

"If you don't have the time to read, you don't have the time or the tools to write." -- Stephen King

SAUGUS HIGH SCHOOL AP LIT. 2014 SUMMER READING

Ms. Guerrero jguerrero@hartdistrict.org (Summer e-mails answered after Aug.8th.)

➔ **TO DO in June: Get the Text**

➔ ***A Farewell to Arms* Ernest Hemingway**

- ✓ Check out the following text from our school library textbook clerk from June 9-19th from 8am-12pm only

--OR-- purchase your own copy to annotate:

- ✓ **If you would like to purchase this text:**

Check Barnes & Noble's (It is on reserve under my name and Saugus AP Literature for you to purchase – it should be available after final exams), as well as online sites, such as Amazon, Powells.com, Alibris, etc for a cheaper paperback copy. The version/ISBN does not matter. Electronic books are acceptable, but only if you do not plan to complete the Extra Credit annotations because I need to check the annotations.

➔ **TO DO Over Summer for Extra Credit (RECOMMENDED) --OR-- TO DO when we return in August for regular credit (DOABLE, BUT MOST STUDENTS WHO DO THIS FIND IT VERY CHALLENGING):**

Assignment Overview:

- ✓ Complete three (3) typed entries saved in one document called "Summer Reading Reader's Notebooks" topics below All 3 RN's saved as one document must be uploaded to turnitin.com by 2nd back day for Extra Credit or submitted by Friday, September 4th for regular credit.
- ✓ Turnitin.com sign up info given the on first day back
- ✓ You will have a three-week extension until Sept 4th to complete the assignment if you choose NOT to do it for extra credit. Please realize that there will be additional nightly homework so you should take advantage of the summer to complete this!
- ✓ You may annotate the text for *additional* extra credit—use Post-It annotations for library books. Annotated books will be collected 2nd day back for **ADDITIONAL EXTRA CREDIT** (You may not submit an annotated book for EC after the 2nd day of school.)

Reader's Notebook Focus Topics

- **RN #1 Character Study of Lieutenant Frederic Henry** -- How does Hemingway portray this character in relation to ...other characters? the time period? What challenges does this character face? Internal conflicts? External conflicts? Character defects? Power struggles? What symbols/colors/recurring actions are associated with this character? What key words describe this character?

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- **RN #2 Character Study of Nurse Catherine Barkley**-- How does Hemingway portray this character in relation to ...other characters? ...the time period? What challenges does this character face? Internal conflicts? External conflicts? Character defects? Power struggles? What symbols/colors/recurring actions are associated with this character? What key words describe this character?
- **RN#3 Modernist Themes: Disillusionment, Questioning Authority, Loss of Hope** -- What is Hemingway revealing about the dark side of the humanity in this text through the conflicts? How does the setting/time period affect the themes? Is there an absence of hope in the text?

Advanced Placement English Literature Reader's Notebook Directions

- Use MLA format to set up paper. See Saugus Research and Writing Guide "Paper Format".
- Please date and title each of your entries with the RN#, title of the piece read, and the author.
- You must also indicate what genre of literature the selected piece is (e.g., novel, nonfiction, poetry, essay). Be as precise as possible.
- Each entry should be a minimum of 1000 words with the majority being in Section 3 Analysis.
- Please type your Reader's Notebook entries: create ONE file for the text you're working with (i.e. include all 3 RN's in the same electronic file, use a page break between each RN) and you MUST submit your RN's to turnitin.com; we will give you the class ID & password the first week of school. There is no need to print out a hard copy of your RN's, but keep your electronic file handy to submit to the website the first week of class.

Reader's Notebook Guidelines

You must respond to **each** of the following categories in this order:

I. Diction

- **Analyze author's style in a few sentences.**
- **Note all unusual / unfamiliar words used by the author and record them in the book. Min. 5 words.**
- **Include parenthetical citation (Author Name & Page #)**
- **Note interesting word choices by the author**

II. Patterns

- **A detailed bullet point list is fine-- no one word answers**
- **Identify the notable developments or stages that occur in each piece.**
- **Note symbols or images that reoccur throughout the work.**
- **Who are the key figures in the work?**
- **For fiction works, make predictions as you read and back them up with examples from the text.**

