

AP English Literature and Composition Summer Reading Assignment

Make sure to obtain the summer reading book below. You can either receive it from Mr. Adams or obtain a copy for yourself.

Due Date: **The First Day of Class**

A: Read the following:

- Frankenstein by Mary Shelley
- “Barren Moors” by William Ellery Channing (*Can be found on Internet*)
- “Speak of the North! O Lonely Moor” by Charlotte Bronte (*Can be found on Internet*)

B: Purpose Statements

Your task is to provide 12 purpose statements that help to illustrate/highlight the main elements of Frankenstein. These statements must be derived from a variety of areas and represent the entire text, not just one or two sections. For every purpose statement, underneath it, provide properly cited textual evidence that captures what is detailed in the statement you have created.

Use the attached information (found right after the “Words of Wisdom”) to guide you in completing this assignment.

When citing parenthetically in MLA form, you will include your text in quotations, put a parenthesis, include the author’s last name, document the page number, mark an end parenthesis, and place period on the outside. Also, there are templates and explanations about purpose statements on the pages that follow.

Make sure to address them or ask me questions. I WILL NOT answer questions about directions after **August 1st**, because that means you have waited until the last minute to begin your summer assignment.

Purpose Statement Example:

- *Stevenson presents an initial contradictory description of Mr. Utterson in order to display the enigmatic complexity of his character.*

Evidence:

- *“Mr. Utterson the lawyer was a man of rugged countenance that was never lighted by a smile; cold, scanty and embarrassed in a discourse; backward in sentiment; lean, long, dusty, dreary, and yet somehow loveable’ (Stevenson 1).*

C. Summer Movie Assignment. (2 Pages Maximum Length (double spaced, 12 pt font))

Write a well-developed essay responding to the following prompt, but rather than using a “novel, play, or epic,” you must use a Disney or Pixar film of your choice. So, watch the film carefully and answer the question completely. YOU MAY NOT USE A DREAMWORKS, ILLUMINATION, OR UNIVERSAL FILM.

Palestinian American literary theorist and cultural critic Edward Said has written that “Exile is strangely compelling to think about but terrible to experience. It is the unhealable rift forced between a human being and a native place, between the self and its true home: its essential sadness can never be surmounted.” Yet Said has also said that exile can become “a potent, even enriching” experience. Select a novel, play, or epic in which a character experiences such a rift and becomes cut off from “home,” whether that home is the character’s birthplace, family, homeland, or other special place. Then write an essay in which you analyze how the character’s experience with exile is both alienating and enriching, and how this experience illuminates the meaning of the work as a whole. Do not merely summarize the plot.

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D. Words of Wisdom from the Ghosts of Students Past.

- *AP Language and AP Literature are not the same. Expect change as you come back thinking you’re hot stuff because you got a qualifying score on the AP Language exam.*
- *Complete all of your work, manage your time, and take everything you can from the class. The dynamic AP English teaching duo is legitimate.*
- *Make sure to ask questions especially about your independent reading because the teacher can help you understand things that both the book and Sparknotes can’t.*
- *Focus less on the grades and more on learning how to accomplish the tasks. If you do the work and put in effort, success is guaranteed.*
- *Plan out your work. You will know exactly when each assignment is due well in advance, sometimes even months. Don’t wait until the last second to start these assignments!! Also, don’t be afraid to volunteer your work to be edited in front of the class. It’s okay to be wrong, and in the end your writing will drastically improve as a result. You won’t learn anything by just sitting in the back of the classroom and not participating.*
- *Don’t just coast through the class, dive in and apply yourself. No great writer ever became great by never attempting to use a “sexy quote.” Listen to what is said and then give it a try.*
- *Don’t let senioritis get to you! It’s not the time to stop doing your work. Falling behind makes new concepts harder.*
- *This course will challenge your ability to read, and teach you to see literature in an entirely new fashion. It’s your senior year, and I would never attempt to tell you to try your hardest on each assignment or put in any extra effort, but you’re in the class and taking the \$81 AP exam for it. Reading the books and paying attention will give you a new appreciation for reading and give you the best odds for passing the exam. At the minimum, pay attention and read. You might find you enjoy it.*
- *To incoming juniors, I say throw yourself into the work. Understanding literature will help you understand more about yourself, others, and life. Life has themes, too.*
- *Do the work. It is not that hard if you simply do it. If you don’t do the work don’t complain about how “hard” the class is or how “unfair” your “jerk” of a teacher is.*
- *Like the Hitchhiker’s Guide to the Galaxy says, “Don’t Panic!”*

Templates and Notes on Purpose Statements:

Purpose Statements (See attached section Templates and Notes on Purpose Statements for clarification)

A purpose statement is a definitive statement that directly identifies the purpose* of a particular moment, scene, action, line of text, etc. in a work of literature. It functions similarly to a thesis statement/ topic sentence in that it presents both a what and why.

