**Calera High School**

**AP English Literature and Composition 2015 Summer Reading**

**Required Reading:** *The Kite Runner* by Khaled Hosseini, *A Doll’s House* by Henrik Ibsen, and *Jane Eyre*  by Charlotte Bronte

**Directions: You have TWO separate Summer Reading Assignments:**

**Assignment #1**

**Read AND annotate ALL novels:** *Jane Eyre* (Bronte), *The Kite Runner* (Hosseini), and *A Doll’s* House (Ibsen)

Annotate the text by writing in the margins and marking or highlighting the text for key information. If you are using a library book, you may use post-its. If you are reading the book electronically, write your annotations on a separate sheet of paper. Suggested information to note:

~Begin to annotate. Use a pen, pencil, post-it notes, or a highlighter (although use it sparingly!):

\*Summarize important ideas in your own words.

\*Add examples from real life, other books, TV, movies, and so forth.

\*Define words that are new to you.

\*Mark passages that you find confusing with a ???

\*Write questions that you might have for later discussion in class.

\*Comment on the actions or development of characters.

\*Comment on things that intrigue, impress, surprise, disturb, etc.

\*Note how the author uses language. A list of possible literary devices is attached.

\*Feel free to draw picture when a visual connection is appropriate

\*Explain the historical context or traditions/social customs used in the passage.

~Suggested methods for marking a text:

\*If you are a person who does not like to write in a book, you may want to invest in a supply of post it notes.

\*If you feel really creative, or are just super organized, you can even color code your annotations by using different color post-its, highlighters, or pens.

\*Brackets: If several lines seem important, just draw a line down the margin and underline/highlight only the key phrases.

\*Asterisks: Place an asterisk next to an important passage; use two if it is really important.

\*Marginal Notes: Use the space in the margins to make comments, define words, ask questions, etc. \*Underline/highlight: Caution! Do not underline or highlight too much! You want to concentrate on the important elements, not entire pages (use brackets for that).

\*Use circles, boxes, triangles, squiggly lines, stars, etc. Whatever makes sense to you!

**The annotations AND journal assignment are due on the FIRST day of school.**

**Assignment # 2**

**Complete a TYPED Character Dialogue Journal assignment** on a major character from any one of the three assigned readings. Your character journal will be almost like a character timeline, charting how the character changes throughout the text. **You will come to an ultimate conclusion about the character in the final entries, making an argument/explaining your opinion about this character.**

All journals are to be completed individually; no group work is allowed. If any evidence of group work exists in the journal entries, then a grade of zero will be earned by the students involved and disciplinary action may take place.

Due Date:Hard copies of journals are due on the **FIRST** day of school.They must be printed and stapled when you arrive to class. Rubrics must be attached as the last page.

**Character Dialogue Journal Assignment**

*How to complete this assignment:*

1. Select ONE character from ONE novel to focus on as you read. You might look for growth or development in the character, relationships with others, insights that the character gains, etc. Pick a character that plays a pivotal role in the novel.
2. Find **15 examples** of textual evidence **spaced throughout** **the novel** that reveal information about your character. Create a **two-column** chart. Use a Word Document and create a table with two columns, labeled as follows: on the left *What the Book Says* and on the right *What I Say*.
3. **Left-hand column:** Record the textual evidence (direct quotes from the novel) under the column labeled *What the Book Says*. Be sure to include the author and page number in MLA Format. (See example on the following page).
4. **Right-hand column**: Respond to your passage under the heading *What I Say*. Each response should contain a minimum of five sentences. Discuss what the passage **reveals** about your character. Try to go beyond the obvious!

|  |  |
| --- | --- |
| ***What the book says…*** | ***What I say…*** |
| On this side of the paper you include the actual “stuff” in the story or text – on the surface  **Internal:**   * What the character thinks * The character’s attitudes   **External:**   * What the character looks like * What the character does (actions) * How other characters react to the character * What the character says | On this side of the paper you include the “stuff” from your head about the story or text – under the surface   * The “so what” or “why” (Why is this significant? What assumptions can we make about the character based on this quote from the text?) * Analysis * Interpretation * A character’s feelings or thoughts * Opinion * Judgment * Inference * Insight * Reasons |

Example of a Character Dialogue Journal: *From F. Scott Fitzgerald’s The Great Gatsby*

|  |  |
| --- | --- |
| **What the Book Says…** | **What I Say…** |
| **Nick Carraway**  “My own house was an eye-sore, but it was a small eye-sore and it had been overlooked, so I had a view of the water, a partial view of my neighbor’s lawn and the consoling proximity of millionaires – all for eighty dollars a month” (Fitzgerald 10). | Nick Carraway, a man from a prominent family, will not share his family by living a “bad” life; he must make friends with the rich and become popular, which is the great American Dream. Under normal circumstances, one would not buy a house that is an eye-sore, but the proximity to the affluent aids the decision. Pride is also present in the American Dream, and Nick can say that he lives with millionaires. In addition, Nick is new to New York, and living by millionaires is a great start to becoming a well-known man. The usage of the dash was ever effective and emphasized the “privileges” Nick has compared to others. However, this urge to become popular with an upper class is destructive, for there is no limit to how popular one can be, so the hopes and dreams of people searching for an easy life can only be hopes and dreams. |

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\*\***PLEASE DETATCH AND STAPLE THIS RUBRIC AS THE LAST PAGE OF YOUR CHARACTER JOURNAL\*\*\***

**CHARACTER DIALOGUE JOURNAL GRADING RUBRIC**

\_\_\_\_\_\_\_\_\_\_\_\_/10 Entries: See Key below **Spaced evenly throughout the book**

9-10=at least 15 entries 7-8=10-14 entries 0-6=fewer than 10

\_\_\_\_\_\_\_\_\_\_\_\_/10 Entries reflect a variety of responses according to the examples outlined in the summer reading instructions. A variety of sentences is used to reflect a careful consideration of writing. Responses are crafted in complete sentences. Responses are detailed (at least 5 quality sentences per response).

9-10=Exceptional 7-8=Acceptable 0-6=Unacceptable

\_\_\_\_\_\_\_\_\_\_\_\_/10 Journal is well-organized

* \_\_\_\_\_/2 It is well-divided into two columns
* \_\_\_\_\_/4 Passages are quoted accurately and ellipsis are used properly
* \_\_\_\_\_/4 MLA citation format is used to reflect the page(s) of the text

\_\_\_\_\_\_\_\_\_\_\_\_/10) Quality of responses reflects true insight and analysis of the language of the text on the part of the reader. **The reader draws some ultimate conclusion about the character at the end of the journal.**

9-10=Exceptional 7-8=Acceptable 0-6=Unacceptable

\_\_\_\_\_\_\_\_\_\_\_\_/10 Responses discuss **what the passage reveals** about the character. Responses reveal a depth of thought about the passage and how the passage is significant in the character’s development.

9-10=Exceptional 7-8=Acceptable 0-6=Unacceptable

TOTAL

\_\_\_\_\_\_\_\_\_\_\_\_/50 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_% out of 100