

AP Literature Summer Reading
White Station High School
Ms. Monique Fisher

Summer Reading Checklist:

- _____ **Personal Statement Uploaded to Dropbox: Due July 13, 2018**
- _____ ***The Ocean at the End of the Lane* Essay: Uploaded to Dropbox before August 6, 2018**
- _____ ***Invisible Man* or *Siddhartha*: Due August 10, 2018**
- _____ **Dickens Novel Review Sheets: Due the Week of August 20, 2018**

Summer Reading Assignment #1 DUE: July 13, 2018

Dropbox: (Password is case sensitive.)

sign in: fisherms@scsk12.org

password: Fisherdropbox

Open the "Class of 2019" Folder.

Then, open the correct assignment folder and upload the assignment.

** Be sure to name your file before uploading. File Name Example: FisherM-Ocean Essay

If you have questions, email me: moniquesfisher@gmail.com

Website: <https://fisherms.coursesites.com> (If you do not already have a course sites account, sign up for one.)

Sign up for REMIND: @akk2ge

• **Summer Assignment #1: Personal Statement**

Write a 300-500 word personal statement essay introducing yourself and highlighting your interests, accomplishments, and your strengths and weaknesses in English. Please include what you like about English and what you may dislike or find a struggle. The more information you provide me with about yourself will enable me to better understand and help you as a learner. To learn more about me...No late work will be accepted!

• **Summer Assignment #2: Uploaded to Dropbox before August sixth.**

Neil Gaiman: *The Ocean at the End of the Lane* (Scroll down to the essay questions.)

**An Introduction to Reading
The Ocean at the End of the Lane
Neil Gaiman**

"I saw the world I had walked since my birth and I understood how fragile it was, that the reality I knew was a thin layer of icing on a great dark birthday cake writhing with grubs and nightmares and hunger."

This deceptively simple (hint, hint) book is a blend of genres and may be unlike any other book you have read. On the surface, it seems like a simple fantasy or fairy tale, but below that surface are serious questions about memory, childhood, family, and truth.

NPR writer Annalee Newitz writes, "With *The Ocean at the End of the Lane*, best-selling fantasy author Neil Gaiman has written his first adult novel in almost a decade. It's a deceptively simple tale that feels like escapism — until you realize that it isn't."

AP Literature Summer Reading
White Station High School
Ms. Monique Fisher

Below are some reading guide questions to help focus your thoughts as, or after, you read. Select one and write a two-three page literary analysis on your choice. Upload it to the Class of 2019 Dropbox folder before school begins.

1. Some literary critics have classified this novel as Magical Realism. Read the definition of Magical Realism given below. Then as you read the novel, develop a position on whether or not the novel should be classified as magical realism.

*“Magical realism is, more than anything else, an attitude toward reality ... the writer confronts reality and tries to untangle it, to discover what is mysterious in things, in life, in human acts. The principal thing is not the creation of imaginary beings or worlds but the discovery of the mysterious relationship between man and his circumstances... key events have no logical or psychological explanation. The magical realist does not try to copy the surrounding reality ... but to seize the mystery that breathes behind things” (Luis Leal, “Magical Realism in Spanish American Literature.” *Magical Realism*. Ed. Zamora and Faris, p. 119 – 123).*

2. Many literary critics argue that Magical Realism is simply another form of Fantasy (see definition given below), while others contend that Magical Realism is quite different from Fantasy in that it confronts reality rather than escaping it. As you read the novel, develop an argument about which genre fits the story best. What does this novel do? What is the story confronting or escaping?

According to Dr. Kip Wheeler of Carson-Newman University, fantasy literature is “any literature that is removed from reality--especially poems, books, or short narratives set in nonexistent worlds, such as an elvish kingdom, on the moon, in Pellucidar (the hollow center of the earth), or in alternative versions of the historical world--such as a version of London where vampires or sorcerers have seized control of parliament. The characters are often something other than humans, or human characters may interact with nonhuman characters such as trolls, dragons, munchkins, kelpies, etc.”

