

Welcome to AP Literature and Composition. Just when you thought you were done with school for a bit, we bring the classroom to a beach, backyard, or barbeque near you. We have carefully chosen literary works and assignments that will give you a strong foundation for the work we do throughout the school year. It will be challenging, meaningful, and hopefully enjoyable. Please read the entire packet carefully, start early, and do not hesitate to contact us with any questions you might have along the way.

- I. **Titles to Read – All students will read each of the following books this summer.**
  - a. *How to Read Literature like a Professor* by Thomas C. Foster
  - b. *The Sun Also Rises* by Ernest Hemingway
  - c. *The Grapes of Wrath* by John Steinbeck
- II. You should purchase each of the above books so that you can annotate the texts while you read. All books can be found on amazon.com or at a bargain bookstore like Half Price Books for as little as \$4.
- III. You should first read *How to Read Literature like a Professor*. The concepts and sections of that text will be applicable in the reading journals for the other two novels.
- IV. **Frequent Stops Reading Journals: For this assignment, ideally you should purchase a new multi-subject spiral notebook so that your summer journals will be in the same place as the rest of your journals during the school year. When you answer the study questions, 1. Skip the first page. 2. ONLY record your answers on the RIGHT HAND SIDE (aka the FRONT SIDE of each page. 3. The left side (aka the back side of each page) will be used in class for reflections during and after class discussion on each text. These journals are the crux of your summer work, so complete them thoughtfully and thoroughly. Respond to the text in full sentences so that you can read your developed, organized, and focused thoughts aloud in our Socratic Seminars. Attached to this page is a set of essential questions for each of the two novels that should help focus your reading—be sure to address all of these in your responses; however, by no means should these limit your thoughts and reactions to the text. STOP FREQUENTLY, not letting too many pages go by that you do not stop, rub your chin, and ponder the meaning of what you just read. Allow yourself to THINK and ACTIVELY PROCESS what you read. The journal entries for both novels will be due on the first day of classes.**
- V. **AP Style Essay: Upon returning to school you will be given an AP test essay prompt for either *The Sun Also Rises* or *The Grapes of Wrath*. The prompt will ask you to select a specific moment or detail from the text that illustrates one of the major themes of the novel.**
- VI. **Be ready for a quiz on both novels the first 3-4 days of school.**
- VII. **Other tips from AP students for incoming AP students: Develop your knowledge of Greek mythology and the Bible. Much of Western literature contains biblical and mythological allusions. Also review your basic literary terminology. Both will be studied and tested early in the year, and you would be at an advantage to have knowledge of these in advance. In order to assist you in your foundational study of allusions, we have attached a chart/worksheet of biblical and mythological characters and stories. You are required to fill in the chart with a brief description or summary of the original story or character, and your interpretation or explanation of how the story might be applied to literature as an allusion. Basic internet queries or a good encyclopedia of biblical and Greek mythologies should get you all the necessary information.**
- VIII. Do yourself a favor and start reading now. Don't procrastinate!
- IX. Read with a pen or pencil! Have a conversation with the text in which you record your reactions to events and phrases. Write questions in the margins you would like to ask about in class. Record connections to your own life. Read with a dictionary, and look up significant words you don't know.
- X. Have a great summer reading some great literature! **Bring in a picture of yourself reading one of your books this summer in an interesting place**—perhaps on the back deck, on vacation, at Hemingway's boyhood home in Oak Park, in the movie theater while you watch *The Great Gatsby*! We can memorialize this experience on one of the bulletin boards in OUR classroom.

## Reading Journal Question List

1. **CHANGES:** Note times when your reading changes:

- You see something you didn't see before.
- You recognize a pattern--the images start to overlap, gestures or phrases recur, some details seem associated with each other.
- The story or text suddenly seems to you to be about something different from what you thought.
- You discover that you were misreading.
- You realize that the writer has introduced a new context, new perspective, point of view, or tone.

2. **PUZZLEMENT:** Note times when you are surprised or puzzled:

- Something just doesn't fit.
- Things don't make sense—pose explicitly the question or problem that occurs to you.

