

Advanced Placement Literature: Harrison High School Required Reading

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Required Reading Philosophy: The Harrison High School English Department believes that the required reading assignment is an opportunity for students to establish a broad literary foundation and exercise independent reading and thinking skills. Many colleges and universities have a composition and/or literature requirement, so a high score on the AP English Literature exam will often fulfill one of these requirements.

Each student entering Advanced Placement Literature must follow the directions below and on the attached assignment sheets. **Students will read a total of two books. Mandatory reading of two titles from the AP Literature/College Board recommended reading list:**

- 1.) *A Streetcar Named Desire* by Tennessee Williams **1420L**
- 2.) *In the Lake of the Woods* by Tim O'Brien **730L**

Assessment: *A Streetcar Named Desire*

Read closely and deliberately to prepare for summative and formative assessments during the first five days of class. Annotation is strongly suggested.

Assessment: *In the Lake of the Woods*

Bring your completed sticky note annotations for *In the Lake of the Woods* to class by the fifth day of the semester; see directions below for sticky note annotations. You will write an in-class literary analysis assessment based on your notes for the novel. (*Accommodations will be made for students who enroll late or who have special circumstances.*)

Sticky Note Annotations Assignment

1. As you read *In the Lake of the Woods*, identify quotes and write comments on your sticky notes that exemplify major literary devices. (See “Suggestions for Sticky Notes” attached to this document.) Place the notes on the appropriate page in your choice novel.
2. Each comment should be hand-written, at least two to three sentences/bulleted notes long, and detailed. On the bottom of the note, cite the author and page number in parentheses. Notice—there is no punctuation between the name and number. Example: (O'Brien 24).
3. To help you organize and prepare for the **in-class, written assessment**, you may wish designate a particular color of sticky notes for each topic listed on the “Suggestions for Sticky Notes” page. For example, Characterization—pink sticky notes; Setting—blue sticky notes, etc. Make thoughtful responses that will contribute to class discussion and ensure your success on the in-class written assessment.
4. Five categories are listed on the “Suggestions for Sticky Notes” page. Each category should be represented on your sticky notes, including the “Summary” category which requires four summaries.

Total Notes—20 (minimum)






You may find both books in the library or you may purchase them from a bookstore. We suggest the latter since it allows you the opportunity to annotate as you read (making notes in the margins, highlighting passages, etc.). This annotation will help you remember the text whether your reading is completed for a fall or spring course.

The AP Literature team will determine the weight and assessment date of the project and will inform the students prior to the assessment date.

Common Core Standards addressed: **ELACC11-12SL4:** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. **ELACC11-12SL5:** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. **ELACC11-12SL6:** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. **ELACC11-12RI7:** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. **ELACC11-12RI10:** Read and comprehend literary nonfiction.

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Categories for Sticky Notes

<p> Sticky Note—Characterization: How does the author introduce and develop the major and minor characters?</p> <p>Consider the following:</p> <ul style="list-style-type: none">-physical descriptions-thoughts and actions-the character’s place in society (social rank/class)-other characters’ reactions to the character-relationships between/among characters-how characters change from the beginning to the end-character foils (a character who by his or her contrast serves to accentuate another character’s distinctive qualities or characteristics)-conflicts (internal and/or external)
<p> Sticky Note—Setting (Time and Place): How does the setting contribute to the character development, conflicts, theme, etc.?</p> <p>Time—refers to the when of a story. Consider these four different kinds of time:</p> <ul style="list-style-type: none">Clock time: can be used to provide suspense or create certain moods or feelingsCalendar time: the day, month, year, or more generally a day of the week or time of the month that provides an understanding of what takes place in the literatureSeasonal time: the seasons or a span of time associated with a particular activity that is importantHistorical time: the historical context that establishes a psychological or sociological understanding of behaviors and attitudes <p>Place—the physical and nonphysical part of the story where the action takes place</p> <p>The physical environment, including weather conditions, may be specifically described.</p> <p>The nonphysical environment includes cultural influences such as education, social standing, economic class, and religious belief. These may be revealed by physical properties in the scene or through the characters' dialogue, thoughts, statements, and behaviors.</p>
<p> Sticky Note—Literary Elements: What is the impact of the technique on the overall work?</p> <ul style="list-style-type: none">-Irony: a contradiction or incongruity between appearance or expectation and reality-Satire: uses irony, wit, and sarcasm to expose humanity’s vices and foibles, giving the push for change or reform through ridicule-Symbolism: something that, although it is of interest in its own right, stands for or suggests something larger and more complex—often an idea or a range of interrelated ideas, attitudes, and practices-Allusions: an indirect reference to a person, event, statement, or theme found in literature, the other arts, history, mythology, religion, or popular culture-Imagery: the actual language that a writer uses to convey a visual picture or to create or represent a sensory experience through any of the five senses: sight, touch, hearing, smell, and taste-Diction: the author’s word choice—Consider the denotations and connotations of particular words and explain their effectiveness.-Simile: a comparison of two unlike things, using the words <i>like</i> or <i>as</i>-Metaphor: associates two unlike things without the use of <i>like</i> or <i>as</i> in which one thing is made equal to another-Personification: human characteristics applied to anything non-human such as an abstract idea, a physical force, an inanimate object, or a living organism
<p> Sticky Note—Questions</p> <p>-Ask a specific question about the story or about why an author writes the way he/she does.</p>
<p> Sticky Note—Summary</p> <p>-Divide the novel into four sections and provide a summary of each one.</p>