



## *AP Literature Summer Reading 2024:*

### *Coming-of-Age: What does the novel reveal?*

#### Choose ONE of the following novels:

- *Prayers for the Stolen* by Jennifer Clement
- *Song of Solomon* by Toni Morrison
- *Oranges Are Not the Only Fruit* by Jeannette Winterson

These novels explore how an individual develops from a child to an adult and attempts to negotiate his or her place in the world in which he or she lives. This type of novel is often referred to as a “coming-of-age” novel, or “*bildungsroman*.” According to The Literary Encyclopedia: “It charts the protagonist’s actual or metaphorical journey from youth to maturity. Initially the aim of this journey is reconciliation between the desire for individuation (self-fulfilment) and the demands of socialisation (adaptation to a given social reality).” Note this as you read. Think about how the author communicates the coming-of-age experience and its elements- many of which are universal to the “growing up” journey no matter the time, gender, sexual orientation, race or place.

**GOAL:** To choose ONE novel and explore what it reveals about a coming of age through a journal of evidence and reflections that you gather and explore.

Ultimately, each of the novels contains a view of the human experience of growing up. The question you need to ponder is: What does the novel *reveal* about the coming-of-age experience? And think about the minor aspects of that experience. The representation is usually complex and doesn’t have to mirror our own experience; it is the author’s work that reveals some aspect of growing up that they want us to ponder.

**Assignment:** As you read, and/or after, you will gather at minimum TEN pieces of evidence that *span the entire novel* and then you will analyze the evidence and what it reveals about coming of age. The evidence is giving you the answer to the overarching question and your analysis is helping you figure out the theme as it relates to coming of age. This answer is going to be complex, specific, and interesting; it isn’t going to be “growing up is hard.” So, make careful choices of evidence that is interesting.

#### Assignment set-up:

1. A heading with your name, teacher name, course name, date.
2. Include a MLA works cited entry for the novel you use beneath the heading and before your entries.
3. Journals should be typed and include the entire piece of evidence you are using.
4. Use 12-point font, one-inch margins, single-space the evidence and double-space your analysis.

**Assignment DUE date:** First day of school Fall 2024! Check your teacher’s Canvas page for directions for submission. This will be posted near the start of school.

**Guidelines for your evidence choices. Your evidence choices should be:**

1. Original and show an engagement with the story. They should NOT be easily located on Spark Notes, Online Reading guides, etc. So, make sure you check there if there is one for your book and avoid those as one of your ten choices.
2. Short (anywhere from 1-4 sentences long).
3. Labeled with chapter number and page number and a short 1-2 sentence summary of what is happening in the novel where the selection is taken.
4. More than something you could easily summarize- if all the evidence does is give you facts and not much to discuss that is interesting about coming of age, then it isn't a good choice.

**Guidelines for your analysis of the evidence. Your analysis should:**

1. Follow each selection of evidence- so ten pieces of evidence, ten entries of analysis.
2. Be 4-8 analytic sentences about what is revealed in the evidence *about coming of age*. So, don't ramble here and don't summarize- refer directly to the evidence (you can even requote aspects from it) and **explore it**. You can: analyze character, setting, relationships, conflicts, etc. impact on growing up and or how the author's choice of diction, imagery, figurative language, structure, syntax, etc. impacts the reader's understanding of growing up.

Finally, we are only asking you to choose one of the novels to read and study for this assignment. We will use your work to craft our first piece of writing in the course, so we expect that you will come ready to school to turn in this journal on the first day of class. Then we will work with you to craft a paper during the first marking period.

However, as enrichment please consider reading more than one and or choosing your own "coming-of-age" novel to deepen your understanding of how authors reveal this universal journey. You do not need to keep a journal for other novels you read. In fact, you may have already read some!

Here are some links to online coming of age book list suggestions, but you can explore other lists online as well:

<https://www.goodreads.com/shelf/show/coming-of-age>

<https://bookriot.com/2018/04/05/coming-of-age-books/>

Also, you may want to explore some of the following movies that highlight the coming-of-age subject. Here are some links to explore a few lists of movies:

<https://www.goodhousekeeping.com/life/entertainment/g27086675/best-coming-of-age-movies/>

<https://www.buzzfeed.com/crystalro/coming-of-age-movies>

Have a great summer! We look forward to some intriguing discussions about life, literature, and the arts when we return in the fall.

Fondly,

Mrs. Rosselli and Mr. Sibel

AP Literature and Composition

CB West