

**AP English Literature and Composition**  
**Summer Reading Assignments 2022**

Dear AP Literature and Composition Student,

Welcome to AP English Literature and Composition. In order to prepare you for the rigors of the AP English Literature and Composition course, you are being assigned a list of books/plays and activities to get you acquainted with the work you will do during the year. Since the course expectations require you to read, comprehend, and analyze different types of genres, the summer assignments will help you polish some of the necessary tools for the task. This work will be collected on the second day you return from summer vacation.

Please buy a hard or paperback copy of the novel/play. Also, read and carefully follow the instructions for the assignments which are designed to help prepare you for the first quarter of the school year. I recommend that you stay away from online resources and summaries in lieu of reading the real thing. The following list includes the novel and play that you are to read and annotate during the summer, and under each title, you will find the work that you are expected to complete for each book.

Harper Lee, *To Kill A Mockingbird*

This is a coming of age story told from the perspective of a child growing up in the South in the 1920's. You are to fill out the attached Major Work Data Sheet on the novel. You may answer the questions on a separate piece of paper if you need more room. Also, in a notebook answer the attached discussion questions on the novel as you read each chapter.

\*Lorraine Hansberry, *A Raisin in the Sun*

This play also deals with the coming of age of a character. In a bildungsroman, the protagonist grows psychologically and morally from a young immature person to a matured individual when he/she realizes his place in the world. In a well-organized essay, compare and contrast one character from the novel and one from the play and determine, using evidence from the story, what moment shaped that realization and how it changed the character's view of his/her world as a whole. Do not merely summarize the work but analyze how similar or different the characters are, the determining moment, the factors that make that realization possible, and how they changed the outcome of each character's life. This essay should be written formally, meaning that you are to refrain from using contractions and personal pronouns. **You are to write a minimum of 3 pages and you must have a thesis statement in your introduction paragraph.**

*\*See essay rubric attached as to how the essay assignment will be graded.*

**Note: You will be tested on the novel and play the second week of class.**

Remember to have everything ready for the second day of class and don't forget that you are required to submit all work in MLA format. If you have any questions, please feel free to email me at [lbehrens@colemancarroll.org](mailto:lbehrens@colemancarroll.org) during the summer, and I will do my best to respond in a timely manner.

I hope you enjoy your summer, get plenty of rest, and find many adventures to occupy your time—especially in books!

Many blessings,

Ms. Laura Behrens  
Archbishop Coleman Carroll High School  
English Department Chair

Student's Name  
AP English Literature and Composition  
Date

Major Work Data Sheet  
(Name of Story/Novel)

<b>Title:</b>	
<b>Author:</b>	
<b>Date of Publication:</b>	
<b>Genre:</b>	
<b>Historical Information:</b> When does the novel take place and what socially or culturally significant events are occurring?	<b>Biographical Information:</b> What are some of the important facts about the author?
<b>Characteristics of the Genre:</b> What are the characteristics of that genre? Give examples	
<b>Plot Summary:</b> What are the main or most important events that occur in the novel?	<b>Author's Style:</b> Describe the author's syntax and diction. How does the author describes its characters? Provide quotes from the text that exemplifies their style.

**Memorable Quotes:** You may need to complete this on a separate sheet of paper. Write down 10 quotes from the beginning, middle, and the end of the novel and explain why they are important to one of the following: Setting, Conflict, Theme, or a Literary Device such as Simile, Metaphor, Personification, Imagery, Symbolism, or Allusion (Try to apply each term at least once)

**Characters:** Write down the name, role, and significance of the main characters and 2-3 adjectives that describe each character

**Setting:** Specific time, place, and era in which the novel takes place

**Symbols:** any objects, people, or places that you feel are representative of something else. Make sure you tell the meaning of the symbol as well as what it symbolizes or represents

**Possible themes:** What are three possible themes in the novel? Remember that a theme is what the author is trying to show us about human nature or life. What or how can we all relate to it?

