

Summer Reading Assignment -- Summer 2022

William & Reed Academy
AP English Literature & Composition



Dear Students,

Welcome to AP English Literature and Composition! I hope you are as excited as I am to embark on this adventure! This year you will engage in an exciting curriculum, one filled with challenging literary texts and writing assignments, all of which will assist you in preparing for college courses in English and composition.

To begin, I created a summer reading assignment that will help to prepare you for the class and introduce the concepts I will cover this year. You are responsible for purchasing copies of the books needed to complete this assignment. In twelve months, you will no longer be a William & Reed student, but a William & Reed scholar!

Tasks

Parts 1 and 2 are due on the first day of school. The specific requirements for each are described below:

Part 1	Critically read and annotate Anthony Doerr's <i>All the Light We Cannot See</i> .
Part 2	Draft a "ghost chapter" for <i>All the Light We Cannot See</i> OR write two analytical, 12-sentence paragraphs on the novel.

Critical Reading	Questions to Consider
A critical reader asks deep, thought-provoking questions. A critical reader appreciates and seeks complexity. A critical reader uses evidence to reach logical conclusions. A critical reader establishes connections across texts. A critical reader recognizes errors in thought and persuasion. A critical reader is open to alternative viewpoints. A critical reader reflects and reevaluates. A critical reader interprets texts dispassionately, free of bias.	<i>What is the author's purpose for writing?</i> <i>What connections exist between the author and the novel?</i> <i>What is the author's writing style? What makes it identifiable?</i> <i>Who is the intended audience?</i> <i>What content or stylistic elements cater to the intended audience?</i> <i>Where and in what time is the story set?</i> <i>How is the setting described? What tone is conveyed, and by whom?</i> <i>How is the novel structured?</i> <i>From what vantage point is the story told?</i> <i>How does vantage point shape the reading experience?</i> <i>Who narrates the story? What is his or her connection to the plot?</i> <i>How do the characters interact? What relationships exist?</i> <i>How believable are the characters? What makes them so?</i> <i>What motivations drive the characters?</i> <i>What major shifts occur in the plot?</i> <i>What literary devices are employed? How are they used, and why?</i> <i>What symbols emerge in the story? What makes them significant?</i> <i>How does the title of the novel relate to its plot?</i> <i>What themes recur throughout the novel?</i> <i>What loose ends are left in the plot? Why are there loose ends?</i>

W&R Annotations Rubric

The *All the Light We Cannot See* annotations are worth one Minor Assessments grade.

Grade Range: 100-90

The student **thoroughly** annotated the novel. He or she made consistent markings **throughout** the text. The student has

- written commentary;
- responded to lines, words, and/or phrases in the text;
- shared a personal connection or shared a connection to other texts;
- commented on the voice (*narration*) of the text;
- analyzed the author's motives;
- analyzed the structure of the text;
- asked questions about the author or text;
- wrestled with confusing aspects of or challenging words in the text; and/or
- made connections to BIG ideas

Grade Range: 89-80

The student **proficiently** annotated the text. He or she made consistent markings **throughout** the text. The student has

- written commentary;
- responded to lines, words, and/or phrases in the text;
- shared a personal connection or shared a connection to other texts;
- commented on the voice (*narration*) of the text;
- analyzed the author's motives;
- asked questions about the author or text;
- wrestled with confusing aspects of or challenging words in the text; and/or
- made connections to BIG ideas

Grade Range: 75-70

The student **somewhat** annotated the text. He or she made somewhat consistent markings **throughout** the text. The student has

- written commentary;
- responded to lines, words, and/or phrases in the text;
- shared a personal connection or shared a connection to other texts;
- commented on the voice (*narration*) of the text;
- analyzed the author's motives;
- analyzed the structure of the text;
- asked questions about the author or text;
- wrestled with confusing aspects of or challenging words in the text; and/or
- made connections to BIG ideas

Grading Range: 50-0

The student made **little to no effort** on his or her annotations.

Part 2 -- Option 1: Ghost Chapter

If chosen, the *All the Light We Cannot See* Ghost Chapter is worth one Major Assessments grade.

A common piece of rhetorical grammar (i.e., stylistic punctuation) is the *ellipsis* (the omission of words or phrases from a sentence, leaving their meaning implied). Writers uses ellipses within sentences, but imagine if the definition was applied to the scenes left out. There are many examples of this in *All the Light We Cannot See*: one scene ends and another begins, though the reader can infer that action has occurred in between. In F. Scott Fitzgerald's *The Great Gatsby*, for example, Nick Carraway, Jay Gatsby, Daisy Buchanan, Tom Buchanan, and Jordan Baker leave the Plaza Hotel in separate cars. Shortly after, tragedy strikes, but readers never read about it firsthand; they, instead, hear it later from Gatsby.

For this assignment, you will write a 500-word "ghost chapter" for *All the Light We Cannot See*, one that *could* have happened between written scenes of the novel. You may only use *existing* characters, and your portrayals must fit the storyline. Do not simply rewrite a portion of the novel. For inspiration, here is an example from *The Great Gatsby*: The two men who witness Myrtle's death are Michaelis, who runs the coffee shop across from Wilson's garage, and the driver of the other car. Very little is mentioned about the

accident, but a scene of dialogue between the two characters that could have taken place would be interesting.

