

Dear Parents and rising AP Students in Grades 11-12,

Attached is the list of books that AP students in grades 11-12 will be reading as their summer selections. Summer reading is assigned so that students are prepared for the rigor which they will be required to follow during the regular school year. Each student will not only complete an activity on the summer reading selection, but all students will also be tested on the summer reading the first Tuesday of the first complete week of school.

You may have concerns about the literary selections that we will be reading this summer and this upcoming school year. It is acknowledged by the English Department at Providence School that the Bible is the most important of all books ever written, and it is an integral part of learning here. However, in order for our students to be well prepared for the educational demands they will face at institutions of higher learning, it is necessary that they have a broad experience with works of literature from many authors, from different time periods, and with a variety of themes.

One of the challenges in compiling a reading list for any English class is that some families may find a few of the selections objectionable because of language, graphic details, or overall themes. The administrators and teachers here have labored diligently to select pieces of literature that are considered to be important works that most colleges and universities would expect students to have read. We have tried to consider carefully the value of the overriding themes of these short stories, poems, plays, and novels. Again, while some of these books may address mature themes and ideas and may not be written from a Christian world-view or reflect such a mindset, please be assured that we will address and examine them from a Christian world-view.

Sincerely,

Heather Sylvia, English Department Head, English III and AP Language/Composition ([hsylvia@prov.org](mailto:hsylvia@prov.org))  
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When your high school student reads the summer reading selection, he/she should be prepared to take an exam on the assigned novels once school resumes in August. Below, you will find the summer reading assignments for AP Language and AP Literature. This work will be due within the first two days of your student's return to school in August.

**Summer reading assignments**  
**AP Language/Composition**  
**Mrs. Sylvia**

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**Note: you are responsible for reading BOTH *The Poisonwood Bible* and *Lay That Trumpet In Our Hands*; you will choose ONE assignment to complete for ONE of the novels. Here are your choices for *The Poisonwood Bible*:**

**Read *The Poisonwood Bible* and be prepared for an exam when you return to school in August.** In your essay on *The Poisonwood Bible*, be sure to use specific details and **three** to **four** quotations from the novel, for which you will need a Work Cited page as well as parenthetical documentation—i.e., author name and page number following a quotation. Organize carefully before you begin. **Avoid plot summary.** Your essay should reach at least three full pages AND 750 words. Please include a word count **with** and **without** quotations. If you use any other sources outside the novel (and I would suggest you use no more than two to apprise yourself of cultural background), CITE the website/book in your paper and on the works cited sheet. Here are your prompt choices:

- Barbara Kingsolver, in an interview, sums up the theme of the novel: "What have we done as a nation, as a culture, to Africa? There is a cultural arrogance, a spiritual, agricultural and political invasion. How do we make our peace with that?" She goes on to explain, "That's why there are five narrators. Each one represents a different approach." Prove the validity of this statement, citing specific references to the five narrators and how they illuminate Kingsolver's assertion above.
- What do we learn about cultural, social, religious, and other differences between Africa and America? To what degree do Orleanna and her daughters come to an understanding of those differences? Do you agree with what you take to be Kingsolver's message concerning such differences?

- Why do you suppose that Reverend Nathan Price is not given a voice of his own? Do we learn from his wife and daughters enough information to formulate an adequate explanation for his beliefs and behavior? Does such an explanation matter?
- How does Kingsolver differentiate among the Price sisters, particularly in terms of their voices? What does each sister reveal about herself and the other three, their relationships, their mother and father, and their lives in Africa? What is the effect of our learning about events and people through the sisters' eyes?

**Note: you are responsible for reading both *The Poisonwood Bible* and *Lay That Trumpet In Our Hands*; you will choose ONE assignment to complete for ONE of the novels. Here are your choices for *Lay That Trumpet In Our Hands*:**

**Read *Lay that Trumpet in our Hands*, on which you will be tested when school resumes in August. For the writing portion, due the first week back to school, select one of the following essay topics to discuss.** Be sure to use plenty of details and **two** or **three** quotations from the novel for which you will need a Work Cited page as well as parenthetical documentation—i.e., author name and page number following a quotation. Organize carefully before you begin. Your essay should reach at least three full pages AND 750 words. Please include a word count **with** and **without** quotations.

- Critic Roland Barthes has said, “Literature is the question minus the answer.” Consider Barthes’ observation carefully, and write an essay in which you analyze one of the central question the work raises and the extent to which the novel offers any answers. Explain how the author’s treatment of this question affects your understanding of the work as a whole. **Avoid plot summary.**
- In great literature, no scene of violence exists for its own sake. Consider the violence in this novel carefully. In a well-organized essay, explain how the scene or scenes contribute to the meaning of the complete work. **Avoid plot summary.**
- In some pieces of literature some of the most significant events are mental or psychological; for example awakenings, discoveries, changes in consciousness, maturation, spiritual crisis. In a well-organized essay, describe how the author manages to give these internal events the sense of excitement, suspense, and climax usually associated with external action. **Do not merely summarize the plot.**
- The conflict created when the will of an individual (or smaller group of individuals) opposes the will of the majority or the ruling group is a recurring theme of many novels, plays, and essays. Select a fictional character who is in opposition to his or her society and analyze the conflict. Discuss the moral and ethical implications for both the individual and the society. **Do not summarize the plot.**

**Advanced Placement Literature, Summer Reading**  
**AP Literature**  
**Mrs. Mullally**

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As you know, you are responsible for reading two books this summer: *Crime and Punishment* and *How to Read Literature Like a Professor*. The first is a novel and is frequently cited on what is called the Open Question (Question 3) of the AP Exam, which you will take next May. The second book is an introduction to critical analysis of literature which we will be covering during AP this school year.

