



Mansfield ISD: AP Literature and Composition 2019 Summer Reading and Poetry Analysis

As Ellen Greenblatt so eloquently asserts in her article, “The Art of Teaching AP English Literature,” “The invitation we offer to our AP students is to listen with us to voices that resonate from the 16th century to late last night; voices that have chosen to speak to us through prose and poetry, novels, stories, essays and memoirs.”

Rationale (adapted from College Board’s 2014 English Literature and Composition Course Description): An Advanced Placement course in English Literature and Composition engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work’s structure, style, and themes, as well as such smaller scale elements as the use of figurative language, imagery, symbolism, and tone.

The course includes intensive study of representative works from various genres and periods, concentrating on words of recognized literary merit. The pieces chosen invite and reward rereading and do not, like ephemeral works in such popular genres as detective or romance fiction, yield all (or nearly all) of their pleasures of thought and feeling the first time through. The AP English Literature and Composition Development Committee agrees with Henry David Thoreau that it is wisest to read the best books first; the committee also believes that such reading should be accompanied by thoughtful discussion and writing about those books in the company of one’s fellow students.

Reading in an AP course is both wide and deep. This reading necessarily builds upon and complements the reading done in previous English courses so that by the time students complete their AP course, they will have read works from several genres and periods – from the 16th to the 21st century. In the course, they read deliberately and thoroughly, taking time to understand a work’s complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form. In addition to considering a work’s literary artistry, students reflect on the social and historical values it reflects and embodies. Careful attention to both textual detail and historical context provides a foundation for interpretation, whatever critical perspectives are brought to bear on the literary works studied.

In short, students in an AP English Literature and Composition course read actively. The works taught in the course require careful, deliberative reading. And the approach to analyzing and interpreting the material involves students in learning how to make careful observations of textual detail, establish connections among their observations, and draw from those connections a series of inferences leading to an interpretive conclusion about the meaning and value of a piece of writing.

Representative Poets (as recommended by CollegeBoard):

W. H. Auden; Elizabeth Bishop; William Blake; Anne Bradstreet; Edward Kamau Brathwaite; Gwendolyn Brooks; Robert Browning; George Gordon, Lord Byron; Lorna Dee Cervantes; Geoffrey Chaucer; Lucille Clifton; Samuel Taylor Coleridge; Billy Collins; H. D. (Hilda Doolittle); Emily Dickinson; John Donne; Rita Dove; Paul Laurence Dunbar; T. S. Eliot; Robert Frost; Joy Harjo; Seamus Heaney; George Herbert; Garrett Hongo; Gerard Manley Hopkins; Langston Hughes; Ben Jonson; John Keats; Philip Larkin; Robert Lowell; Andrew Marvell; John Milton; Marianne Moore; Sylvia Plath; Edgar Allan Poe; Alexander Pope; Adrienne Rich; Anne Sexton; William Shakespeare; Percy Bysshe Shelley; Leslie Marmon Silko; Cathy Song; Wallace Stevens; Alfred, Lord Tennyson; Derek Walcott; Walt Whitman; Richard Wilbur; William Carlos Williams; William Wordsworth; William Butler Yeats

Literary Criticism – Required Summer Reading Choices:

Students must read ONE of the following novels and pair it with ONE of the corresponding modern or classical pieces of poetry listed below.

As I Lay Dying by William Faulkner

**This title has shown up 10 times on the AP Literature exam from 1971-2017.*

Modern Poetry

- “Thirteen Ways of Looking at a Blackbird” by Wallace Stevens (on viewpoint)
- “Do Not Go Gentle into that Good Night” by Dylan Thomas (on death)

Classical Poetry

- “A Loss of Something Ever Felt I” by Emily Dickinson (on loss)
- “Life’s Scars” by Ella Wheeler Wilcox (on family)

-----OR-----

Cry, the Beloved Country by Alan Paton

**This title has shown up 7 times on the AP Literature exam from 1971-2017.*

Modern Poetry

- “I Look at the World” by Langston Hughes (on power)
- “Speech to the Young” by Gwendolyn Brooks (on protest)

Classical Poetry

- “To Imagination” by Emily Bronte (on pain/suffering)
- “Of Old Sat Freedom on the Heights” by Lord Alfred Tennyson (on freedom)

Required Tasks and Due Dates:

1. **Completed reading log** = 1 project grade **DUE: 9/5, 9/6**
 - a. See document template below.
2. **TPCASTT of poem** = 1 quiz grade **DUE: 8/16, 8/19**
 - a. See document template below.
3. **Open-Ended Essay:** Students will also be assigned a timed essay to be written in class over their novel. This essay will mirror a Q3 prompt for the AP Literature exam.
 - a. Timed Writing in class: **9/5, 9/6**

Additional in class assignments may include:

- Small group discussion
- Socratic Seminar
- Infographic/Presentation

ACCOUNTABILITY FOR SUMMER READING

IT IS EXTREMELY IMPORTANT THAT YOU COMPLETE THE SUMMER READING! During the **third week** of school, you will write an essay over your novel choice. This assessment 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. Additionally, you should be prepared to participate in class discussions and/or seminars related to the summer reading assignments.