3. **DETAILS:** Note details that seem important and that make you look again.

4. **REAL LIFE:** Note ways in which the story makes you speculate about **real life** or a connection to **another text** or even another **academic discipline**.

5. **ENDING 1<sup>st</sup> IMPRESSION:** Note your **first impression** of the ending of the work. What "ended"? (How many times, after all, have you read a short story, novel, or poem only to find yourself really confused about the ending? Recording your questions, gut reactions, and first impressions at this time is critical.)

6. **RHETORICAL/LITERARY DEVICES:** Note rhetorical or literary devices that you recognize--how do they contribute to your reading of the text?

7. **FOSTER BOOK:** Keep in mind the ideas expressed in the summer reading chapters of Foster's *How to Read Literature like a Professor*. Foster's discussions of trips, meals, weather conditions, illnesses, etc. should help you spot significant moments in the work that will resonate with meaning that would not be apparent to a casual reader.

### The Sun Also Rises Essential Questions

\*Provide a name for each chapter.

\*What is the significance of the book title?

\*Apply the concepts and principles from *How to Read Literature like a Professor* to the book as you read.

\*Hemingway defined the *code hero* as a "man who lives correctly, following the ideals of honor, courage, and endurance in a world that is somewhat chaotic, often stressful, and always painful." Would any of the characters in *The Sun Also Rises* fit this description, and, if so, how? Do any characters represent the anti-code hero, and, if so, how?

\*Most likely you have read F. Scott Fitzgerald's *The Great Gatsby*; do you see any parallels in terms of characterization, conflict, theme, etc?

\*In conversation Gertrude Stein told Hemingway, "You are all a lost generation," and the label stuck. Do you happen to see how this group of people in the novel—or at least some individuals—support Stein's accusation? Document which episodes or instances or characters apply.

\*The novel has been divided into three parts ("books"). What is significant about this structure—where the breaks are made?

\*Hemingway's theory of writing relied heavily on the *iceberg principle*: "If a writer of prose knows enough about what he is writing about he may omit things that he knows and the reader, if the writer is writing truly enough, will have a feeling of those things as strongly as though the writer has stated them. The dignity of movement of an iceberg is due to only one-eighth of it being above water. The writer who omits things because he does not know them only makes hollow places in his writing." How does Hemingway apply the iceberg principle to *The Sun Also Rises*? In what parts of the story and with which characters do you recognize Hemingway purposely omitting?

\*Frequently stop to document your reactions, thoughts, and analysis—REACT TO WHAT YOU READ!

### The Grapes of Wrath Essential Questions

\*Provide a name for each chapter.

\*What is the significance of the book title?

\*Apply the concepts and principles from *How to Read Literature like a Professor* to the book as you read.

\*The story of the Joads is told chronologically; however, between these narrative chapters there are inter-chapters, which are usually short sketches of economic and social history that provide great insight into the story. Analyze the importance of these inter-chapters and comment on how they provide a lens for the chapters that follow.

\*In 1962 John Steinbeck won the Nobel Prize for Literature; he was honored for showing sympathy for “the oppressed, the misfits, the distressed.” In addition, readers appreciated his portrayal of characters living on a purely animal level moved by forces they can hardly understand or control but striving towards wisdom and retaining a measure of dignity. How does *The Grapes of Wrath* exemplify these principles and ideas?

\*One of the novel’s main themes is the movement from I to We. How is this concept a common thread throughout the story?

\*How does Steinbeck exemplify the following values throughout the story?

- an appreciation for our common humanity
- the need to work together to achieve a common goal
- the need for compassion and justice for the oppressed
- the importance of avoiding stereotypes and labels
- the need to share what we have with others, especially the poor
- the importance of commitment to our beliefs
- a respect for our religious heritage and that of others
- the realization that change is part of the human condition
- the importance of caring about the earth and our environment
- an understanding of the role of technology in society

\*Frequently stop to document your reactions, thoughts, and analysis—REACT TO WHAT YOU READ!

