

Maranatha Christian Academy
Summer Reading 2025 (AP Lit – entering grades 11/12)

The ability to read is a fundamental life skill. Reading can also be one of the most rewarding and pleasurable activities in which we engage. With guidance from the Learning Commons and our English/Language Arts departments, MCA has set a goal to encourage students to appreciate and enjoy quality literature and reading. As such, during the summer, students are given one book at each grade level that all are required to read and review. Please see below for your specific assignment. Happy reading!

- I. Welcome to Advanced Placement Literature and Composition! This college-level language arts course is designed to develop specific writing skills needed in college. Emphasis is on literary analysis of fiction prose and poetry. Students will read several major novels from British and American authors, both male and female, analyzing each piece for its linguistic force and value. There will be continual instruction and practice in developing a personal writing style. This course culminates with the opportunity to take the College Board Advanced Placement test. If you have questions about the class or the summer reading assignment, the best way to reach me is through email: julie.raines@mcamustangs.org.
- II. This summer you will be reading *How to Read Literature Like a Professor (revised edition)* by Thomas C. Foster.
- III. You will complete a response for each of the chapters read as well as a literary connection response for some of the chapters. Please see specific guidance and requirements below.
- IV. This assignment will be due at the beginning of class on the second day of class. Because we begin our very first unit on the second day of class, students' summer reading assignment should not interfere with the exciting new learning that will be taking place.
 - a. *Please note:* If you do not complete this assignment, you will be dropped from this class and join English 11 or 12.

If you would like to read more than your required summer reading, additional titles/reading lists are available on MCA's website.

After *each chapter* (including the Introduction and Postlude but excluding chapter 1; *27 total*) summarize 2-3 main points. Then for *twelve of the chapters*, analyze those main points in relation to a work you have read in the past using a literary connection prompt (provided below). Please try to choose works that have been studied in high school or at the very least are high school reading level. You must demonstrate variety; use multiple sources for your examples and be sure to clearly identify your chosen texts. You may also use example(s) from film or television up to three times.

Here is a sample for Chapter 1. You do not have to do the summary for Chapter 1, as the sample is provided for you. Follow this sample for formatting (spacing, font, etc.) and content.

Chapter 1: Every Trip is a Quest (Except When It's Not)

- Main Ideas:
 - There is usually a quester, a place to go and a stated reason to go there
 - The quester usually encounters numerous challenges and trials that help him/her on the journey
 - The ultimate reason for the quest is to gain self-knowledge and understanding
- Connection: In *The Kite Runner*, Amir's quest is to return to this past to set right the wrong he did as a young child. His reason for returning to Afghanistan is to rescue Hassan's son Sohrab, who has been sold as a child prostitute to Amir and Hassan's childhood enemy. Amir faces many challenges, including restrictions imposed by the Taliban, and the physical and mental challenge of confronting Assef. Ultimately, having completed his journey, Amir gains valuable knowledge about himself and his relationship to his own past as well as the possibilities of the future.

Literary Connection Prompts for *How to Read Literature Like a Professor*

Again, you must choose twelve chapters to analyze/connect. Each of your connection responses should be 4-6 sentences.

- Introduction: How'd He Do That?
 - How do memory, symbol, and pattern affect the reading of literature? How does the recognition of patterns make it easier to read complicated literature? Discuss a time when your appreciation of a literary work was enhanced by understanding symbol or pattern.
- ~~• Chapter 1: Every Trip Is a Quest (Except When It's Not)~~
 - ~~○ List the five aspects of the QUEST and then apply them to something you have read (or viewed) in the form used on pages 3-5.~~

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- Chapter 2 -- Nice to Eat with You: Acts of Communion
 - Choose a meal from a literary work and apply the ideas of Chapter 2 to this literary depiction.
- Chapter 3: --Nice to Eat You: Acts of Vampires
 - What are the essentials of the Vampire story? Apply this to a literary work you have read or viewed.
- Chapter 4 --Now, Where Have I Seen Her Before?
 - Define intertextuality. Discuss three examples that have helped you in reading specific works
- Chapter 5 -- When in Doubt, It's from Shakespeare...
 - Discuss a work that you are familiar with that alludes to or reflects Shakespeare. Show how the author uses this connection thematically. Read pages 44-46 carefully. In these pages, Foster shows how Fugard reflects Shakespeare through both plot and theme. In your discussion, focus on theme.
- Chapter 6 -- ...Or the Bible
 - Read “Araby” (Short Story by James Joyce - Find it online). Discuss biblical allusions. Look at the example of “two great jars.” Look for connections.
- Chapter 7 -- Hanseldee and Greteldum
 - Think of a work of literature that reflects a fairy tale. Discuss the parallels. Does it create irony or deepen appreciation?
- Chapter 8 -- It's Greek to Me
 - Write a free verse poem derived or inspired by characters or situations from Greek mythology. Be prepared to share your poem with the class. Note that there are extensive links to classical mythology on my Classics page.
- Chapter 9 -- It's More Than Just Rain or Snow
 - Discuss the importance of weather in a specific literary work, not in terms of plot.
- Chapter 11 --...More Than It's Gonna Hurt You: Concerning Violence
 - Present examples of the two kinds of violence found in literature. Show how the effects are different.
- Chapter 13 -- It's All Political
 - Assume that Foster is right and "it is all political." Use his criteria to show that one of the major works you have read is political.
- Chapter 14 -- Yes, She's a Christ Figure, Too
 - Apply the criteria to a major character in a significant literary work. Try to choose a character that will have many matches. Chapter 15 -- Flights of Fancy Select a literary work in which flight signifies escape or freedom. Explain in detail.
- Chapter 16 -- It's All About Sex... AND Chapter 17 -- ...Except the Sex
 - *(summarize these chapters together; no literary connection options)*
- Chapter 18 -- If She Comes Up, It's Baptism

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- Think of a "baptism scene" from a significant literary work. How was the character different after the experience? Discuss.
- Chapter 19 -- Geography Matters...
 - Discuss at least four different aspects of a specific literary work that Foster would classify under "geography."
- Chapter 20 -- ...So Does Season
 - Find a poem that mentions a specific season. Then discuss how the poet uses the season in a meaningful, traditional, or unusual way. (Submit a copy of the poem with your analysis.)
- Interlude -- One Story
 - Write your own definition for archetype. Then identify an archetypal story and apply it to a literary work with which you are familiar.
- Chapter 21 -- Marked for Greatness
 - Figure out Harry Potter's scar. If you aren't familiar with Harry Potter, select another character with a physical imperfection and analyze its implications for characterization.
- Chapter 22 -- He's Blind for a Reason, You Know AND Chapter 23 -- It's Never Just Heart Disease...
 - Recall two characters who died of a disease in a literary work. Consider how these deaths reflect the "principles governing the use of disease in literature" (222-224). Discuss the effectiveness of the death as related to plot, theme, or symbolism.
- Chapter 24 -- Don't Read with Your Eyes
 - After reading Chapter 24, choose a scene or episode from a novel, play or epic written before the twentieth century. Contrast how it could be viewed by a reader from the twenty-first century with how it might be viewed by a contemporary reader. Focus on specific assumptions that the author makes, assumptions that would not make it in this century.
- Chapter 26 -- Is He Serious? And Other Ironies
 - Select an ironic literary work and explain the multi-vocal nature of the irony in the work.

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