many resources available online, at the library, and in bookstores.

AP Literature/Composition Summer Reading Poetry Annotation Guide

Remember to print and bring a copy of your annotated poem and notes with you the second day of class. The poem you chose from the first page focuses on identity and culture.

Here are some tips for reading and unlocking the poem's meaning:

ROUND 1: Understanding the subject! FYI: This may take more than one reading attempt. Poetry is dense and requires more than one reading and grit. Stick with it to unlock the meaning!

- What is the poem about?
- Can you complete this statement somewhere on the poem:

This poem is about _____ even though/because

ROUND 2: Focus on the speaker.

- How do they feel about the subject?
- In other words, what is his/her tone? (Not yours, the author's tone)

ROUND 3: How do you know?

- What details lead you to this conclusion?
- **Mark them, underline them, circle them, and write your ideas in the margin** before you forget.

ROUND 4: How does this connect to your novel?

- Do you see any similar messages (themes) to the novel you have read?
- What are they?
- Write this down on the poem.

If you have any questions or concerns, please contact one of the teachers below. Have a good summer!

Mansfield High School: Cindy Bridges – cindybridges@misdmail.org
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