

AP Literature and Composition Summer Reading Assignments

All assignments are due the **first Friday of school**. If you have questions, please email: Amy_E_Branson@mcpsmd.org, James_M_Gifford@mcpsmd.org, Sylvia_E_Kim@mcpsmd.org, or Monica_Saxton@mcpsmd.org. Please, when emailing, put your full name and AP Summer Reading in the subject box.

Assigned Readings

Their Eyes Were Watching God by Zora Neale Hurston

**We have copies in the book room if you would like to borrow one for the summer.

Exerpt from *How to Read Literature Like a Professor* by Thomas C. Foster (ch. 10)

**PDF, but we have copies of the book if you'd prefer to borrow one for the summer

I. Read *Their Eyes Were Watching God*

AP Literature requires that as readers we focus not just on what an author says but also on how— what literary devices are used, what threads are created, what paths the author takes us down as we appreciate a work.

As you read this novel, think about how Hurston creates Janie and the world she lives in. How does Hurston's language add layers to the plot? What literary techniques strengthen the nuances of character and setting?

II. Annotate the excerpt from *Their Eyes Were Watching God*

Included in this packet is a short passage from early in *Their Eyes Were Watching God*. Annotate it by:

- writing questions or comments in the margins
- underlining key words/phrases
- marking character traits and motivations
- noting patterns of literary devices such as diction, imagery, metaphor, symbolism, detail, irony, allusion,
- foreshadowing, motifs, etc.

The annotations should reflect a close reading of that passage.

III. Read the excerpt from *How to Read Literature Like a Professor*

This text breaks down different ways to approach literature beyond the literal, giving practical strategies to engage with texts on a deeper level— one of the main goals of AP English Literature. Think about how Foster's ideas could be used to analyze *Their Eyes Were Watching God*.

IV. Write a paragraph about the two texts

Ch. 10 focuses on weather. Apply the concepts presented in this excerpt to Hurston's novel. What patterns of meaning do you recognize, and how do they relate to the novel? Where does weather play a part in the novel, and how might the weather intensify other elements like character, plot, theme?

List specific examples and details to authenticate your ideas. This is not deep analysis but simply recognizing patterns within a work.

Summer Reading packets are due on the FIRST FRIDAY of class.

Rubric for Summer Reading Submissions

Grade = A

These responses demonstrate consistent mastery, although they may have minor errors. The responses

- effectively state and develop claims, provide strong insights, and use well-chosen detail to achieve their purpose.
- are well organized, focused, and coherent.
- use language and vocabulary purposefully.
- vary sentence structure skillfully.
- are generally free of errors in grammar, usage, and mechanics.

Grade = B

These responses demonstrate adequate mastery with occasional lapses in quality. The responses

- state and develop claims, exhibit sound thinking, and use appropriate supporting detail.
- are generally organized, focused, and coherent.
- generally use language and vocabulary effectively.
- demonstrate variety in sentence structure.
- may have some errors in grammar, usage, or mechanics.

Grade = C

These responses demonstrate partial mastery, but have one or more flaws. The responses

- state and develop claims, but need more consistent thinking and supporting detail.
- sometimes lack organization, focus, and coherence.
- generally use language coherently, but some word choices are vague or inappropriate.
- show little variety in sentence structure or have some sentence structure errors.
- may contain a number of errors in grammar, usage, or mechanics.

Grade = D

These responses demonstrate little mastery and are marred by one or more weaknesses. The responses

- have vague or limited claims, weak thinking, and inappropriate or insufficient supporting detail.
- are poorly organized, lacking focus and coherence.
- use limited language and vocabulary or incorrect word choice.
- demonstrate simplistic or incorrect sentence structure.
- contain errors in grammar, usage, or mechanics that hamper meaning.

Grade = E

These responses demonstrate a lack of mastery and serious flaws. The responses

- do not state or develop a claim or provide little, if any, supporting detail.
- are disorganized, rambling, or incoherent.
- have numerous errors in vocabulary and use of language.
- have serious flaws in sentence structure.
- contain numerous errors in grammar, usage, or mechanics that consistently hamper meaning.

Grade = 0 (zero) points

The absence of a response, or a response that in the teacher's judgment does not constitute a good-faith effort to complete the assignment, will receive a score of zero.

Annotations: Excerpt from *Their Eyes Were Watching God*

It was a spring afternoon in West Florida. Janie had spent most of the day under a blossoming pear tree in the back-yard. She had been spending every minute that she could steal from her chores under that tree for the last three days. That was to say, ever since the first tiny bloom had opened. It had called her to come and gaze on a mystery. From barren brown stems to glistening leaf-buds; from the leaf-buds to snowy virginity of bloom. It stirred her tremendously. How? Why? It was like a flute song forgotten in another existence and remembered again. What? How? Why? This singing she heard that had nothing to do with her ears. The rose of the world was breathing out smell. It followed her through all her waking moments and caressed her in her sleep. It connected itself with other vaguely felt matters that had struck her outside observation and buried themselves in her flesh. Now they emerged and quested about her consciousness.

She was stretched on her back beneath the pear tree soaking in the alto chant of the visiting bees, the gold of the sun and the panting breath of the breeze when the inaudible voice of it all came to her. She saw a dust-bearing bee sink into the sanctum of a bloom; the thousand sister-calyxes arch to meet the love embrace and the ecstatic shiver of the tree from root to tiniest branch creaming in every blossom and frothing with delight. So this was a marriage! She had been summoned to behold a revelation. Then Janie felt a pain remorseless sweet that left her limp and languid.

After a while she got up from where she was and went over the little garden field entire. She was seeking confirmation of the voice and vision, and everywhere she found and acknowledged answers. A personal answer for all other creations except herself. She felt an answer seeking her, but where? When? How? She found herself at the kitchen door and stumbled inside. In the air of the room were flies tumbling and singing, marrying and giving in marriage. When she reached the narrow hallway she was reminded that her grandmother was home with a sick headache. She was lying across the bed asleep so Janie tipped on out of the front door. Oh to be a pear tree—any tree in bloom! With kissing bees singing of the beginning of the world! She was sixteen. She had glossy leaves and bursting buds and she wanted to struggle with life but it seemed to elude her. Where were the singing bees for her? (Hurston 10-11).