**Purpose: What the reader is supposed to understand after experiencing the selected text (immediate or holistic— one section or the entire book).*

The Strange Case of Dr. Jekyll and Mr. Hyde Purpose Statement Template

Stevenson presents (summary of major literary event—potentially including a literary term) ***in order to*** (answer what you understand about characters/plot/ universal insights (thematic observations)) based on the summarized element—potentially including a literary term).

“Textual Evidence Relating to Your Purpose Statement” (Stevenson #).

** Your quotes must be different from the ones that are on Sparknotes; if you share any, you will not receive credit. Quotes must be cited in MLA format. They must also come from various areas of the text: beginning, middle, and end. You must cite each quote using proper MLA in-text citation.*

General Purpose Statement Template (For Use Later this Year)

e.g.,

Shakespeare presents catastrophic and ominous natural events in order to foreshadow the assassination of Caesar and further establish that fate is driving the aforementioned event. (Setting/Foreshadowing/Conflict/Universal Insight)

Shakespeare presents Cassius's past negative experiences with Caesar in order to characterize their relationship as one fueled by jealousy and hatred. (Narration/Conflict/Characterization)

Steinbeck presents Lennie chasing after a dead mouse in order to illustrate Lenny's simple thought processes and obsession with soft objects. (Exposition/Characterization)

The Guide: Below, I'm going to go over some of the common errors I notice with initial purpose statement construction, and I expect that students will deal with the issues and not produce statements that are neither thorough and/or insightful. Furthermore, student citations should ALWAYS FOLLOW MLA formatting. My directions and examples are clear; if student work doesn't look like the model, students should not expect to receive an A or a B on the assignment. Note, the purpose statements below do not include textual evidence; you must include textual evidence below your purpose statements. (Look at examples above).

STUDENTS MUST MAKE SURE THEIR PURPOSE STATEMENTS DEAL WITH THE CONCRETE (AUTHOR PRESENTS (Summary of CONCRETE PLOT OR LANGUAGE)) and the abstract (IN ORDER TO....). What shows up on the right-hand side of the words "in order to" should always contain at least one word that is an idea (i.e. intangible.) In each of my corrected examples below, I have underlined the abstraction found on the right-hand side. Note, if the corresponding textual evidence is not properly cited, students will receive no credit for the WHOLE purpose statement.

Problem 1: Incorrect reading comprehension (example taken from Act II.i of *Romeo and Juliet*)

1. Shakespeare presents Mercutio and Romeo talking about love in order to display how each loves Rosaline.
Problem: Mercutio doesn't love Rosaline, and Romeo has moved on. This is blatantly incorrect information; this suggests you weren't able to comprehend the reading, and your answer is entirely incorrect. It's wrong, no questions asked. You are required to understand the text you read. Students must use comprehension resources I provide for them.
1. **Corrected:** Shakespeare presents Mercutio talking about Romeo's love for Rosaline in order to highlight the miscommunication between the characters found in the audience and Romeo knowing he now loves Juliet, while Mercutio does not. (**NOTE:** This purpose statement relates dramatic irony to conflict.)

Problem 2: Vacuous statements

1. Shakespeare presents figurative language in order to show Romeo's true feelings for her.
Or
 2. Shakespeare presents Romeo and Juliet mentioning death in order to foreshadow a future conflict.
Or
 3. Shakespeare presents Romeo comparing Juliet to the Sun in order to display figurative language.
Or
 4. Shakespeare presents Romeo in Juliet's garden to show dramatic irony.
The above purpose statements do not show me that a student has recognized and interpreted the anything meaningful. These suggest a student has rushed through the assignment.
1. **Problem:** The problem with the first example is that the figurative language is not summarized or identified. Also, I have no idea what "Romeo's true feelings" are for "her." What are Romeo's "true feelings"? Who is the "her"?
Corrected: *Shakespeare presents Romeo developing a metaphor comparing Juliet to the Sun in order to highlight how infatuated he is by her (to the point his world revolves around her).*
 2. **Problem:** The left-hand side of the "in order to" is fine in the case of the second example; however, the right-hand side exhibits little understanding. What is the future conflict? Do you mean their death? Oh, good. Then write it.
Corrected: *Shakespeare presents Romeo and Juliet mentioning death in order to foreshadow their deaths as an outcome of their romance.*
 3. **Problem:** There is no abstraction on the right-hand side of the "in order to." This does not demonstrate even an attempt at higher order thinking.
Corrected: *Shakespeare presents Romeo comparing Juliet to the Sun in order to highlight how infatuated he is by her (to the point his world revolves around her).*
 4. **Problem:** First, there is no abstraction on the right-hand side of the "in order to." This does not demonstrate even an attempt at higher order thinking. Second, the statement gives me no indication this student understands dramatic irony—what it is, or how it functions. When a student discusses dramatic irony, s/he needs to link it to some element of suspense (tension/anticipation) and/or conflict (struggle).
Corrected: *Shakespeare presents Romeo listening to an oblivious Juliet's reflections in order to build suspense as the audience anticipates Romeo's revelation of his presence. (**Note:** This purpose statement relates dramatic irony to suspense.)*