AP Summer Reading 2019  
C.B. West’s AP Literature Team  
**CHOOSE TWO BOOKS:** Each student must choose one book from each of the lists. While reading the novels, students must EITHER write marginal notes in the novel OR write notes on 5X8 index cards (more on that in a minute):

<table>
<thead>
<tr>
<th>Choose one Victorian Novel</th>
<th>And Choose one Contemporary Novel</th>
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<tr>
<td>Great Expectations by Charles Dickens</td>
<td>Song of Solomon by Toni Morrison</td>
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<tr>
<td>Jane Eyre by Charlotte Bronte</td>
<td>Oranges Are Not the Only Fruit by Jeanette Winterson</td>
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**WHEN READING:** As you journey into the worlds presented within each of these intriguing novels, you must realize that you are to read these works as scholars. In order to be able to make specific references to the text for the assessments, you must be an active reader and engage your mind and your pen. You need to engage with the text. So, how does one do this?

- First, whenever you sit down to read you need to have a writing utensil in hand so that you can create marginal notes or 5X8 index cards that will be useful for engaging with the text- see the back of this sheet on how to take notes. Buy your books if you can and write your notes on the page or borrow your books and take notes on index cards and include page number references. These may be checked when you return.

- Next, 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.” This is defined by www.virtualsalt.com as: A type of novel where the protagonist is initiated into adulthood through knowledge, experience, or both, often by a process of disillusionment. Understanding comes after the dropping of preconceptions, a destruction of a false sense of security, or in some way the loss of innocence. Some of the shifts that take place are these: ignorance to knowledge, innocence to experience, false view of world to correct view, idealism to realism and immature responses to mature responses. Note this as you read.

Think about how the author communicates the coming-of-age experience and its elements. Also, think about the similarities and differences between your Victorian novel and your Contemporary novel and the gender differences if your main characters are different genders.

- Finally, take a look at the following websites that contain discussion questions. Use these to get yourself thinking. Write notes or responses to the questions and/or talk about the questions with other students who are taking this course- it would be wonderful if you could read and discuss these books together in a little AP Book Club of sorts- set due dates for each other and then get together and chat about the books- this is where you can figure out answers to questions that you have about the novel!
  - Great Expectations: http://www.victorianweb.org/authors/dickens/ge/lqae.html
  - Jane Eyre: http://www.victorianweb.org/authors/bronte/cbronte/pva273.html
  - Song of Solomon: http://www.oprah.com/oprahsbookclub/About-Toni-Morrisons-Book-Song-of-Solomon/3
  - Oranges Are Not the Only Fruit: http://www.umass.edu/complit/aclanet/Winterso.html

- DO NOT RELY ON Cliff’s Notes, Sparknotes, etc.- these are strictly forbidden for this class. Part of this course is about building confidence as a reader of literature.

**ASSESSMENT:** When you return to school, you will be tested on these novels. You will need to demonstrate your ability to analyze these texts beyond the elements of plot and character. You must be able to articulate an understanding of how the author crafts the texts- not just what is there, but why and how. Make sure that the notes you take, whether in the book or on the cards, are useful.
Marginal Notes or Index Card Notes

Students need to read and take notes either in the book or on index cards; however, often students struggle with what exactly to write. Notes demonstrate that your brain is actively engaged in a dialogue with the text. The notes become the evidence of your reading experience and your work to figure out the novel.

Remember:
- Do not lengthen your reading time unnecessarily by writing lengthy comments
- Use abbreviations (just make a key in the front of the text), one word references, notations and symbols
- The comments should be enough to remind you of your thoughts at a glance and should help you locate key passages easily.
- AVOID underlining or highlighting without commenting- if you think it is important enough to underline, there must be a reason- even if it is in the form of a question.
- Use the end of chapters to write short responses to what is happening in the novel.
- Make the most notes in the first chapter of each novel- ask yourself "Why does the author choose to begin the novel in this way?" There is some reason.
- If you use index cards record page numbers with notes.

Basic Goals:
- To keep yourself focused while you read
- To remember your first reactions- these will be key to writing about the reader’s experience later
- To be able to find key passages quickly
- To begin to do the analysis yourself concurrent with the reading experience. (Our goal is always a very close reading of text)
- To increase your enjoyment of the work by participating actively while you read.

Reader Response: Be able to trace your reactions, to ask questions in class, to remind yourself when you find answers to earlier questions.
MAKE NOTE OF:
- Your reactions/emotional responses (humor, surprise, sadness, anger, frustration, disappointment, tension/suspense, disgust, criticism, disagreement, confusion)
- Your questions or lack of understanding or doubts (ask “Why?”)
- Your revelations: when “things” become clear to you, when you make links
- Similarities to other works: “Reminds me of...” another book, play, movie, song, poem, TV show, person
- Wonderful writing- passages that strike you artistically/aesthetically

Character and Plot: to be able to find quickly key passages/evidence, to remember incidental but important details.
MAKE NOTE OF:
- Introductory facts: character backgrounds, age, setting descriptions
- Character traits/ self-appraisals/ revelations (“For the first time, he realizes...”)
- Important events/ turning points/ key scenes
- Contradictions/conflicts
- Connections to previous incidents/ repeated references
- Comparisons within text and to outside events/figures, juxtapositions

History and Culture: to be able to assess the values of the culture depicted in the work or the culture which produced the work.
MAKE NOTE OF:
- Historical references to events or individuals: geographical references
- Evidence of views characteristic of the characters’ and/or author’s time period and culture
- Descriptions of class judgments, racism, gender biases, stereotypes

Authorial Devices: to be able to connect the subtleties, to discern patterns, to react to style.
MAKE NOTE OF:
- Changes in point of view/ emphasis
- Points where the author seems to speak directly or thematically (direct presentation)
- Points where the reader understands anything that the characters do not (dramatic irony)
- Crucial vocabulary (to be looked up)
- Stylistic techniques: irony, satire, humor, exaggeration, repetition/patterns, possible symbols, significant metaphors and other notable literary devices: applications of the title within the novel.

Other Notables: any mention of God, anything religious or biblical, love, sex, philosophical and psychological terms, moral terms, and anything that causes you to pause while reading.

Summer Reading: Remember to note details using the coming of age definition