

**ADVANCED PLACEMENT ENGLISH LITERATURE 12
SUMMER READING/BEGINNING OF SCHOOL YEAR ASSIGNMENT**

Novel: Animal Dreams by Barbara Kingsolver

Rationale: This novel contains important archetypes and motifs, especially the tragic hero, that will be discussed throughout first and second semester. Set in Arizona, *Animal Dreams* explores a search by the main character for her identity as well as her confrontation with her past. *Hamlet* will be discussed second quarter, and the search for identity will be discussed in several other novels throughout the year. More importantly, this novel serves as an excellent bridge between the stylistic and rhetorical analysis of AP English 11 and the historical, philosophical, and political analysis of AP English 12.

Objectives:

1. To read and analyze the novel and its characters (and their voices), themes, figurative language, and settings.
2. To compare/contrast the characters within the novel.
3. To compare/contrast the characters within the novel with characters in *The Poisonwood Bible*, *Hamlet*, *King Lear*, *The Stranger*, and *Brave New World*.

Assignments: ** **During the summer and/or the first two weeks of school:**
Read the novel **in its entirety**.

1. Choose five (5) important passages from the beginning of the novel, five (5) important passages from the middle of the novel, and five (5) important passages from the end of the novel. I will be looking to see that you have read the novel **in its entirety**.

2. Set up your observations in dialectical journal form (see the attachment). On the left side of the page, type the passage and the page number. On the right side of the page, type your response to the passage. Your response may be questions you may have while reading, thoughts you have, analysis of images, symbols, etc., patterns you see within the text, connections you make between the novel and something else you have read, words you don't know, insights you have, etc. (Do **not** summarize the plot) (see attachments for grading rubric and ideas about what to write) as well as an attached page for a sample format). These notes must be typed and submitted to turnitin.com and may *not* be copied from any other source. I am looking for evidence of your analysis—your thoughts, ideas, and questions--as you read the novel. If you have questions concerning the novel or the dialectical journal, e-mail me at stafford.renee@cusd80.com.

** **During the second week of school:**
The **15 passages and your observations** (in dialectical journal form) will be turned in for a grade (100 points).

** **During the third week of school:**
You will have an in-class timed writing concerning the analysis of a character from your novel (each class will be assigned a different character) (50 points).

** **Throughout the year:**
References will be made to these novels, or you will be asked to compare/contrast characters in these novels with characters in other novels that are read during the year. **IT IS EXTREMELY IMPORTANT THAT YOU READ THE NOVEL IN ITS ENTIRETY.**

NOTICE: **You are responsible for procuring a copy of the novel. If you cannot buy one, it is available at all public libraries. I have requested that extra copies be purchased and reserved at the Hamilton Branch. Copies of this assignment may be obtained at the Hamilton website, hamiltonhuskies.com.

DIALECTICAL JOURNAL GRADE SHEET

A * Detailed, meaningful passage selections. Thoughtful interpretation and commentary about the text; avoids clichés. Includes comments about literary elements such as diction, imagery, syntax, and how these elements contribute to the meaning of the text. Makes insightful personal connections and asks thought-provoking, insightful questions. Coverage of text is complete and thorough.

Journal is neat, organized, and professional looking; student has followed directions in organizing journal.

B * Less detailed, but good passage selections. Some intelligent commentary; addresses some thematic connections. Includes some literary elements, but less on how they contribute to the meaning. Some personal connection; asks pertinent questions. Adequately addresses all parts of reading assignment.

Journal is neat and readable; student has followed directions in the organization of the journal.

C * Few good passages from the text. Most of the commentary is vague, unsupported, or plot summary/paraphrase. Some listing of literary elements; virtually no discussion on meaning. Limited personal connection; asks few, or obvious questions. Addresses most of the reading assignment, but is not very long or thorough.

Journal is relatively neat, but may be difficult to read. Student has not followed all directions in journal organization; loose-leaf, no columns, not on separate paper, etc.

D or F * Hardly any good passages from the text. All notes are plot summary or paraphrase. Few literary elements, virtually no discussion on meaning. Limited personal connections, no good questions. Limited coverage of the text; way too short.

Did not follow directions in organizing journal; difficult to read or follow.

ATTACHMENT--SAMPLE DIALECTICAL JOURNAL

PASSAGE AND PAGE NUMBER

COMMENTARY—talk about why the quote is important. How does it contribute to the work as a whole (theme)? What does it suggest/describe/foreshadow? How does it contribute to theme/tension/suspense? How does it contribute to a larger pattern? What does this quote illustrate about a character or his motivations? How does it contribute to mood/tone? Can you make a connection between this passage and something else you have experienced/read? What questions arise as a result of reading this quote?

“Vines strangling their own kind for sunlightsucking life out of death. The forest eats itself and lives forever” (5).

Imagery foreshadows Leah/Adah’s relationship and suggests harshness of jungle. The forest represents an endless cycle of life, continually dying and replenishing itself. This paradox depicts the constant life-death battle of the jungle. Author’s intent: to show how this land hasn’t been touched by “civilized” interface.

“.....parting a curtain of spider webs”
“.....ants boil darkly over” (6).

Imagery and diction create a beautiful, dark, and very real picture of the Congo. They also create an atmosphere of dreadful anticipation, possibly foreshadowing ominous consequences for the family. The word “boil” suggests some type of violence.