

## English Literature and Composition Advanced Placement 2020 Summer Reading Assignments

*Dear AP Students,*

*Please read these two required books:*

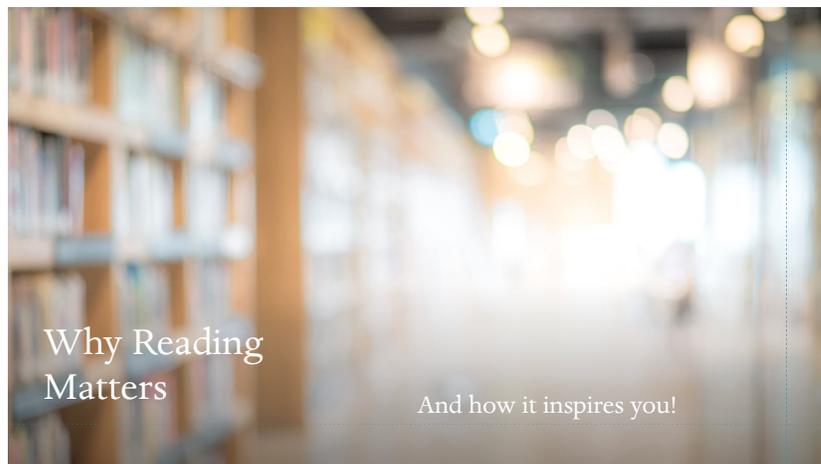
- *The Once and Future King* by T.H. White\*\*\* see below
- *A Raisin in the Sun* (drama)

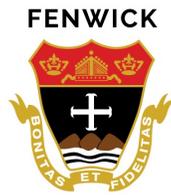
These required books will be assessed in September. I recommend that you annotate the text as you read. I know it is difficult to stop reading and take notes. Keep a highlighter nearby or use sticky notes on pages where there is important information.

Before reading any book, make sure to read our *Active Reading Tips* and the *How to Annotate* documents included below.

Finally, as you read the different books, annotate them as you reflect upon the following essential questions:

- What is the writer asserting?
- What am I being asked to believe or accept? Facts? Opinions? Some mixture?
- How do the different characters analyze the moral content of their decisions? What makes a decision morally correct?
- How has your thinking been altered by this reading? How has it affected your response to the issues and themes in your own life?
- Why/How is this book still relevant?





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#### *II. Choose one of the novels listed below*

- *Sarah's Key* by Tatiana de Rosnay
- *Where the Crawdads Sing* by Dehila Owens
- *The Namesake* by Jhumpa Lahiri
- *Snow Falling on Cedars* by David Gusterson
- *Before they were Yours*, by Lisa Wingate
- *A Man Called Ove* by Frederic Bachman
- *Secret Daughter* by Shilipi Somaya Gowa
- *All the Light You Cannot See* by Anthony Doerr

**Assignment for choice book:** All of these choice books will most likely be made into movies. Create a movie preview for the book you choose. The preview should be between two and three minutes and capture the feel of the movie without giving away too much.

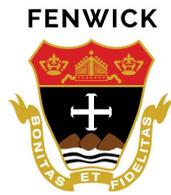
You may work with 2 or 3 people if you do the same book. You can film using real people or using clips and videos that enhance your preview. If you have questions on this, please email me at [jsh@Fenwick.org](mailto:jsh@Fenwick.org). Most students really enjoy doing this assignment.

#### **The King Arthur legend (a brief summary)**

The Arthurian legend has existed for over a thousand of years and the story is as compelling today as it was long ago. The legend of King Arthur and the knights of the Round Table is one the most powerful and enduring stories in the western world. Although there is no real evidence that King Arthur, Guinevere, and Sir Lancelot existed, their names bring up images of gallant knights in shining armor, elegant ladies and heroic quests. In a world of honor and romance, the court of Camelot is at the center of a royal and mystical Britain.