Rather than writing essays as you have done in the past, you will be relating the novel to the concepts found in *How to Read*, so make sure you read this book first. As you read the books, highlight (if you are borrowing the books, use post-it notes) sections/quotations which follow some idea found in HTRLAP or which are significant to the work as a whole, then be able to explain how the quotes are connected or why they are

important. After you have read both books, complete the following assignment. This assignment should be typed (for this assignment and this one ONLY, you may single space your work) and should be SEVERAL pages in length. Warning: you cannot complete this assignment the night before it is due and have it be the quality of work that I expect from AP students. Remember that part of your heading should be the MLA entry citation of both books.

**Writing Assignments for**  
***How to Read Literature Like a Professor* by Thomas C. Foster**  
**with**  
***Crime and Punishment* by Fyodor Dostoyevsky**

**Chapters which are not listed for *How to Read Literature Like a Professor* do not have an assignment linked to them from the novels; therefore, while you are responsible for those chapters in *How to Read Literature Like a Professor*, we will discuss them in regard to other pieces of literature.**

**Introduction: How'd He Do That?**

How do memory, symbol, and pattern affect the reading of literature? How does the recognition of patterns make it easier to read complicated literature? Keep these questions in mind as you are reading *C and P*.

**Chapter 1 – Every Trip is a Quest (Except When It's Not)**

List the five aspects of the QUEST and then apply them to *Crime and Punishment* in the form used on pages 3-5.

**Chapter 2 – Nice to Eat with You: Acts of Communion**

Focus on a time when the characters in *C and P* are eating. Are these examples of communion? Discuss.

**Chapter 3 – Nice to Eat You: Acts of Vampires**

Foster says “ghosts and vampires are never only about ghosts and vampires” (17). How does this thought connect with the characterization of Rashkolnikov? Svidrigialov? Other characters?

**Chapter 5 – Now, Where Have I Seen Her Before?**

Define intertextuality. Discuss three examples that have helped you in reading this novel.

**Chapter 7 - ...Or the Bible**

Discuss Biblical allusions in *Crime and Punishment*. You need to include at least three in your discussion. Be creative and imaginative in these connections. (Remember: unlike many authors, Dostoyevsky was writing from a Biblical worldview, so his allusions are specific and deliberate.)

**Chapter 9 – It's Greek to Me**

In this chapter, Foster references Walcott's belief that “the potential for greatness...resides in all of us, no matter how humble our worldly circumstances” (69). What do you think about this statement? Apply Walcott's insight to the characters' perceptions of each other in *Crime and Punishment*.

**Chapter 10 – It's More Than Just Rain or Snow**

Discuss the importance of weather in the novel. Be careful not to rely on plot but the *importance*.

**Chapter 11 - ...More Than It's Gonna Hurt You: Concerning Violence**

Violence is certainly present in this novel. How? What part does it play

**Chapter 12 – Is That a Symbol?**

Using the process described on page 106, investigate the symbolism in the novel. Make sure you that discuss several of the symbols present in each book.

**Chapter 13 – It's All Political**

Assume that Foster is right and “it is all political.” Use his criteria to show that *Crime and Punishment* is political.

## **Chapter 14 – Yes, She’s a Christ Figure, Too**

Apply the criteria on page 119 to Sonia. Can Dounia be considered a Christ figure?

## **Chapter 19 – Geography Matters...**

Discuss at least four different aspects of *Crime and Punishment* that Foster would classify under “geography.”

## **Chapter 20 –So Does Season**

How does the time of year affect *C and P* as far as tone and plot?

## **Interlude – One Story**

Write your own definition for archetype. Then identify an archetypal story and apply it to *Crime and Punishment*.

## **Chapter 22—He’s Blind for a Reason, You Know**

## **Chapter 23—It’s Rarely Just Heart Disease...**

## **Chapter 24 - ...And Rarely Just Illness**

What character(s) have diseases in the novel? What do the diseases and their types reveal about the characters?

## **Chapter 26—Is He Serious and other Ironies**

What ironies have you found in the novel? Identify and explain them.

### **And Finally. . .**

Finally, for a little creativity, here’s an activity that will be suitable for framing or a spot on my classroom wall! It requires you to think about particularly significant or remarkable words, symbols, and images from *Crime and Punishment* as well as make you think about how the work utilizes the five senses of sight, sound, smell, taste, and touch.

1. Take a sheet of unlined copy paper and make a border of images/pictures that represent some aspect(s) of *Crime and Punishment*.
2. On a separate sheet of paper, write the following:
  - Line one: a memorable word from the book (with page number)
  - Line two: a significant phrase from the book (with page number)
  - Line three: a color that represents some aspect of the book—it doesn’t have to be one specifically stated in the book, but it should capture some aspect of the novel (page number)
  - Line four: a series of sounds (at least three) found in the book (page numbers)
  - Line five: a sense of taste found in the book (page number)
  - Line 6: a smell found in the book (page number)
  - Line 7: a touch/texture found in the book (page number)
3. Using the items from the list you have created by completing step 2, write a seven-line (or more) poem adding words to form complete phrases or ideas. You may change the order of the lines, and you may use additional wording.
4. Copy the lines of your poem onto the paper with the border you created in step 1.
5. Paste the paper with the sense lines and page numbers (step 2) on the back of the paper.
6. Give the poem a title.

Poem idea adapted from Deborah Shepard, College Board Advisor for AP English Literature and Composition, Lincoln High School, Leon County, Florida