# Literary Analysis Rubric

CATEGORY	4 Excellent	3 Good	2 Adequate	1 Needs Improvement	Score
<b>Attention Grabber</b>	The introductory paragraph has a strong hook or attention grabber that is appropriate for the audience. This could be a strong statement, a relevant quotation, statistic, or question addressed to the reader.	The introductory paragraph has a hook or attention grabber, but it is weak, rambling or inappropriate for the audience.	The author has an interesting introductory paragraph but the connection to the topic is not clear.	The introductory paragraph is not interesting AND is not relevant to the topic.	
<b>Focus or Thesis Statement</b>	The thesis statement names the topic of the essay without being formulaic.	The thesis statement names the topic of the essay.	The thesis statement outlines some or all of the main points to be discussed but does not name the topic.	The thesis statement does not name the topic AND does not preview what will be discussed.	
<b>Evidence and Examples</b>	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's thesis.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's thesis.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's thesis.	Evidence and examples are NOT relevant AND/OR are not explained.	
<b>Closing paragraph</b>	The conclusion is strong and leaves the reader solidly understanding the writer's position. Effective restatement of the position statement begins the closing paragraph.	The conclusion is recognizable. The author's position is restated within the first two sentences of the closing paragraph.	The author's position is restated within the closing paragraph, but not near the beginning.	There is no conclusion - the paper just ends.	
<b>Conventions</b>	Author makes no errors in grammar, spelling, or punctuation that distract the reader from the content.	Author makes 1-2 errors in grammar, spelling, or punctuation that distract the reader from the content.	Author makes 3-4 errors in grammar, spelling, or punctuation that distract the reader from the content.	Author makes more than 4 errors in grammar, spelling, or punctuation that distract the reader from the content.	
<b>Citations</b>	A Works Cited Page is included in MLA format, and parenthetical citations are used in MLA format.	A Works Cited Page is included, and parenthetical citations are used.	A Works Cited Page is included but no parenthetical citations are evident.	No Work Cited Page is included.	

**TO KILL A MOCKINGBIRD BY HARPER LEE**  
**SUMMER READING 2022 - DISCUSSION QUESTIONS**

**Please answer these questions in a separate notebook which will be turned in the second day of class. Please write clearly and fully answer each question in a complete sentence.**

**Chapter 1.**

1. The narrator, Scout, discusses her family. List Scout's real name, the names of the people who live in her home and each character's relation to her.
2. Why do you think Harper Lee uses Scout, a child narrator, rather than an adult? Consider the effect a child's voice has upon the mood of the novel. How would the novel be different if it was narrated by one of the adult characters? Use examples from the novel to support your ideas.
3. "There was no hurry, for there was nowhere to go, nothing to buy and no money to buy it with, nothing to see outside the boundaries of Maycomb County. But it was a time of vague optimism for some of the people: Maycomb County had recently been told that it had nothing to fear but fear itself." Rephrase this description in your own words and describe the effect it has upon the setting and mood of the novel.
4. Describe the legend of Boo Radley, as believed by the children.
5. The story is told as a flashback. It starts with Jem recovering from a broken arm and then goes back in time to tell the story. Why do you think Harper Lee chose to tell the story as a flashback? Consider how a flashback impacts the reader's experience.

**Chapter 2:**

6. List two reasons Miss Caroline is upset with Scout.
7. Based on Harper Lee's characterization of Miss Caroline, what inferences can you draw about the Maycomb educational system?

**Chapter 3:**

8. Why does Scout get in trouble with Calpurnia when Walter is over for dinner?
9. Describe Burris Ewell and his family.
10. Atticus said, "You never really understand a person until you consider things from his point of view...until you climb into his skin and walk around in it." Restate this passage in your own words and explain what you think Atticus is trying to explain to Scout.

**Chapter 4:**

11. Describe the items Scout and Jem find in the knothole of the tree. From where do you think they came?
12. Describe the game the kids start playing in this chapter.

**Chapter 5:**

13. Describe the neighbor to whom Scout grows close and what Scout learns about Boo.
14. What do Dill and Jem try to do to lure Boo out of the house?

**Chapter 6:**

15. Does Mr. Nathan Radley know who was in his collard patch? Explain your answer.

**Chapter 7:**

16. Describe what happens to Jem's pants in Chapters 6 and 7.
17. What happens with the knothole in Chapter 7: Who do you think is responsible?

**Chapter 8:**

18. Whose home burns down and what is placed upon Scout's shoulders?
19. Describe Miss Maudie's response to losing her home. What does this tell you about her character?

**Chapter 9:**

20. Describe the fight Scout has with Cecil Jacobs and how it is resolved.
21. Describe the legal case Atticus takes and why he takes it.
22. Why does Scout get a spanking in this chapter?

**Chapter 10:**

23. Miss Maudie says, "Mockingbirds don't do one thing but make music for us to enjoy...That's why it's a sin to kill a mockingbird." This echoes the title of the novel. What do you think could be the deeper meaning of the phrase "To Kill a Mockingbird?" Use evidence from the text to support your answer.
24. Why does Jem tell Scout to keep it a secret that Atticus is the best shot in the county?

**Chapter 11:**

25. Describe one mean thing that Mrs. Dubose said to either Jem or Scout.
26. What does Atticus mean when he says Mrs. Dubose died free "as the mountain air"?
27. Atticus says, "I wanted you to see what real courage is...It's when you know you're licked before you begin but you begin anyway and see it through no matter what." How is Atticus demonstrating real courage in the novel?
28. List all the things Boo Radley has done for the children in Chapters 1-11.

**Chapter 12:**

29. Why doesn't Dill come to Maycomb over the summer?
30. Describe Calpurnia's church and the experience the children have as visitors.

