DIRECTIONS: Pasadena ISD incoming AP Literature students will read the novel assigned by their campus and use it to complete the following assignment. You will complete this assignment on lined paper or you may choose to type this assignment according to the directions below. Some campuses require an electronic submission of this assignment in Schoology on the due date. You may also opt to purchase a composition book to use while completing this assignment. Please see campus novel assignments below:

<table>
<thead>
<tr>
<th>Campus</th>
<th>Novel Selected</th>
<th>Campus Contact (questions?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dobie High School</td>
<td></td>
<td><a href="mailto:MAlexander@pasadenaisd.org">MAlexander@pasadenaisd.org</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="mailto:TGerries@pasadenaisd.org">TGerries@pasadenaisd.org</a></td>
</tr>
<tr>
<td>Lewis Career &amp; Technical High School</td>
<td><em>Heart of Darkness</em> by Joseph Conrad</td>
<td><a href="mailto:DDorn@pasadenaisd.org">DDorn@pasadenaisd.org</a></td>
</tr>
<tr>
<td>Memorial High School</td>
<td><em>Frankenstein</em> by Mary Shelley</td>
<td><a href="mailto:EEmmons@pasadenaisd.org">EEmmons@pasadenaisd.org</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="mailto:ASmith2@pasadenaisd.org">ASmith2@pasadenaisd.org</a></td>
</tr>
<tr>
<td>Pasadena High School</td>
<td><em>The Poisonwood Bible</em> by Barbara Kingsolver</td>
<td><a href="mailto:MJQue@pasadenaisd.org">MJQue@pasadenaisd.org</a></td>
</tr>
<tr>
<td>Sam Rayburn High School</td>
<td><em>Pride and Prejudice</em> by Jane Austin</td>
<td><a href="mailto:CWard@pasadenaisd.org">CWard@pasadenaisd.org</a></td>
</tr>
<tr>
<td>South Houston High School</td>
<td>YOUR CHOICE OF: <em>Farewell to Arms</em> by Ernest Hemingway OR <em>Wide Sargasso Sea</em> by Jean Rhys</td>
<td><a href="mailto:SDeWolfe@pasadenaisd.org">SDeWolfe@pasadenaisd.org</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="mailto:SBryant1@pasadenaisd.org">SBryant1@pasadenaisd.org</a></td>
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</table>

Name ___________________________________________ Date ____________ Period ____________

AP Literature and Composition (AP English IV) Summer Reading Assignment

PLEASE USE THE BULLETED FORMAT PROVIDED.

Title of Novel: ___________________________________ Author: ___________________________________
Setting of Novel: ___________________________________

1. Discuss the PROTAGONIST: (use complete sentences with L2s and commentary to discuss the bullet points)
   - Flaws:
   - Virtues:
   - Conflicts:
   - Mistakes:
   - Redemption:

2. Discuss the ANTAGONIST: (use complete sentences with L2s and commentary to discuss the bullet points).
   - Flaws:
   - Virtues:
   - Conflicts:
   - Mistakes:
   - Redemption
3. Discuss the other **SUPPORTING CHARACTERS**: (use complete sentences with L2s and commentary)
   - 
   - 
   - 
   - 

4. Discuss the **MAJOR EVENTS** in the novel’s **plot**: (at least three, with commentary about how they tie to theme)
   - 
   - 
   - 

5. Discuss the major **CONFLICTS** in the work: (at least three, with commentary about how they tie to theme)
   - 
   - 
   - 

6. Discuss the **DEFINING MOMENT** (the “a-ha” moment) in the novel with **commentary** that ties to theme:
   - 

7. Identify **MAJOR QUOTES** (at least three) in the novel that **REVEAL THEME**, with **commentary** that explains the connection to theme:
   - 
   - 
   - 

8. Discuss **MAJOR THEMES** presented in the novel: (Themes are not single words; themes are **COMPLEX** statements using **yet** or **although** Example: With power comes responsibility, **yet** abuse of that power may result in disastrous ends for the offender as well as his victims).
   - 
   - 
   - 

9. Discuss the **AUTHOR’S USE OF L3s (Level 3) / STRATEGIES**: (How does the author **STRUCTURE** the novel or use specific **STRATEGIES** and **LITERARY ELEMENTS** to create meaning?)
   Choose all that apply from the list:
   - Comparison/Contrast: (**figurative language** -- simile, metaphor, analogy, etc.)
   - Narration (**point of view**):
   - Description (**imagery** in literature):
   - Appeal to authority (**apostrophe**):
   - Division/ Classification: (takes the subject apart)
   - Exemplification (**selection of detail**):
   - Process analysis (what are the **steps**?):
   - Appeals to emotion: (**diction**):
   - Syntax: (style of sentences)
   - Juxtaposition: (setting opposing ideas side-by-side)
   - Repetition:
   - Shift(s):
   - Structure: (Frame; Beginning, Middle, End; Flashback, etc.)

10. Discuss the **MEANING OF THE WORK AS A WHOLE**: (What is the **MAIN MESSAGE** the author is trying to relay? Write a **complex** statement where you connect the theme to life in general or the human condition).
    Examples:
    - **There is a way to be good again despite what you have failed at doing.**
    - **In the absence of law and order the human impulse toward savagery tends to dominate despite man’s best efforts to restrain it.**
    - **When man dwells on controlling what is beyond his control, he ends up losing control of himself.**
KEY:
L1 = Level 1 analysis: using text evidence as support
L2 = Level 2 analysis: using associative language derived from the text (tender, morbid, hostility, rejection)
L3 = Level 3 analysis: understanding the structure of the text or the strategies used in the construction of the text (what the author DOES to make it happen -- comparison, contrast, juxtaposition, repetition, shift, etc.)

If you have any questions please contact the AP Literature teacher at your campus.