

## Advanced Placement Literature and Composition: Summer Reading 2018

### Required Reading:

*The Handmaid's Tale* by Margaret Atwood

"A Work of Artifice" by Marge Piercy

### Overview:

In Gilead, a fundamentalist dystopia, fertile lower-class women serve as birth mothers for the upper class. The resulting society is a nightmare: women are strictly controlled, unable to have jobs or money and assigned to various classes: the chaste and childless Wives; the housekeeping Marthas; and the reproductive Handmaids, who turn their offspring over to "morally fit" Wives. Ideals have been carried to extremes in this futuristic tale as a totalitarian society comes to life.

### Assignments:

- 1. Active Reading Log:** Active reading logs must be completed for 10 of the 46 chapters, meaning there must be 10 selected quotes from throughout the novel that are deemed important by you. The active reading logs may be handwritten or typed (anything typed should be Times New Roman, 12-pt font, double spaced). If you purchase a copy of the book, you may highlight or underline the quote itself in the book and only write the chapter and page number on the active reading log. If you purchase the book, bring it to class on the first day back.
- 2. Theme Analysis:** As you read, find quotes/passages you find compelling and important to the development of the text and theme. You will select a  $\frac{1}{4}$  to  $\frac{1}{2}$  page long section and then write a two-page essay analyzing how the theme is developed. In your analysis, consider such elements as diction, syntax, tone, figurative language, and selection of detail.
- 3. Poetry Assignment- TPCASTT:** After reading the poem, you will create a TPCASTT sheet. This may be done by hand or it can be typed.
- 4. Connection Paper:** In the two assigned readings, oppression and expectations are discussed. Write a well-developed essay, in which you compare and contrast the two pieces, analyzing how literary devices/techniques affect the theme and allow the author to "make her point". Your essay should have a strong, arguable thesis supported by text evidence/support; it should be typed, double-spaced, Times New Roman/Arial, 12 pt font, follow MLA guidelines; and it should be between 4-5 pages long.

**Due Date:** All work will be collected **on the first day of school in physical form**. Late assignments will be penalized one letter grade for every day the assignment is late.

**Have a great Summer!** Enjoy the novel and poem, but read anything and everything you can. I will see you in August. Do not hesitate to email me if you have any questions or concerns.

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## Active Reading Log

<p style="text-align: center;"><b><u>QUOTE INFO:</u></b></p> <p style="text-align: center;">Chapter _____, Page _____, Quote itself</p>	<p>---initial reaction ---summary ---analysis of literary value ---prediction ---question that comes to mind ---connection to your life</p>
<p><b><i>As you read</i></b>, listen to your own reactions. When you read a part of the book that elicits a reaction from you (<b><i>any of the reactions listed at the top of the right-hand column or a different one</i></b>), write the quote down here.</p> <p>Again, if you purchase the book and choose to highlight the quote instead of rewriting it, you may do so, but you must write the chapter and page number here.</p> <p><b><i>You only have to complete this for 10 of the 46 chapters. You must have at least 10 quotes from throughout the novel.</i></b></p>	<p><b><i>Initial reaction-</i></b> state your initial feeling/reaction as you read and why you think you felt that way</p> <p><b><i>Summary-</i></b> ...”so, basically they’re saying _____”</p> <p><b><i>Analysis of literary value</i></b> - explain how the quote contributes to a theme in the book; explain the symbolism or deeper meaning of the quote</p> <p><b><i>Prediction</i></b> - Write what you believe will happen next; explain why you think that.</p> <p><b><i>Questions</i></b> - Write down questions that arise in your mind as you read</p> <p><b><i>Connection to Your Own Life</i></b> - Write a memory that arises or a way that you relate to the quote/event</p>

## TPCASTT Template/Explanation

<p><b>Title:</b> Before you even think about reading the poetry or trying to analyze it, speculate on what you think the poem <i>might</i> be about based upon the title.</p>	
<p><b>Paraphrase:</b> Before you begin thinking about meaning or trying to analyze the poem, don't overlook the literal meaning of the poem. Write in your own words exactly what happens in the poem. Look at the number of sentences in the poem—your paraphrase should have exactly the same number.</p>	
<p><b>Connotations:</b> Look at the poem for meaning beyond the literal. Instead, look at any and all poetic devices, focusing on how such devices contribute to the meaning, the effect, or both of a poem. You may consider imagery, figures of speech (simile, metaphor, personification, symbolism, etc), diction, point of view, and sound devices (alliteration, onomatopoeia, rhythm, and rhyme). It is not necessary that you identify all the poetic devices within the poem. The ones you do identify should be seen as a way of supporting the conclusions you are going to draw about the poem.</p>	<p><b>(include the quote, line number, identification of device, and interpretation for each you pull out)</b></p>
<p><b>Attitude:</b> Explore the multiple attitudes that may be present in the poem. Examination of diction, images, and details suggests the speaker's attitude and contributes to understanding. Remember that usually the tone or attitude cannot be named with a single word and can sometimes change in a poem (even more than once). Think <i>complexity</i>.</p>	
<p><b>Shift:</b> What shifts in attitude or tone do you see? Where do they occur?</p> <p>Watch for the following keys to shifts:</p> <ul style="list-style-type: none"> <li>• key words, (but, yet, however, although)</li> <li>• punctuation (dashes, periods, colons, ellipsis)</li> <li>• stanza divisions</li> <li>• changes in line or stanza length or both</li> <li>• irony</li> <li>• changes in sound that may indicate changes in meaning</li> <li>• changes in diction</li> </ul>	
<p><b>Title revisited:</b> Now look at the title again, but this time on an interpretive level. What new insight does the title provide in understanding the poem.</p>	
<p><b>Theme:</b> What is the poem saying about the human experience, motivation, or condition? What subject or subjects does the poem address? What do you learn about those subjects? What idea does the poet want you take away with you concerning these subjects? Remember that the theme of any work of literature is stated in a complete sentence.</p>	

