

Dear AP Literature Students,

If you are reading this letter, then you are one of the most academically diligent and intellectually curious students of your class.

Advanced Placement is a rigorous and transformative class. You may already know the work-load of AP Literature will challenge you, true, but more importantly, it is rewarding and beneficial for any student who chooses to embark on the literary journey.

If you have a perceptive and inquisitive mind, this course will help you develop fine-tuned literary skills. You will cultivate a thorough analysis of reading that will enable you to craft clear, eloquent writing. AP provides an opportunity to explore human nature.

I am beyond excited to teach this course next year. However, before I expound on how excited I am, allow me to share the College Board's requirements for the course. I will provide specific information in the fall.

Course Overview: AP English Literature is a college-level course available to seniors in high school that focuses on various literary genres, analytical strategies, and testing techniques for taking the AP exam (given in May). AP Literature focuses on the careful reading and critical analysis of British and American literature and its history. Through textual analysis, students will deepen their understanding about a writer's language techniques to provide both meaning and pleasure to their readers. The structure, style, and themes as well as other literary elements will be considered within these texts.

In essence, this course is designed to allow you intellectual freedom to question and dive into literature with your peers. You will craft and polish your own ideals through academic writing and discourse.

I am here to help guide you through a writer's works, but it is truly a journey we embark on together.

Enjoy your summer reading and homework. Dive into each work with curiosity. And, remember, always question and engage with the texts. Break them down into their most essential parts and ponder the meaning.

Ms. Berkoben

AP Literature and Composition

Assignment 1 is due the first day of school. Assignment 2 is due the first day of class.

Assignment 1: You will read Orwell's *1984* and identify a theme. You will also choose and read 3 articles. Then you will include lyrics to 2 songs that relate to the theme.

You will read *1984* by George Orwell (Appeared 5 times on the AP Lit. Exam)

Orwell details a dystopian society that is meant to caution against totalitarianism and conformity. Be sure to note Oceania's culture, politics, and government. Identify structure and the importance of language through metaphors, bias, propaganda, figurative language, irony, and symbolism.

As you delve into *1984*, fill out the accompanying chart.

- Write a 1 sentence thesis explaining how the theme is represented.
- Find 6 moments in the novel where the theme is crucial to the plot. Create a chart like the one below and provide a quote and page number for each of the 3 moments. Then, write a 3-4 sentence analysis (not summary) for each moment.

Quote and Page Number	Quote Analysis

Create a chart like the one below and do the following: identify the source, explain how the source shows the theme, provide a quote and page number, (time stamps for videos) and analyze the quote in 3-4 sentences.

Source	Explain the purpose of the source and how it relates to the theme.	Quote and Page Number	Quote Analysis
Article			

Find **two** songs that relate to the theme. Provide the lyrics for each song and complete a chart analyzing and explaining how the lyrics represent the theme.

Title of the song	Explain the meaning of the song and how it relates to the theme.	Quote	Quote Analysis
Song 1			
Song 2			

Assignment 2: You will **choose one book** from the provided list to read and analyze. Opt for a book that matches your interests. Conduct background research and decide on the one that captivates you the most. I have provided a brief synopsis and number of times the book was referenced on the AP Literature and Composition exam. After you have read the book, identify the theme and read three articles. Then, provide lyrics to two songs that relate to the theme.

As you delve into the book, fill out the accompanying chart.

- Write a 1 sentence thesis explaining how the theme is represented.
- Find 6 moments in the novel where the theme is crucial to the plot. Create a chart like the one below and provide a quote and page number for each of the 3 moments. Then, write a 3-4 sentence analysis (not summary) for each moment.

Quote and Page Number	Quote Analysis

Create a chart like the one below and do the following: identify the source, explain how the source shows the theme, provide a quote and page number, (time stamps for videos) and analyze the quote in 3-4 sentences.

Source	Explain the purpose of the source and how it relates to the theme.	Quote and Page Number	Quote Analysis

Article			
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Find **two** songs that relate thematically. Provide lyrics for each song, complete a chart analyzing and explaining how the lyrics represent the theme.

Title of the song	Explain the meaning of the song and how it relates to the theme.	Quote	Quote Analysis
Song 1			
Song 2			

1. ***Wuthering Heights*** by Emily Bronte (26)

Wuthering Heights is one of the most highly regarded works on the College Board reading list. A strong example of Gothic Romanticism, it deals heavily with questions of emotion and violence. While reading, consider discrepancies of class and gender from a female's perspective. Make sure to note the poetry in Bronte's language and style.

