

AP Literature and Composition Summer Reading List – 2010

The books you are to read are as follows

***The Kite Runner* – by Khaled Hosseini**

Set against the backdrop of Afghanistan's political turmoil, *The Kite Runner* deals with friendship, betrayal, guilt, and redemption. As an upper class Pushtun, Amir enjoys a cultural heritage rich in tradition, the luxury of an education, and the material comfort afforded to those in power. His servant and best friend, Hassan, a lower class Hazara, is always there to serve him breakfast, to delight in his stories of Afghan heroics, and to protect him from sadistic bullies. Then one day during a kite-flying tournament that should have been the highlight of Amir's life, Hassan is viciously brutalized by neighborhood teenagers. Amir turns his back on his friend and learns that betrayal leaves a deep, ugly scar which cannot be easily healed.

***How to Read Literature Like a Professor : A Lively and Entertaining Guide to Reading Between the Lines* - by Thomas C. Foster**

What does it mean when a fictional hero takes a journey?. Shares a meal? Gets drenched in a sudden rain shower? Often, there is much more going on in a novel or poem than is readily visible on the surface--a symbol, maybe, that remains elusive, or an unexpected twist on a character--and there's that sneaking suspicion that the deeper meaning of a literary text keeps escaping you.

In this practical and amusing guide to literature, Thomas C. Foster shows how easy and gratifying it is to unlock those hidden truths, and to discover a world where a road leads to a quest; a shared meal may signify a communion; and rain, whether cleansing or destructive, is never just rain. Ranging from major themes to literary models, narrative devices, and form, "How to Read Literature Like a Professor" is the perfect companion for making your reading experience more enriching, satisfying, and fun.

Please read the book and complete the attached assignment. We will address this book the second week back.

Book Notes

Book Cards (Reading Cards) This is for *The Kite Runner* ONLY

Use **5x8**, black ink; do not skip lines. Observe paragraphing; use your own words.

Please create a cover with the name of the work and your name. You may decorate this with pretty pictures if you'd like.

1. Setting (time and place)
2. Characters (at least one full card per character.
** On back of card, include two important quotes said about or by the character. (do not use quotes from PinkMonkey, Sparknotes, etc...)
3. Themes and Motifs (a few sentences)
4. Symbols – if the work has major symbols in it please include a card or two covering the major symbols.
4. Plot summary (very detailed, 6 to 8 cards)

Choose one of the books to complete the **creative project**; the following are some *recommendations* for the creative project, you may be creative and come up with your own if you'd like.

1. Create a mini-comic book relating a chapter of the book.
2. Make three posters about the book using two or more of the following media: paint, crayons, chalk, paper, ink, real materials.
3. Rewrite the story for younger children in picture book form.
4. Using information from the book to make a scrapbook about the subject, or choose one character and create that character's scrapbook of the events in the book.
5. Create a board game based on events and characters in the book you read. By playing your game, members of the class should learn what happened in the book. Your game must include the following: a game board, a rule sheet and clear directions, events and characters from the story.
6. Complete a series of five drawings that show five of the major events in the plot of the book you read. Write captions for each drawing so that the illustrations can be understood by someone who did not read the book.

How to Read Literature Like a Professor

You must answer **twenty** of the following questions fully and completely. Be prepared to discuss them at length the second week of school. I will collect the written assignment AFTER we have class discussions on the topics. Please put thought into each question you answer.

1. What is the “Faust legend?” Why is RAISIN IN THE SUN a version of it?
2. How do memory, symbol, and pattern affect the reading of literature? Could their importance be over-emphasized? Discuss a time when your appreciation of a work was enhanced by understanding symbol or pattern.
3. How does the recognition of patterns make it easier to read complicated literature?
4. List the five aspects of the QUEST and then apply them to something you have read in the form used on p3-5 in the text.
5. What do professors mean when they say, “Sometimes a cigar is just a cigar?”
6. Choose a meal from a piece of fiction and apply the ideas of Chapter 2 to this literary depiction.
7. What are the essentials of the Vampire story? Apply this to a novel or story you have read. Now apply these ideas to a section from a novel or to an historical situation.
8. Select three sonnets and show which form they are. Discuss how their content reflects the form. (submit copies of the sonnets, marked to show analysis).
9. Define intertextuality. Discuss three examples that have helped you in reading specific works.
10. Discuss a work that you are familiar with that alludes to or reflects Shakespeare. Show how the author uses this connection thematically. Read pp44-46 carefully. In these pages, Foster shows how Fugard reflects Shakespeare through both plot and theme. In your discussion, focus on theme.
11. Find a “way the Bible shows up” in something you have read this summer. Explain how this extends or emphasizes the story thematically.
12. Think of a work of literature that reflects a fairy tale. Discuss the parallels. Does it create irony or deepen appreciation?
13. Discuss the importance of weather in a specific novel...not in terms of plot.
14. Present examples of the two kinds of violence found in literature. Show how the effects are different.
15. Use the process described on p106 and investigate the symbolism of the kites in *The Kite Runner*.
16. Assume that Foster is right and “it is all political.” Use his criteria to show that one novel studied from last year is political. (You may choose any novel studied)

17. Apply the criteria on p119 to 4 characters from your AP or pre-AP novels. Create a comparison chart. Try to choose 2 characters that will have many matches and two that will have only a few. Draw some conclusions from this chart.

18. OK ..the sex chapters. The ideas from these chapters that will linger with us are 1) the difference between sex scenes in literature and pornography and 2) the idea that sex scenes in good writing usually have a much deeper intent (SYMBOLISM!) than the opportunity to present an interesting human activity. IN other words, sex is often suggested with much more art and effort than it is described, and, if the author is doing his job, it reflects and creates theme or character. Choose a novel or movie in which sex is SUGGESTED, but not described, and discuss HOW the relationship is suggested and how this implication affects the theme or develops characterization.

19. Think of a “baptism scene” from a novel or movie. How was the character different after the experience.

20. Discuss at least 5 different aspects of a specific poem or novel that Foster would classify under “ geography.”

21. Find a poem (You get bonus points if it is by a poet mentioned in Chapter 20.) that mentions a specific season. Then discuss how the poet uses the season in a meaningful, traditional, or unusual way.

22. Write your own definition for each of these words.

A. . archetype B. collective unconscious C. resonance D. Frisson
Now write about a song that you like and use all of these words in your writing.

23. Figure out Harry Potter’s scar.

24. Recall four people who died of a disease in a book or movie. Make a chart to see if these deaths reflected the “ principles governing the use of disease in literature.” Put a check plus if an aspect was especially a focus. Discuss: Do these principles really determine the effectiveness of the death as related to plot, theme, or symbolism?

25. After reading Chapter 25, choose a scene or episode from a novel, play or epic written before the Twentieth Century. Contrast how it could be viewed by a reader from the Twenty- first Century with how it might be viewed by a contemporary reader. Focus on specific assumptions that the author makes, assumptions that would not make it in this century.

26. Read the short story starting on page 245. Complete the exercise on pages 265-6, following the directions exactly. Then compare your writing with the three examples. How did you do? What does the following essay comparing Laura with Persephone add to your appreciation of Mansfield’s story?

27. From your study of literature, discuss some important aspects of careful and critical reading that Foster does not address in this book.

28. Choose a motif not discussed in this book (as the horse reference on p280) and note its appearance in 3 or 4 different works. What does this idea seem to signify? Big bonus if you find an example where it is used ironically.