The legend has fascinated poets, authors, script writers and people of every generation. Each new telling of the story, keeps the traditional characters, but puts a spin on the story related to the time period it is being told in. For example, Sir Thomas Malory wrote the *Morte d'Arthur* in 1485 at the height of medieval times when chivalry and courtly love were so important. And if one reads it closely, one can see the values of the time period clearly demonstrated throughout the work.

This summer you are reading most of T.H. White's *Once and Future King*. The *Once and Future King* is made up of 4 books which were published separately and then were eventually put into one book. T.H White is British and wrote his books following World War II where he desperately has Arthur try to find a solution to war. He wrote about the same time that William Golding wrote *Lord of the Flies*. Both writers were deeply affected by the devastation and the cruelty prevalent during WWII.



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So, as you read this book, please consider the following:

- Pay close attention to Arthur’s experiences with the animals, especially the ants, the goose, the hawk, the merlin and the badger.
- **Look at both Arthur’s emerging leadership and the contrast of his upbringing with the Orkney brothers as well as the themes of power and education.**
- Finally think about how successful Arthur has been at the end of the novel and be able to pull together some of the themes.

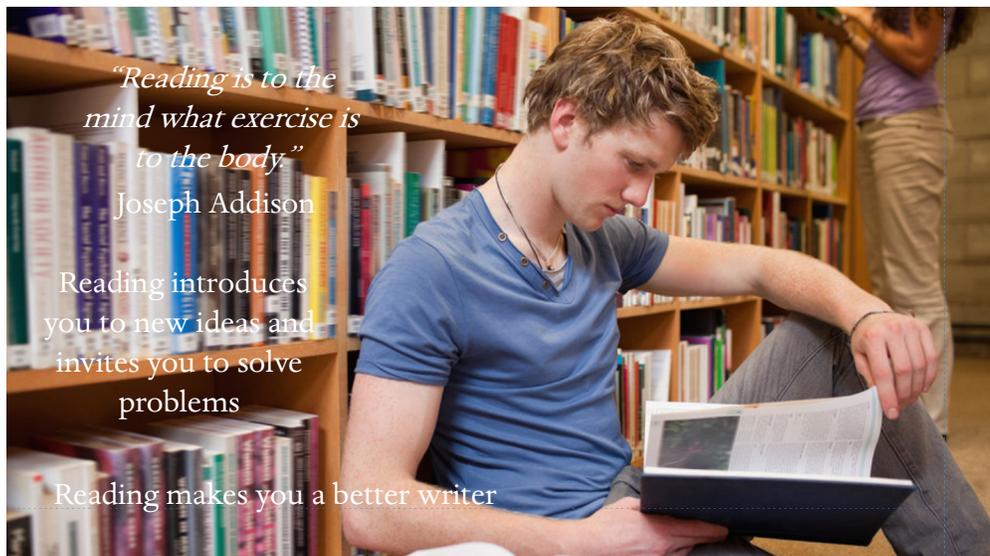
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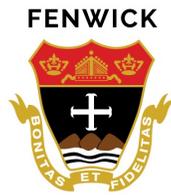
*E-mail me at [jsh@fenwick.org](mailto:jsh@fenwick.org) or [hartj86@hotmail.com](mailto:hartj86@hotmail.com) with any questions or concerns.*

Have a beautiful summer!

Mrs. Hart

English Department Head





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#### How to Annotate While Reading – Adapted from “Interrogating Text” from <https://guides.library.harvard.edu/sixreadinghabits>

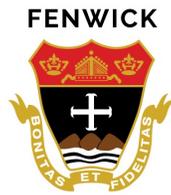
Unlike "highlighting," which might be a passive activity, the process of annotating text helps you to stay focused and involved and to get much more out of your reading. You may find that the process of taking notes, asking questions, looking up unclear words, terms or information, and recording your reactions all help you to concentrate better.

##### 1. Look over the text quickly to:

- Preview main ideas (including the title)
- Locate the name and credentials of the writer (might involve a quick Google)
- See when and where the work was published
- Preview main ideas (including the title)
- Notice any other distinguishing features of the text (unusual format, section headers, lists, and so on).

