

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

Novel: The Story of Edgar Sawtelle by David Wroblewski **OR** Animal Dreams by Barbara Kingsolver

Rationale: These novels contain important archetypes and motifs, especially the tragic hero, that will be discussed throughout first and second semester. The Story of Edgar Sawtelle is patterned after Shakespeare's Hamlet. 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, these novels serve 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 three weeks of school:**
Read the novel **in its entirety** and take at least (bare minimum) five pages of dialectical journal notes (see reverse side) over the novel as you read it. I will be looking to see that you have read the novel **in its entirety**. Take as many pages of notes as you need to complete the entire novel—do not stop after five pages if you have not read the entire novel. These notes may be questions you may have while reading, thoughts you have, 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 third week of school:**
The **minimum** five pages of notes taken during the reading of the novel will be handed 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 chosen 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 passages, plot, and quote 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 plot and quote 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 details 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 details 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

QUOTE 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 sunlight (5).

Imagery foreshadows Leah/Adah relationship and suggests harshness of jungle.

“.....sucking life out of death. The forest eats itself and lives forever (5).

The forest represents an endless cycle of life, continually dying and replenishing itself. 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.