**Chapter 13:**

31. Is Scout happy to have Aunt Alexandria come and stay with the Finch family? Explain why or why not.
32. What positive qualities can you see in Aunt Alexandria? Use examples from the text to support your response.

**Chapter 14:**

33. List two changes Aunt Alexandria recommends for the Finch family.
34. What do Jem and Scout find under Scout's bed?

**Chapter 15:**

35. In 2-3 sentences, describe what happens at the courthouse in this chapter. Who were the men gathered there? What was the purpose of the men? What impact does Scout have on the situation?
36. What qualities does Jem show through his behavior in this chapter?

**Chapter 16:**

37. Atticus says, "So it took an eight-year-old child to bring 'em to their senses...That proves something – that a gang of wild animals can be stopped, simply because they're still human." Explain what he means by this statement and how it furthers the characterization of Atticus and Jem.
38. Why does Miss Maudie refuse to attend the trial of Tom Robinson?

**Chapter 17:**

39. Describe Mr. Ewell's behavior in court. How would you describe his character?
40. Why is it significant that Mr. Ewell is left-handed?

**Chapter 18:**

41. Why is Mayella Ewell upset when Atticus calls her "Miss Mayella"?
42. What is revealed when Tom Robinson is called upon to stand up in the courtroom and what impact does this have on Mayella's testimony?

**Chapter 19:**

43. In 2-3 sentences, recount the testimony of Tom Robinson.
44. Dill says, "I don't care one speck. It ain't right...Hasn't anybody got any business talkin' like that – it just makes me sick." Why is Dill so upset? Give examples from the novel to support your response.

**Chapter 20:**

45. List two ways Mr. Dolphus Raymond goes against the unspoken rules of society.
46. After reading the closing arguments Atticus makes, list his two strongest points in your opinion.

**Chapter 21:**

47. Explain the significance of Reverend Syke's words, "Miss Jean Louise, stand up. Your father's passin'."
48. Harper Lee uses complex characterization to show the various attitudes toward race reflected in the community during the time period in which the book is set. Write a paragraph discussing the variety of racial attitudes reflected in the novel. Use at least three characters as examples. Use evidence from the text up to Chapter 21.

**Chapter 22:**

49. Jem is distraught by the verdict and Miss Maudie attempts to console him by pointing out that people did help Tom Robinson. In your own words, describe Miss Maudie's explanation.
50. How has Jem's character changed over the course of the first 22 chapters of the novel?

**Chapter 23:**

51. How does Atticus explain the logic behind Bob Ewell's threats?
52. Explain why Jem declares, "I'm beginning to understand why Boo Radley's stayed shut up in the house all this time...it's because he wants to stay inside."
53. Atticus says, "The one place where a man ought to get a square deal is in a courtroom, be he any color of the rainbow, but people have a way of carrying their resentments right into a jury box." What do you think he means by this statement?

**Chapter 24:**

54. What news does Atticus bring to Aunt Alexandria, Calpurnia, Miss Maudie and Scout?
55. Explain why the Missionary Society's meeting for the betterment of conditions for "those poor Mrunas" is ironic.

**Chapter 25:**

56. What causes Scout to say that Jem was acting more like a girl every day? What definition of girl does this imply?
57. What does Scout realize for the first time when she reads Underwood's claim that Tom's death was "senseless killing"? What did she think before reading the editorial?

**Chapter 26:**

58. How has Scout's view of Arthur "Boo" Radley changed since the start of the book?
59. What does Scout overhear that confuses her about Miss Gates' view of Hitler? Explain her confusion.

**Chapter 27:**

60. What three out of the ordinary events does Scout describe at the start of Chapter 27?
61. What is Scout's Halloween costume? What are its chief drawbacks?

**Chapter 28:**

62. Who are the "four people under the tree" in this chapter?
63. Who is the children's attacker? What happens to him?

**Chapter 29:**

64. What unexpected advantage does the ham supply?
65. What does Boo Radley really look like?

**Chapter 30:**

66. Who kills Bob Ewell and why does Mr. Tate want everyone to believe he fell on his knife?
67. Scout says, "Well, it'd be sort of like shootin' a mockingbird, wouldn't it?" Explain what she means including the context of the passage.

**Chapter 31:**

68. List three things Scout does to make Boo feel comfortable.
69. How has Scout changed through the course of the novel?
70. Scout says, "we have given him nothing." Do you think she is right or wrong – why or why not?
71. Scout and Atticus have the following conversation: "'An' they chased him 'n' never could catch him 'cause they didn't know what he looked like, an' Atticus, when they finally saw him, why he hadn't done any of those things... Atticus, he was real nice...' His hands were under my chin, pulling up the cover, tucking it around me. 'Most people are, Scout, when you finally see them.'" What is Scout telling Atticus? Does Atticus understand?
72. Which character do you think changes the most throughout the course of the novel? Use several examples from the novel to support your ideas.