3. Analyze the structure of the novel, paying close attention to Gaiman’s decision to include both a prologue and an epilogue. How do these chapters help frame the rest of the novel?
4. Is this story a metaphor? Has the adult narrator simply created this fantastical story in order to cope with some tragedy? Or did everything happen as the story reveals? Make an argument to support your interpretation.
5. The novel deals largely with the theme of memory. At the very beginning of the novel, the narrator notes: “Childhood memories are sometimes covered and obscure beneath the things that come later, like childhood toys forgotten at the bottom of a crammed adult closet, but they are never lost for good” (5). Discuss this idea both as a motif in the book and in real life.
6. The tension between children and the adults in their lives is another motif in the text. Consider the Maurice Sendak quote that Gaiman placed at the beginning of his novel: “I remember my own childhood vividly...I knew terrible things. But I knew I mustn’t let adults know I knew. It would scare them.” Explain why this is an appropriate epigraph for the novel.
7. Analyze the role that family plays in the novel. How do the narrator’s relationships with his mother, father, and sister shape him? Examine the relationships between Lettie, Ginnie, and Old Mrs. Hempstock. How is their family unit different from the narrator’s family?
8. Early in the novel, the narrator notes that, “Books were safer than other people anyway”(9). Throughout the novel, the narrator turns to books or passages from books as a source of comfort or way to process what is happening around him. Analyze the role that books play in the novel. In what specific ways do they shape the narrator’s experience?

AP Literature Summer Reading
White Station High School
Ms. Monique Fisher

9. Examine the novel as an archetypal hero's journey. In what ways does the narrator fit the archetype of the hero? In what ways does he differ from an archetypal hero?
10. The three Hempstock women (Lettie, Ginnie and Old Mrs. Hempstock) share common characteristics with triple goddesses, especially the Maiden, Mother, and Crone archetypes. Research triple goddesses and analyze the characters of the three Hempstock women in light of these archetypes.

• **Summer Assignment #2: Due August tenth.**

Choice: (The assignment is below.)

Ralph Ellison: *Invisible Man*

or

Herman Hesse: *Siddhartha*

Assignment for *Invisible Man* or *Siddhartha*:

- I. Create a one-page computer-generated chart that illustrates three 'mileposts' or important episodes of the protagonist's journey or search. This chart should identify the following for each milepost: (These novels, in many ways, employ the archetypal hero's journey, aka monomyth.)
- what he specifically seeks
 - how he is shocked or surprised by what he actually discovers
 - how he is disillusioned or enlightened by this discovery
- II. Create a one-page computer-generated chart that lists the following:
- a minimum of five important symbolic objects, places, or events
 - an explanation of what each specifically represents
 - an explanation of how each relates in some way to a possible theme of the novel

• **Summer Assignment #3: Due the week of August twentieth.**

Select a Charles Dickens Novel: *Bleak House*, *David Copperfield*, *Great Expectations*, or *A Tale of Two Cities*: Complete a novel review sheet (See below.). We will begin the year (maybe) working on Dickens' novels, so it is to your advantage to annotate the book as you go. If you have no clue how to annotate, I suggest you read "How to Mark a Book" by Dr. Mortimer J. Adler <http://chuma.cas.usf.edu/~pinsky/mark_a_book.htm>. There are actually YouTube videos teaching this skill too, seriously.

AP Literature Summer Reading
White Station High School
Ms. Monique Fisher
AP Literature Novel/Play Review Sheet (Adapt to fit your needs.)

For the Dickens' novel, complete the following:

Title:

Author:

Date of Publication (any significance between the date of publication and the work itself...ie. literary movement, historical or societal context?)

Brief plot summary. Just to remind yourself- Don't just summarize on the exam...OK?

Describe Setting(s): Note changes in, pairings of, absences of...

Symbols- functions of?

Protagonist's name-

Describe: For example, education, talents, skills, occupation, family dynamics, loves, concerns, beliefs...

Why memorable?

Applicable diction for character analysis

AP Literature Summer Reading
White Station High School
Ms. Monique Fisher

Antagonist's name-

Describe: For example, education, talents, skills, occupation, family dynamics, loves, concerns, beliefs...

Why memorable?

Applicable diction for character analysis

Minor character(s) of significance (I know Dickens' novels are heavy with characters, so select a few of the more memorable.)- function of each

Narrator? Function and reliability? Explain.

Point-of-view and contribution of...

Major Conflicts- note internal and external where appropriate- relate to themes.

Stylistic elements of note:

Allusions? Function(s) of...

AP Literature Summer Reading
White Station High School
Ms. Monique Fisher

Possible themes- not clichés, proverb, or maxims

1.

2.

3.

4.

5.

Key Quotes and why significant

1.

2.

3.

4.

5.