##### 2. Actively reading the text and annotating while reading:

- Locating and marking the thesis, supporting points, significant ideas.
- Underlining important terms and explaining them in the margins.
- Writing key words, meanings, and definitions in the margin.
- Signaling where important information can be found with key words or symbols in the margin
- Identifying any ideas that challenge the knowledge, beliefs or attitudes of the audience.
- Noting any personal experience with or reflection on the topic.
- Marking, circling, or underlining any words that define voice, tone, attitude or diction and describing what type it seems to be.
- Identifying any information or evidence that defines the text’s historical, biographical, or cultural context.
- Identifying any connections to other sources you have already read on the topic (compare and contrast).



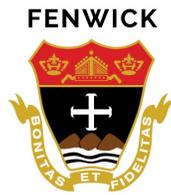
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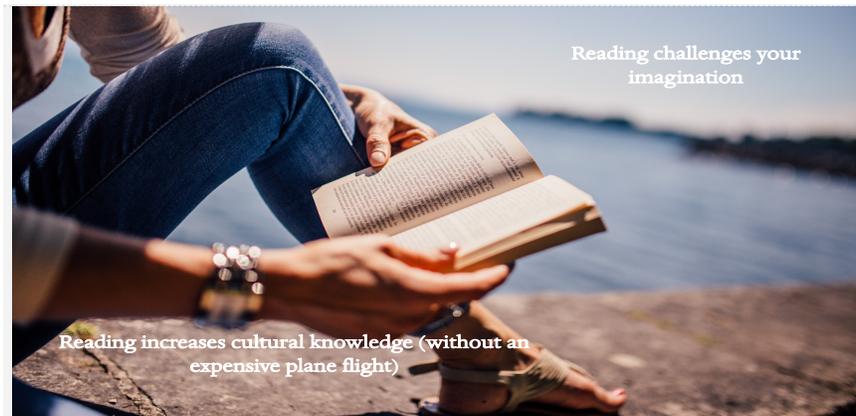
- Writing down any ideas for the essay or questions that develop while reading a source.

#### How to Annotate While Reading, Part Two – Adapted from “The Handout that Harvard Uses”

1. **Adding to your highlighter:** Highlighting can seem like an active reading strategy, but it can actually distract from the business of learning and dilute your comprehension. Those bright yellow lines you put on a printed page one day can seem strangely cryptic the next, unless you have a method for remembering why they were important to you at another moment in time. Pen or pencil will allow you do to more to a text you have to wrestle with.
2. **Mark up the margins of your text with words and phrases:** ideas that occur to you, notes about things that seem important to you, reminders of how issues in a text may connect with class discussion or course themes. This kind of interaction keeps you conscious of the reasons you are reading as well as the purposes your instructor has in mind. Later in the term, when you are reviewing for a test or project, your marginalia will be useful memory triggers.
3. **Develop your own symbol system:** asterisk (\*) a key idea, for example, or use an exclamation point (!) for the surprising, absurd, bizarre. Your personalized set of hieroglyphs allow you to capture the important -- and often fleeting -- insights that occur to you as you're reading. Like notes in your margins, they'll prove indispensable when you return to a text in search of that perfect passage to use in a paper or are preparing for a big exam.
4. **Get in the habit of hearing yourself ask questions:** “What does this mean?” “Why is the writer drawing that conclusion?” “Why am I being asked to read this text?” etc. Write the questions down (in your margins, at the beginning or end of the reading, in a notebook, or elsewhere. They are reminders of the unfinished business you still have with a text: something to ask during class discussion, or to come to terms with on your own, once you've had a chance to digest the material further or have done other course reading.



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### ACTIVE READING: INTERROGATING TEXTS

#### Reading Habits to Develop in Your First Year at Fenwick (adapted from Harvard Library Resources)

Critical reading--active engagement and interaction with texts--is essential to your academic success and to your intellectual growth. Research has shown that students who read deliberately retain more information and retain it longer.

While the strategies below are (for the sake of clarity) listed sequentially, you can probably do most of them simultaneously. They may feel awkward at first, and you may have to deploy them very consciously, especially if you are not used to doing anything more than moving your eyes across the page. But they will quickly become habits, and you will notice the difference—in what you “see” in a reading, and in the confidence with which you approach your texts.