III. Analysis

- **This should be lengthy, in-depth literary analysis. Treat it like a practice essay.**
- **Should be more than 1/2 to 3/4 a page of your total RN**
- **What literary elements or notable stylistic devices**
- **What themes develop in the work and how do they drive the plot or argument?**
- **Identify the author's point of view, motivation, and audience.**
- **Analyze the author's intention. Did the author succeed in his/her attempt at writing?**

IV. Key Passage

- **Copy an important quote or quotation from the work and explain its significance.**
- **While reading, identify key passage/s within the piece (use a highlighter or pen or post it).**
- **For very long passages you can include the beginning of the quote for reference and use an ellipsis [...] to represent the rest. Write a clear, concise and descriptive commentary paragraph to identify the content and significance of each passage.** Commentary should be twice as long as the quote. Try to tie the importance to the section of the work and also the work as a whole.

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A SAMPLE Reader's Notebook (RN) (This is 10pt font. Please make yours 12 point font.)

Joe Super-Student

Ms. Guerrero

AP Literature P. #

Day Month Year

#1 Title: Of Mice and Men Author: John Steinbeck Genre: Fiction Date: 7/20/13

I Diction

Steinbeck uses colloquial language for dialogue and figurative language, particularly poetic imagery to describe nature in the Salinas valley. In contrast, he also uses slang profanity in dialogue – one reason why the book was banned. The effect of this dialogue is to create authentic characters in real settings. He alternates between long, descriptive sentences and short sentences to describe the action. He draws the reader in with simple diction which is easy to understand – language of the common, not well-educated man, which reflect his characters and helps the reader to empathize with them. He also uses a lot of adverbs to describe the emotion of the actions.

- **Bindlestiff:** noun. a term that refers to homeless migrants, particularly those who make a habit of hopping freight trains. The iconic image of a hobo is that of an itinerant beggar, one that was solidified in American culture during the Great Depression. Hobos are often depicted carrying a **bundle** on a stick full of clothes wrapped in a blanket and/or a sign asking for money. "Bring your **bundle** over here by the fire" (Steinbeck 20).

(This needs 4 more examples like the one above—word/ part of speech/ sentence from the book, including page number)

II. Patterns

- Steinbeck uses an omniscient narrator, but has us identify with all the characters, not only protagonists Lennie and George. Candy, the old, injured man, is quite upset when they shoot his dog because he is useless.
- The author uses symbols, such as the shooting of the dog to foreshadow the end of the text when George must shoot Lennie because Lennie has no place in society, and George wants to spare him further pain.
- The title comes from a Robert Burns poem "To a Mouse" about how humans and mice can plan for the future, but it always goes awry.
- The parallel frame of the text is flanked by the area of nature near the pond. This is the area Lennie is told to return to if (when) things do not work out on the ranch.

III. Analysis

- Steinbeck uses imagery to set the tone for the novel. Even in the ugliest of scenes, there is a natural beauty, which contrasts with the action and reinforces the theme that nature can be harsh and unyielding. This animals at the watering hole symbolically represent both the good and evil in nature which thematically mirrors life at the ranch with the characters. Protagonists George and Lennie do not have a chance to succeed. Due to the patriarchal domination and physical focus, the world of the ranch for men who are not whole or able is a dangerous place. As Lennie is mentally ill with the intelligence of a toddler, but the physical strength of two men, he makes mistakes that escalate to larger violence and ultimately accidental manslaughter. Lennie's desire to pet "soft things" which he ends up petting to death because he does not know his own strength escalates in the size of the animal from mouse to puppy to human; each incident foreshadows the next. Lennie has a good heart and even the skinner Slim says that he can see "he ain't mean [because he] can tell a mean guy from a mile off"(30). Slim finds it curious (odd) that Lennie and George travel together because most bindlestiffs are loners, but he concedes that is nice that they do which offers a beacon of hope in a desolate lonely setting – if they can travel together and support each other, maybe others can, too. Steinbeck uses the idea of contrasts or opposites: George is the protagonist and he is small, but clever. Lennie is large, but mentally challenged. George feels responsible for all of Lennie's actions and ultimately, for his life and death. Like the foreshadowing of the symbol of the killing of the old dog earlier in the novel, there is no place on the ranch for a useless creature. Though Lennie is physically capable of doing work, he is mentally unable to interact with the other men and protect himself. He also does not know how strong he is, so he accidentally kills someone, also foreshadowed with the dead mouse and dead puppy scenes. As long as George takes on the responsibility of Lennie, then he is at risk for danger because he has no way to control Lennie's behavior/mistakes. The whole novel develops the theme of friendship and defines through character actions what that means. Both George and Lennie are codependent upon each other. George complains and fantasizes that his life would be infinitely better without Lennie, but Lennie is the one who keeps the dream of their own ranch alive. Once Lennie is gone, so is the dream. Other characters do not fit in this men-dominated world such as Curley's wife, so discounted that we never even learn her first name because Steinbeck illustrates how women are merely pretty possessions on the ranch. Both Curley and Curley's wife function as antagonists in this text. Curley's jealousy and insecurity propel his challenges and the following violence. Crooks, the stable hand is the only African American character. He is segregated because of his skin color. Though he seems to have it better than the others because he