## Biblical Allusions

*Below is a list of biblical allusions that you will have to locate and define. Each allusion has its location in the bible after it. You can use a Bible or look these up at [www.bible.com](http://www.bible.com). Please fill out the chart below. The first one is completed for you as an example.*

<b>Biblical Allusion</b>	<b>Description</b>	<b>Interpretation</b>
“Be fruitful and multiply” Genesis 1:22-23	God’s command to Adam and Eve to reproduce and fill the Earth with their offspring	Encouragement of fertility and sexual relations between couples
“Tree of knowledge” Genesis 2:9, 16-17		
“Adam’s rib” Genesis 2:18		
“Ashes to ashes, dust to dust” Genesis 3:17-19		
“Am I my brother’s keeper?” Genesis 4:9-10		
“Mark of Cain” Genesis 4”15-16		
“Methuselah” Genesis 5:25-27		
“Noah’s Ark” Genesis 6:13-16		
“Forty days and forty nights” Genesis 7:4		
“Babel” Genesis 11:8-9		
“Sodom and Gomorrah” Genesis 18:20-21		
“Burning Bush” Exodus 3:1-2		

<b>Biblical Allusion</b>	<b>Description</b>	<b>Interpretation</b>
“Harden your heart” Exodus 4:21		
“Let my people go” Exodus 5:1		
“Parting of the waters” Exodus 14:15-17		
“Manna from Heaven” Exodus 16:14-15		
“Eye for an eye, tooth for a tooth” Exodus 21:23-25		
“Golden calf” Exodus 32:4		
“David and Goliath” 1 Samuel 17: 4, 8-9		
“Lamb to the Slaughter” Isaiah 53: 6-7		
“Daniel in the lion’s den” 6:16		
“Seven pillars of wisdom” Proverbs 9:1		
“Way of all flesh” Joshua 23:14		
“Wisdom of Solomon” 1 Kings 3:16-28		
“Gold, frankincense and myrrh” Matthew 2:1-2		

<b>Biblical Allusion</b>	<b>Description</b>	<b>Interpretation</b>
“Golden rule” Matthew 7:12-15		
“Loaves and fishes” Matthew 14:15-18		
“Camel through the eye of the needle” Matthew 19:23-25		
“Thirty pieces of silver” Matthew 26:14- 16		
“Who lives by the sword shall die by the sword” Matthew 26:49-54		
“Crown of thorns” Matthew 27:27-29		
“Water into wine” John 2:7-10		
“Cast the first stone” John 8:4-7		
“Doubting Thomas” John 20:24-25		
“Turn the other cheek” Luke 6:29		
“Good Samaritan” Luke 10:30-34		
“Prodigal Son” Luke 15:11-14		
“Alpha and Omega” Revelation 1:7-8		

“Ark of the Covenant”		
“Breaking bread”		
“By their fruits shall ye know them”		
“Chariot of fire”		
“Consider the lilies of the field”		
“Daniel and the lion’s den”		
“Four horsemen of the Apocalypse”		
“Gain the whole world but lose your own soul”		
“Jonah and the whale”		
“Midianites”		
“Out of the mouth of babes”		
“Samson and Delilah”		
“Sufficient unto the day is the evil thereof”		

“This is my body”		
“Valley of the shadow of death”		
“Voice crying in the wilderness”		
“Who lives by the sword die by the sword”		
Words made flesh”		
“Three temptations of Christ”		
“Seven days of creation” Genesis		

## Mythological Allusions

*Below is a list of mythological allusions that you will have to locate and define. Please fill out the chart below. The first one is completed for you as an example.*

Myth Allusion	Description	Interpretation
Prometheus		
Icarus and Daedalus		
Sisyphus		
Persephone and the pomegranate		
Atlas		



Jason and Medea		
Achilles' heel		
Leda and the Swan		
Pygmalion		
Bacchanalian		
Herculean		
Nemesis		

Narcissism		
Pandora's Box		
Midas Touch		
"By Jove"		
Medusa		
Phoenix		

Dionysus		
Oedipal & Electra Complex		
Siren Song		
Trojan Horse		
Orpheus		
Tantalus		
Argus-eyed		