



SAINT IGNATIUS

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May 1, 2022

Dear students of AP Literature,

This summer the English Department is requesting that you spend some time engaged in summer reading. Students enrolled in Advanced Placement Literature and Composition will choose one of the titles listed below and complete some reflection and analysis work over the summer.

Text Choices

Students may read any of the following texts, each of which has appeared on past AP exams, represents diverse voice(s), and is appropriately rigorous for this college-level class. *Parents are encouraged to work with their son to pick a text that they feel is appropriate.* **Students must read a new text that they have not read individually or in a class.**

1. *The Awakening* by Kate Chopin
2. *Dracula* By Bram Stoker
3. *Their Eyes Were Watching God* by Zora Neale Hurston
4. *All the Pretty Horses* by Cormac McCarthy
5. *China Men* by Maxine Hong Kingston
6. *The Namesake* by Jhumpa Lahiri
7. *The Poisonwood Bible* by Barbara Kingslover
8. *The God of Small Things* Arundhati Roy
9. *All the Light We Cannot See* by Anthony Doerr
10. *Ivanhoe* by Sir Walter Scott

Availability

Books will be distributed to students by their sophomore English teacher during the final week of school. Alternatively, you can contact our Department Head, Casey Yandek. Please be sure to have a copy of the text with you during the opening weeks of school. E-books are also acceptable.

Summer Reading Assessment

During the first week of school, students will write an impromptu essay based on Free Response Question 3 on the AP Exam. These questions present broader thematic questions for students and ask them to create a careful, structured response to the prompt. This essay will serve as your first grade and as a diagnostic of your writing ability entering the class. Free Response Question 3 assesses a writer's ability to recall and analyze "specific evidence" from the text; though you will choose which pieces of evidence you analyze in your essay, you should have read the text carefully enough to recall specific examples, characters, images, and more.

Additionally, students should read their books with an eye for how the authors wrestle with issues of justice and exclusion. Consider how exclusion, injustice, or oppression affect the way those who are excluded look at society.

Active Reading Strategies

To further prepare for the assessment, The English Department recommends that students keep a reading journal and/or that they annotate their personal copies of their assigned summer reading text. An effective active reading process may include:

Annotating while reading. Make notes on important events, character developments, symbols, use of literary elements, and your own observations.

Catalog Themes. Identify the major issues the text addresses, and connect your annotations to these themes. Ask yourself not only what the major topics in a text are but what the text is trying to say or argue about these issues and *how* and *why* it does so. You should annotate for one or two of the following thematic questions: how sacrifice illuminates a character's values; how a character's cultural, physical, or geographical surroundings shape psychological or moral traits in a character; and how a character's understanding of justice and the degree to which the character's search for justice is successful.

Asking critical thinking questions. What are the issues, viewpoints, and themes of the book? How does the content of this book apply to your life or the lives of others? How and why does the text execute its goals?

We hope that the summer break provides you with some time to rest, reflect, and prepare for the new academic year at Saint Ignatius High School.

Sincerely,

Sam Boenker and Tom Beach

sboenker@ignatius.edu; tbeach@ignatius.edu