



May 2019

Dear Parents and Students,

In an effort to enhance reading, Cabrini High School requires that all students complete Summer Reading. Before the new school year begins, you are to read the following books on your own:

AP English Literature and Composition

Their Eyes Were Watching God by Zora Neale Hurston **and**

How to Read Literature Like a Professor (revised edition) by Thomas C. Foster

On the first full day of class you will be given a reading test on Hurston's novel. The assessment could include trigger words, theme statements, character snapshots, quotations and/or multiple choice or true/false plot questions. This will count as the first grade in your English class.

While reading, *it is recommended* that you take notes about the following content:

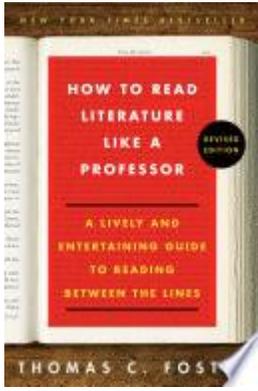
1. **Setting:** Record a description of both place and time. As you read chapter to chapter the setting will change - record the changes.
2. **Characterization:** As you read, pause to write down each new character introduced and note the character's appearance, personality, and connection to the plot.
3. **Symbolism:** A symbol is a concrete object that reveals a more significant insight. Write down all objects that possibly have a symbolic meaning and are important.
4. **Conflict:** There are many conflicts, both internal (within the character) and external (between characters) within the story, so as you read, track the conflicts.
5. **Theme:** A theme in literature is discussed after reading the text. The theme is the universal lesson of the novel. What is the main theme(s) of this novel?

These notes **cannot** be used on the test nor will they be collected; they are for you to use to study/prepare for the test.

Following test day, your teacher will lead further discussion and activities, so please be prepared to discuss the novel.

- You will be completing a character sketch and map that is all due the first full day of school. See attached for directions.

How to Read Literature Like a Professor (revised edition) by Thomas C. Foster



- You will be assigned certain chapters to read over the summer in preparation for a group presentation of the major ideas presented in those chapters.
- Complete a Cornell Notes sheet while you read, so you are prepared to meet with your group to plan. Each group will have time the first week of school to plan, but you may not present until the 5th or 6th week of school. The only time I will give to plan is the first week, so come prepared to work with your group. I will randomly select the order of presentations during the first week of school.
- As groups present the chapters you will be reading them and completing assignments that correspond with the major ideas in those chapters.
- So, within the first quarter of the school year you will be reading the entire book, but for the summer you will focus on a small section.
- See handouts for group topics, chapters, and what will need to be included in the presentation.
- If you have any questions about this or the novel over the summer you may email me at tkeith@cabrincatholicschools.com

Mrs. Keith

Have a good summer!

Character Map – *Their Eyes Were Watching God*

1. Your character will be **Janie** for this project.
2. Type the following information and bring a copy the first full day of school along with submitting it to Google Classroom. I am looking for your insight and analysis, not simple basic plot ideas for the following items. Also, I want at least 2 items per category. Text support is always expected.
 - Arms – explain what the character “carries” and why
 - Legs – explain where your character “travels” and why
 - Heart – explain what your character feels and believes and why
 - Head – explain what your character says in words and actions and why
3. Using the outline of a **person**, dress the character appropriately, considering what she would wear and what accessories you could add to symbolize growth and development throughout the story. Color the clothing and accessories. Please add items/detail to the space around the person. You may use your ideas from #2 to help create your character. This is an analysis of the character and where she has been and how she has grown. Of course, feel free to include symbolism too. You may cut out pictures, paint, draw, computer generate images; this is meant to be creative!
4. On a sheet of paper, trace the changes that the character goes through from the beginning to the end of the story. **Create a drawing of a map** and include at least 5 stops (changes/key events) on the map. Color it and add background landmarks that would represent some of the stops along the way. At each stop briefly explain the change and why it is important. These stops should encompass the whole novel, so the first stop would be a key event toward the beginning of the novel and the 5th being toward the end of the novel.
5. Pick a **theme song** for your character that would fit the character’s personality, goals, changes, or thoughts. This can be from any era or genre of music. Include a portion of the lyrics on the bottom of the map along with the artist.

Have fun!

How to Read Literature like a Professor

Presentations

Overview: The class will be divided into five groups. In these groups, you will study assigned chapters from *How to Read Literature like a Professor* and other resources and then compose a cohesive lesson for your classmates on your assigned topic. Your primary goal is to explain how different strategies can be applied to reading literature.

Every presentation must include the following:

1. *Summary of the Concept (Presentation)*
 - a. Complete all assigned reading. Then, find a way to present that information to your classmates which is engaging and memorable. Remember, they are responsible for taking notes on the strategies, so your presentation of the information should be clear.
 - i. All groups are required to complete a version of the Cornell Notes which can be uploaded for makeup.
2. *Demonstration of the Strategy (Activity)*
 - a. Find a short, appropriate text that you can demonstrate the strategy(s) with. (No more than 1 page).
 - b. Put your classmates into small groups, with a member of your group in each. Provide the text for your classmates and explain how you can use the strategy to analyze it.
 - i. You may complete this as a discussion, by modelling the process for them, or breaking down a sample analysis. Any activity which has them practice analysis is appropriate. Make sure this small group activity is engaging.