Reading selections are pulled from the Mansfield ISD approved reading list. 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.

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
Lake Ridge High School: Linda Rink – lindarink@misdmail.org
Legacy High School: Lisbeth Bennett – lisbethbennett@misdmail.org
Timberview High School: Ekena Hawkins – ekenahawkins@misdmail.org
Summit High School: Carol Boles – carolboles@misdmail.org
Frontier High School: Karen Anthony - karenanthony@misdmail.org

Mansfield ISD Contact: Theresa Pollok – theresapollok@misdmail.org

Required Novel Independent Reading Log and TPCASTT

The purpose of the independent reading assignment is to allow for choice as AP students select a novel and write literary criticism. In order to do so, students will be asked to complete an independent reading journal in preparation for further work during the AP Literature course.

Due Dates:

1. **Completed reading log** = 1 project grade **DUE: 9/5, 9/6**
 - a. See document template below.

2. **TPCASTT of poem** = 1 quiz grade **DUE: 8/16, 8/19**
 - a. See document template below.

3. **Open-Ended Essay:** Students will also be assigned a timed essay to be written in class over their novel. This essay will mirror a Q3 prompt for the AP Literature exam.
 - a. Timed Writing in class: **9/5, 9/6**
 1. Research the author's background and make connections to the text. (*Be sure to cite your sources.*)
 2. Research the era of the novel. (*Be sure to cite your sources.*)
 3. Describe your 5 favorite or least favorite lines (must be 4-7 lines in length). Explain the context of the lines and why you chose them. (*Include page numbers*)
 4. Discuss reoccurring ideas, images, symbols, motifs and prominent devices you encountered in your reading. How/When are they used? How were they effective because of their use? (*Include page numbers*)
 5. Identify characters found within the text. Who are they? Protagonist? Antagonist? Hubris? Hamartia? Foil? Include a revealing quote for each person (must include parenthetical citation). Then, evaluate each character as you determine if you like/dislike them. Be sure to explain why.
 6. Find and explain 10 passages that are critical to understanding the work (must include parenthetical citation). Be sure to include context and identify what device(s) is/are being used by the author to accomplish his/her goal.
 7. What is an over-arching theme that resonated for you within this work? Is there a point of view or author's philosophy expressed? If so, identify it and respond with your own opinion about this point of view.
 8. Final Thoughts - Literary Criticism: How did the text make you feel? If you were the protagonist, would you have behaved differently? Why? What values or ethics do you believe are suggested by the story? What surprised you? Inspired you?
 9. Analyze your selected poem. Use TPCASTT as your basis for analysis.
 10. Compare/Contrast each literary work (novel and poem) in terms of thematic connections.

**Ideas for the Independent Reading Journal were adapted from AP teachers on College Board's community site and Doing Literary Criticism (2010) by Tim Gillespie.*

AP English IV - Literature & Composition
Summer Reading Assignment: Required Novel Independent Reading Log

Author's Background	Connections to the text
Era of the Novel	Connections to the text

Favorite/Least Favorite Lines (4-7 lines in length)

1.

2.

3.

4.

5.

Context of the lines and why you chose them

Recurring Ideas, Images, Symbols, Motifs, Prominent Devices

How/When are they used? How were they effective because of their use?

Main Characters - Who are they? Protagonist? Antagonist? Hubris? Hamartia? Foil? (Include a revealing quote with parenthetical citation.)

Evaluate each character and determine if you like/dislike them. Explain why.

Critical Passages to Understanding
(These do not have to be written in their entirety, if lengthy, but use ellipsis to give context to beginning and end of lengthy quotes. Include page numbers.)

1.

2.

3.

4.

5.

Give context for each passage and identify what device is being used (can refer back to previous box with recurring devices).

6.

7.

8.

9.

10.

Theme(s)

Point of view/Philosophy Expressed? Add your own opinion about this point of view/philosophy.

Literary Criticism - Final Thoughts

How did the text make you feel? If you were the protagonist, would you have behaved differently? Why? What values or ethics do you believe are suggested by the story? What surprised you? Inspired you?

Poem – Students must analyze selected poem using TPCASTT as the basis for analysis. Below are the different steps to this analysis. Annotate directly onto a copy of the poem you selected. Do not merely identify the following; be sure to include commentary and connections.

- **T** (title)
- **P** (paraphrase) – What does it say? (for poems under 16 lines, this should be done line-by-line; for poems with 16 lines or more, this can be done stanza-by-stanza)
- **C** (connotation) – Identify literary devices that help elicit meaning; be sure to label these and explain their function within the poem
- **A** (attitude/tone) – Identify the different attitudes of the speaker
- **S** (shift) – Where does the tone shift? To what does it shift?
- **T** (theme) – What thematic connections can be made?
- **T** (title again) – Any additional insight after reading?

Compare Thematic Connections (novel/poem)

Contrast Thematic Connections (novel/poem)