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has his own room, he is deeply lonely and has turned bitter because of his rejection within the camaraderie of the male fraternity of the bunk house.

IV. Passage

At the end of the novel, George tells Lennie, ““We gonna get a little place,”” (Steinbeck 105). This passage is from the last scene of the novel when George knows there is a posse coming to issue vigilante justice for the death of Curley’s wife. George takes responsibility for killing Lennie in order to spare him pain. He tells him about their dream of owning their own ranch in order to distract Lennie and calm him down, so he will die with happy thoughts of tending the rabbits, which would be his job. **(1014 words)**

Reader’s Notebook Rubric +25 points per RN

You must respond to each of the following categories

I.	I. Diction (Explain the word choice and provide examples from the text to illustrate your analysis. A bullet point list is fine.)	1. Note all unusual / unfamiliar words used by the author and record them in the book. Min. 5 words. Look up the definitions and commit them to memory. Include part of the sentence from the text to show the context of how the word was used. 2. Note interesting word choices by the author; why did he/she use this particular word? Or typical examples of words or phrases How does it affect the style, form, or language of the selected piece? Does the writer choose colloquial or regional language? 3. Describe the predominating style of the piece. Note phrases that show the “craft” of the author. Identify the sentence length and types. Identify the number of syllables and predominant origin of the word types. (e.g., 3 syllable, Latin-based academic words or one-syllable, guttural words.)	+5
II.	II. Patterns (A bullet point list 4-5 examples with explanations of each example)	1. Identify the notable developments or stages that occur in each piece. Identify if there is a frame for the work to follow. 2. Who are the key figures in the work? Explain how they are developing and/or staying the same. 3. For fiction works, make predictions as you read and back them up with examples from the text.	+5
III.	III. Analysis (This should be a long ½ to ¾ page in a paragraph or two)	1. What literary elements or notable stylistic devices (i.e. persuasive argument, metaphor, tone, etc.) are being utilized in this selected piece? Is it effective? If the focus is a character analysis, look at how the author presents this characterization through description, dialogue, other character’s opinions, internal and external conflict. 2. What themes develop in the work and how do they drive the plot or argument? What possible symbols develop in this piece and what do they represent? What motifs (recurring symbols) show up in the piece and how do their echo effect the work as a whole? 3. Identify the author’s point of view, motivation, and audience. Analyze the author’s intention. Did the author succeed in his/her attempt at writing? *Avoid excessive summary	+10
IV.	IV. Key Passages (Copy one quote and explain the passage in a few sentences.)	1. While reading, identify key passage/s within the piece (use a highlighter or pen). Copy it into your reading notebook and note the pages using parenthetical citations. Do not include floating quotes. 2. For very long passages you can beginning of the quote for reference and use an ellipsis [...] to represent the rest. (You do not need to copy the whole passage.) 3. Write a clear, concise and descriptive commentary paragraph to identify the content and significance of each passage. Commentary should be twice as long as the quote. Try to tie the importance to the section of the work and also the work as a whole.	+5

Common oversights (minus points)

Format -1/-2 Title is in incorrect format (Name in MLA format, # & Focus (if applicable)/ Title of work /Author of work/ Genre/ Date)
 Not in labeled outline format with clearly labeled sections with Roman numerals (incorrectly written as paragraphs)

Diction -2 no analysis of author’s style; -2.5 missing sentences where “vocab” words are in context

Patterns -2/-3 Identifies patterns, but does not explain patterns or notice literary elements;

Analysis -5 less than ½ a page of analysis, Too much summary/not enough identification and explanation of literary devices

Quote -2/-3 Provides unimportant or irrelevant quote or only 1 -2 sentences of analysis of quote.