Presenting to the Class: You are assessed on the content of your presentation as well as the planning you put into sharing the information with your peers and the design of your chosen resources. All members of the group must be actively involved to make the lesson a success. That said, if you are gone on the day of your presentation, your group will present without you. You must collaborate and prepare in such a way that you are ready for any such contingency. When choosing a topic, be sure that you consider which days you will not be in school. Final grades may be modified based on a peer evaluation at the end of the project.

Topics: Topics will be assigned by your teacher. There are five possible topics, including:

- Back to Basics: Quests, Symbols, and Fairy Tales
- Common References: The Bible, Shakespeare, and Mythology
- A Series of Unfortunate Events: Illness, Weather, and Deformities
- Building Character: Archetypes, Characters Design, and Acts of Communion and Vampires
- #Awkward: Sex, Violence, Politics, and Geography

Group Resources

Back to Basics: Quests, Symbols and Fairy Tales (Group 1)

Assigned Reading: Prior to planning your lesson, your group must closely read the following texts.

- Chapter 1: Every Trip is a Quest (Except When It's Not)
- Chapter 7: Hansel and Gretel
- Chapter 12: Is That a Symbol?
- Chapter 25: It's My Symbol And I'll Cry if I Want To

Strategies or Skills: The following skills or strategies must be covered in your lesson.

- Structural Elements of a Quest
 - A Quester
 - A Place to Go (Trip)
 - A Stated Reason to Go
 - Challenges and Trials
 - A Real Reason to Go (Self-Knowledge)
- Allegory vs. Symbolism
- Interpretation of Symbols
- Fairy Tales

Common References: The Bible, Shakespeare, and Mythology (Group 2)

Assigned Reading: Prior to planning your lesson, your group must closely read the following texts.

- Chapter 5: When In Doubt, It's From Shakespeare...
- Chapter 6: ...Or the Bible.
- Chapter 8: It's Greek to Me
- Chapter 14: Yes, She's a Christ Figure, Too
- Chapter 18: If she Comes up, It's Baptism

Strategies or Skills: The following skills or strategies must be covered in your lesson.

- How Authors Use Shakespeare
 - To Fashion New Ideas (In Contrast to Shakespeare)
 - To Rework Shakespeare's Ideas
 - To Draw on Common Associations
 - To Compare the Present to Shakespeare's Context
- Common References to the Bible
 - Loss of Innocent (The Fall)
 - Judgement Day or the Four Horsemen
 - Pilgrimages
 - Doves (Peace)
 - Satan and Other Devils
 - The Prodigal Son
 - The Christ-like Figure
- How Authors Use Mythology
 - To Illustrate Godly Potential in All Men
 - To Draw Parallels to Modern Life
 - To Create Irony
- How Authors Use Water

A Series of Unfortunate Events: Illness, Weather, and Deformities (Group 3)

Assigned Reading: Prior to planning your lesson, your group must closely read the following texts.

- Chapter 9: It's More Than Just Rain or Snow
- Chapter 20: ...So Does Season
- Chapter 21: Marked for Greatness
- Chapter 22: He's blind for a reason, you know
- Chapter 23: It's Never Just Heart Disease... And Rarely Just Illness

Strategies or Skills: The following skills or strategies must be covered in your lesson.

- Why Authors Use Weather
 - A Plot Device
 - Atmospheric (Mood)
 - Democratic
- Different Weather Evokes Different Responses
- Physical Deformity = Moral or Character Deformity
- Illness/Blindness is Metaphoric

Building Character: Archetypes, Characters Design, and Acts of Communion and Vampires (Group 4)

Assigned Reading: Prior to planning your lesson, your group must closely read the following texts.

- [12 Common Character Archetypes – research on own](#)
- Chapter 2: Acts of Communion
- Chapter 3: Nice to Eat You: Acts of Vampires
- Chapter 4: Now, Where Have I Seen Her Before?
- Chapter 10: Never Stand Next to the Hero (p.80-89)

Strategies or Skills: The following skills or strategies must be covered in your lesson.

- Common Character Archetypes
 - Caregiver
 - Jester
 - Everyman (Regular Guy/Gal)
 - Lover
 - Hero
 - Innocent
 - Sage

- What is considered an Act of Communion?
- Meaning Behind Vampires in Literature
- There's no such thing as a wholly original work of literature
- Character Types
 - Round
 - Flat
 - Dynamic
 - Static

#Awkward: Sex, Violence, Politics and Geography (Group 5)

Assigned Reading: Prior to planning your lesson, your group must closely read the following texts.

- Chapter 11: ...More Than It's Gonna Hurt You: Concerning Violence
- Chapter 16: It's All About Sex...
- Chapter 17: ... Except When It Isn't
- Chapter 13: It's All Political
- Chapter 19: geography Matters...

Strategies or Skills: The following skills or strategies must be covered in your lesson.

- Two Categories of Violence
 - Character Driven Violence (As seen in murder mysteries...for the sake of plot).
 - Authorial Violence
- Common Aspects of Sex Authors Use
 - Purity/Chastity
 - Fertility
 - Physical Connections
- Discuss the political aspects of literature
- So what Geography? Discuss use and importance in literature