Remain true to Anthony Doerr's plot, setting, and characters. Pay close attention to his use of punctuation, vernacular, dialogue, time-period-specific wording, and so on. Be creative but also respectful of Doerr's style. Your "ghost chapter" should be at least 500 words in length. Stay consistent with Doerr's chapter format, but draft your own title. Include the page numbers where your chapter would be inserted within *All the Light We Cannot See*. For example, "This chapter would appear on page XX." OR "This starts on page 132, immediately after 'The rising sun makes a pinhole on the horizon.'"

Your primary goal is to exhibit a strong understanding of the novel and the style of its author, as evidenced by your ability to infer implied action through established characters and the creation of your own story. It should go without saying that *All the Light We Cannot See* is your source; woe betide the student who relies on Spark Notes, Shmoop, or any related outside source. For this assignment, you will need to construct original details that mirror the actual details provided in the novel.

Below is a checklist of requirements to assist you. Your "ghost chapter" must:

- be at least 500 words in length and typed, using MLA format;
- creatively adhere to Doerr's style in content and format;
- specify where in *All the Light We Cannot See* the chapter would appear;
- feature *existing* characters, portrayed in the same manner as Doerr; and
- demonstrate a thorough understanding of the novel

Rubric

Content	<i>The ghost chapter is detailed and meets the required length of 500 words. The plot aligns well with Doerr's storyline, and the characters are portrayed with accuracy.</i>	25 20 15 10 5 0
Format + Style	<i>The ghost chapter is formatted according to MLA guidelines and includes an original title. The student mimics Doerr's writing style successfully and makes clear where the chapter lives within the original storyline.</i>	25 20 15 10 5 0
Originality	<i>The content within the ghost chapter is both creative and original. The student's ideas are his or her own; he or she does not copy and alter the details from an existing chapter.</i>	25 20 15 10 5 0
Mechanics	<i>The ghost chapter is free of mechanical errors.</i>	25 20 15 10 5 0

Final Score: _____ / 100 Points

Part 2 -- Option 2: 12-Sentence Paragraphs

If chosen, the *All the Light We Cannot See* 12-sentence paragraphs are worth one Major Assessments grade.

Using the formatting guidelines and sample below, write **two** 12-sentence paragraphs about *All the Light We Cannot See*. For the first paragraph, critically examine one of the novel's central or minor characters. Then, in the second paragraph, analyze a significant setting and its role, either in the plot or to one or more characters. Please include at least one embedded quote from the novel within each paragraph. The thesis is yours to choose for both. You will be assessed based on how well you adhere to the designated structure as well as the quality of your analysis. Standard MLA formatting rules apply!

Format	Example
01 -- Thesis	In Act 1 of William Shakespeare's <i>The Tragedy of Romeo and Juliet</i> ,
02 -- Explanation, Clarification, or Elaboration of Thesis	Juliet is compliant around adults but flirtatious and willful
03 -- Claim #1	otherwise. She might seem modest initially, but she has a will of
04 -- Quotation with Context Proving Claim #1	her own and a playful spirit. In the first scene, during her
05 -- Commentary on Claim #1	conversation with her mother and the nurse, Juliet does little to
06 -- Transition and Claim #2	suggest that she is anything but modest. When Lady Capulet
07 -- Quotation with Context Proving Claim #2	asks her if she can like the family-sponsored suitor, Paris, Juliet

- 08 -- Commentary on Claim #2
- 09 -- Transition and Claim #3
- 10 -- Quotation with Context Proving Claim #3
- 11 -- Commentary on Claim #3
- 12 -- Clincher Sentence that Summarizes and Restates the Thesis

replies that she will “look to like, if looking liking move” (1.3.98). Elizabethan parents expected their daughters to be pure of heart and willing to be led, and Juliet’s response fits that description. When she meets Romeo, however, Juliet flirts with him with a wholeheartedness that belies her seemingly compliant nature. She plays coy with Romeo when he expresses his desire to kiss her, suggesting that “palm to palm is holy palmer’s kiss” (1.5.98). Between Romeo’s first line to Juliet and their first kiss is a mere 15 lines, showing unequivocally that when she is with a boy her own age, Juliet is spirited and playful. Furthermore, afterwards, when she is alone with the nurse, Juliet is devious. She tricks the nurse into revealing that “[h]is name is Romeo,” and lies when the nurse catches her bemoaning her fate (1.5.156). In deceiving her beloved Nurse, Juliet shows how willful she can be. Out of earshot of adults, Juliet is a bolder, self-confident, and independent young woman.

Rubric

Content	<i>Two 12-sentence paragraphs are submitted for evaluation. The topic of the first is characterization; the second is setting. Both paragraphs are rich with analytical detail and feature defensible thesis statements. One quote is embedded within each paragraph.</i>	25 20 15 10 5 0
Format + Style	<i>Both paragraphs are structured according to the guidelines provided. The document is formatted in the MLA style and features an original title.</i>	25 20 15 10 5 0
Sophistication	<i>The content within the two paragraphs is both creative and original. The student "demonstrates sophistication of thought and develops a complex literary argument."</i>	25 20 15 10 5 0
Mechanics	<i>Both paragraphs are free of mechanical errors.</i>	25 20 15 10 5 0

Final Score: _____ / 100 Points

Have fun! If you have any questions, please email me: mhubbard@williamandreed.com. Enjoy your summer!

Mrs. Hubbard