2. ***Invisible Man*** by Ralph Ellison (24)

Ellison's *Invisible Man* expertly tackles race and bigotry, and its effect on the minds of everyone involved. Themes of race, identity, ideology, and stereotypes are explored. The story follows a marginalized character. He's not literally invisible, but he's invisible in a society that is unable and unwilling to recognize the individuality of the black man. Consider cultural relevance as you read.

3. ***The Adventures of Huckleberry Finn*** by Mark Twain (15)

Huck Finn is most noted for Twain's exposure of slavery or American Reconstruction. It is rich and complex, yet raw in language and history. Twain relentlessly discusses slavery, racism, and the hypocrisy of civilized society. While reading the story, consider the purpose of the Mississippi River. Analyze the significance of Twain's diction and dialect.

4. ***One Flew Over the Cuckoo's Nest*** by Ken Kesey (7)

Kesey illuminates and explores the concept of an individual's dignity in *One Flew Over the Cuckoo's Nest*. It not only forces the reader to question ambiguity about defining sanity and insanity; it is a question about defining truth. Kesey exposes corruption and oppression in mental health treatment. While reading, analyze how the narration influences the reader's interpretation.

5. ***The Poisonwood Bible*** by Barbara Kingsolver (4)

Kingsolver is a masterful and purposeful artist that becomes evident with her diction and tone. She presents the story through multiple perspectives. As you read, be sure to note each character's narration and voice. Kingsolver intentionally creates characters who

reveal their own perspective of the story with unique language patterns. It is also imperative to draw comparisons between events in the novel and the historical events in the Congo.

6. ***Dracula*** by Bram Stoker (2)

Stoker examines a society's fear of infectious disease and femininity. English society was coming to grips with the consequences of urbanization and post-colonial immigration, and tuberculosis was among those. Stoker's Victorian-era syntax and diction, presented in letters, telegrams, journals, and documents, thematically explores fear of the unknown, societal gender roles, religion, and sanity.

7. ***A Thousand Splendid Suns*** by Khaled Hosseini (2)

Hosseini presents the tragedies women endured in Afghanistan with parallel stories that tragically braid together. Specifically, he highlights hardships for women and their children, and exposes gender-based violence women suffer. Discrimination and restriction; women are banned from their life legally, socially, and politically.

A. Theme: Regret and redemption

[Keys to Happiness](#) from ABC News

[Equal Rights Amendment Testimony](#) by Gloria Steinem

[Three Types of Friendship](#) by Aristotle

[Self Concept](#) by Saul McLeod

[Malala Yousafzai](#) Recording of her speech to the United Nations

B. Theme: Resilience, spirituality, and humanity

[The Gospel of Doubt](#) by Casey Gerald

[On the Various Kinds of Thinking](#) by James Harvey Robinson

[Joseph's Dreams from Genesis 37](#)

[Conformity](#) by Charlotte Harrison

[How Resilience Works](#) by Diane Coutu

C. Theme: Social class, gender roles, and impact on relationships

[Advice to the Newly Married Lady](#) by Jennings 1808

[Why Do We Hate Love?](#) by Robert Firestone, Ph.D.

[Love Letter](#) by London 1901

[On Reverence for Parents](#) by Ban China's first female historian

[Women in the Wild West: The Other Frontier](#) by Marcia Amidon Lusted

D. Theme: Identity, slavery, and freedom

[Ain't I a Woman](#) by Sojourner Truth 1851

[What Slaves are Taught to Think of the North](#) by Harriet Ann Jacobs 1861

[Emma Watson's United Nations: "HeForShe: Gender Equality is Your Issue, Too"](#) by Emma Watson 2014

["Narrative of the Life of Frederick Douglass": Excerpt from Chapter 11](#) by Frederick Douglass 1845

[Fugitive Slave Act of 1793](#) by The United States Congress 1793

[Margaret Garner: Defying the Fugitive Slave Act](#) by Levi Coffin 1880

E. Theme: War, society, and authentic self

[For Many Returning Vets, 'Moral Injury' Just As Difficult](#) by Rachel Martin (Host) 2013

[How to talk to veterans about war](#) by Wes Moore 2014

[Coping Mechanisms](#) by CommonLit Staff 2016

[The Bright Side of Sadness](#) by Bruce Bower 2013

[What Past Generations Can Teach Us About Our Future](#) by Mike Kubic 2016

F. Theme: Independence versus conformity

[Self-Reliance](#) by Emerson

[Stop and Frisk: Right or Wrong](#) by Mike Kubic

[Why do People follow the Crowd?](#) from ABC News

[Total Control in North Korea](#) by Jessica McBirney

[The Stanford Prison Experiment](#) by Saul McLeod