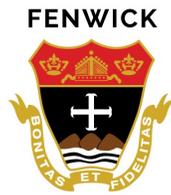
#### 1. Previewing: Look “around” the text before you start reading.

You’ve probably engaged in one version of previewing in the past, when you’ve tried to determine how long an assigned reading is (and how much time and energy, as a result, it will demand from you). Previewing enables you to develop a set of expectations about the scope and aim of the text. These very preliminary impressions offer you a way to focus your reading. For instance: Is the author known to you already? If so, how does his (or her) reputation or credentials influence your perception of what you are about to read? If the author is unfamiliar or unknown, does an editor introduce him or her (by supplying brief biographical information, an assessment of the author’s work, concerns, and importance)?

#### 2. Annotating: Make your reading thinking-intensive from start to finish.

Annotating puts you actively and immediately in a “dialogue” with an author and the issues and ideas you encounter in a written text. It’s also a way to have an ongoing conversation with yourself as you move through the text and to record what that encounter was like for you. Here’s how:

- **Add to your highlighter:** Highlighting can seem like an active reading strategy, but it can actually distract from the business of learning and dilute your comprehension. Those bright yellow lines you put on a printed page one day can seem strangely cryptic the next, unless you have a method for remembering why they were important to you at another moment in time. Pen or pencil will allow you to do more to a text you have to wrestle with.



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- Mark up the margins of your text with words and phrases: ideas that occur to you, notes about things that seem important to you, reminders of how issues in a text may connect with class discussion or course themes. This kind of interaction keeps you conscious of the reasons you are reading as well as the purposes your teacher has in mind. Later in the term, when you are reviewing for a test or project, your marginalia will be useful memory triggers.
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- Get in the habit of hearing yourself ask questions: "What does this mean?" "Why is the writer drawing that conclusion?" "Why am I being asked to read this text?" etc. Write the questions down (in your margins, at the beginning or end of the reading, in a notebook, or elsewhere. They are reminders of the unfinished business you still have with a text: something to ask during class discussion, or to come to terms with on your own, once you've had a chance to digest the material further or have done other course reading.

**3. Outline, summarize, analyze:** Take the information apart, look at its parts, and then try to put it back together again in language that is meaningful to you. The best way to determine that you've really gotten the point is to be able to state it in your own words.

Outlining enables you to see the skeleton of an argument: the thesis, the first point and evidence (and so on), through the conclusion. With weighty or difficult readings, that skeleton may not be obvious until you go looking for it.

Summarizing accomplishes something similar, but in sentence and paragraph form, and with the connections between ideas made explicit.

Analyzing adds an evaluative component to the summarizing process—it requires you not just to restate main ideas, but also to test the logic, credibility, and emotional impact of an argument. In analyzing a text, you reflect upon and decide how effectively (or poorly) its argument has been made. Questions to ask:

- What am I being asked to believe or accept? Facts? Opinions? Some mixture?
- What reasons or evidence does the author supply to convince me? Where is the strongest or most effective evidence the author offers -- and why is it compelling?

#### **4. Look for repetitions and patterns:**

The way language is chosen, used, positioned in a text can be an important indication of what an author considers crucial and what he expects you to glean from his argument. It can also alert you to ideological positions, hidden agendas or biases. Be watching for:

- Recurring images
- Repeated words, phrases, types of examples, or illustrations
- Consistent ways of characterizing people, events, or issues

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**5. Contextualize:** Once you've finished reading actively and annotating, take stock for a moment and put it in perspective. When you contextualize, you essentially "re-view" a text you've encountered, framed by its historical, cultural, material, or intellectual circumstances.

- When was it written or where was it published? Do these factors change or otherwise influence how you view a piece?

Also view the reading through the lens of your own experience. Your understanding of the words on the page and their significance is always shaped by what you have come to know and value from living in a particular time and place.

Susan Gilroy, Librarian for Undergraduate Programs for Writing, Lamont and Widener Libraries 9.12.