**Cerritos High School AP English IV: Literature and Composition**

*The Summer Assignment ’12-’13*

Mr. Varieur and Mr. Jepsen

http://chsenglishap4.weebly.com

* Read***Part One:******Fiction*** chapters 1 and 2. Read the stories below and answer the questions (with evidence from the text) at the end of the selection (SKIP THE CONNECTION QUESTIONS). If the story has an \*\*\* next to it, there are additional questions that need to be downloaded from the summer page of the website. Choose 1 story to annotate and turn in your annotations with your answers. See website for ways to annotate and how to analyze prose. See ***Literary Analysis: Prose*** for help.
* **“Story of an Hour” (You cannot annotate this one, but see read annotations)**
* **“Who’s Irish”**
* **“The Lesson”**
* **“The Rocking-Horse Winner”**
* **“Sonny’s Blues”\*\*\***
* **“I Stand Here Ironing”**
* **“Woman Hollering Creek”\*\*\***
* **“The Things They Carried”\*\*\***
* **“Guests of a Nation”**
* Read ***Part Two: Poetry*** chapters 11, 12, and 13. No questions required, but make sure you understand the Types of Poetry and the Elements of Poetry (Tone, Diction, Imagery, etc. are part of your terms too.). Make sure you know how to analyze all parts of the poem to find the tone and the meaning/theme (see the website). You will get a poem to analyze in Sept. so be familiar with the ***Literary Analysis: Poetry*** document.
* Read ***Part Three:******Drama***chapters 22, 23, and 24. Read ***The Importance of Being Earnest\*\*\****and***A Doll House****.* Answer the questions at the end of each play (SKIP THE CONNECTION QUESTIONS). See summer page on website for additional questions for *The Importance of Being Earnest.* ***See Literary Analysis: Drama for more help.***
* ***Part Four: Literary Terms and Biblical Allusions****. The allusions will be turned in and you will be tested on the terms. We will go over the terms the first week of class.*

The English Department of Cerritos High School would like to congratulate you on successfully completing the first three years of your high school career. As you know, the next year in A.P. English will be academically challenging and very time consuming. You will continue your in-depth study of language, writing, literature, and critical thinking to prepare for the A.P. exam and, more importantly, for further studies at the university level.

In an effort to better prepare you for the exam and college studies, we are asking you to read assigned works of literary merit or works that provide the specific and necessary literary/cultural background for later studies. (As junior high students and freshmen you read Greek and Roman mythology.) On the second week of class, you will submit an individually compiled glossary of **Biblical and Mythical allusions (**see handout on website for specific directions and examples**)**. In addition to your allusion dictionary, you will be given a list of **Literary Terms** (see handout for terms and directions on website) that you must define. There will be a matching test the 2nd week of class. We recommend that you purchase any one of those “**How to pass the AP Literature and Composition Test booklets** and complete one booklet per quarter**.** Look for one that has the multiple-choice answers explained along with sample essays. We highly recommend you take the AP Test in May. Lastly, we highly recommend that you purchase the **6th** edition of ***Literature: Reading Fiction, Poetry, Drama, and the Essay*** by Robert DiYanni (ISBN 0-07-325692-7). The course is similar to a university English class and we expect you to annotate in your text and to read actively and with a purpose (see our handouts and suggestions on the site and see <http://hcl.harvard.edu/research/guides/lamont_handouts/interrogatingtexts.html>). Decide on your method for annotation, but remember to explain the function of all elements and literary terms found in the work. You may purchase the book from a graduating senior or buy it online used or new. We recommend half.com or amazon.com. Some 2nd editions are on reserve in our school library, but you’ll have to check with another student to make sure the selections are the same as the 6th edition.

**Don’t cheat, copy, collaborate, or plagiarize!** If you consult any sources, you must cite your sources using the MLA format found in your textbook-even if you paraphrase. Anyone caught cheating will start the course with a 0 out of approximately 300 points.

* The required readings for the students are selections from Biblical literature. Full understanding of many great literary works depends on the students’ ability to interpret the Biblical allusions in these classical and contemporary writings. For example, Mark Twain alludes to Moses in the bulrushes in Chapter two of **Huckleberry Finn**, and students must know the biblical story of Moses’ life to enjoy fully the humor and social satire behind Twain’s allusion. To illustrate further, one must understand Christ motifs, Judeo-Christian values and themes, and Biblical characters and symbols to comprehend fully the meanings of works such as **The Great Gatsby, The Crucible, The Grapes of Wrath, Hamlet, Tartuffe, Their Eyes Were Watching God,** and many other poems, essays, plays, novels, and short stories.

\*See David Van Biema’s “The Case for Teaching The Bible” published in *Time Magazine* March 22, 2007 for a more detailed rationale. (It’s on the website too.)

http://www.time.com/time/magazine/article/0,9171,1601845,00.htm

**NOTE: UNDER NO CIRCUMSTANCES ARE WE ATTEMPTING TO PROSELTYIZE.** The objective of this reading assignment is to enrich student’s understanding of and interpretive skills with the great literature of western civilization. It is also to prepare them for the A.P. exam whose makers expect students taking the test to be familiar with the Bible and recognize Biblical allusions in the passages in the exam.

**Suggested Readings and Resources:**

* See the summer section of the website docs and links about HOW TO ANNOTATE, ANALYZE, and COMPLETE A LITERARY ANALYSIS for each genre.
* Kelley Griffith’s *Writing Essays about Literature: A Guide and Style Sheet*
* Thomas Foster’s *How to Read Like a Professor*
* See the DiYanni website [www.mhhe.com/diyanni](http://www.mhhe.com/diyanni) for more resources on reading and writing. See glossary of literary terms too.

\*If you have any questions, please email Mr. Varieur @Wade.Varieur@abcusd.k12.ca.us or [Mrvarieur@sbcglobal.net](mailto:Mrvarieur@sbcglobal.net). Email Mr. Jepsen @ [Alan.Jepsen@abcusd.k12.ca.us](mailto:Alan.Jepsen@abcusd.k12.ca.us).

**\*\*\*VISIT OUR WEBSITE** [**http://chsenglishap4.weebly.com**](http://chsenglishap4.weebly.com) **TO DOWNLOAD THE HANDOUTS MENTIONED ABOVE AND TO LEARN MORE ABOUT THE CLASS.**