Summer Reading Pre AP ELA 20 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Purpose Statement**

The main purpose of the Pre-AP 20 summer reading assessment is to extend the curriculum and allow advanced students an opportunity to explore a variety of literature. My philosophy is that summer reading should be both pleasurable and thought provoking, allowing the students to use this reading as a springboard into the material covered in class. Research continues to demonstrate that nothing will improve a student’s overall academic performance in school and in life better than reading.

Please note that there are **TWO** AP20 novels. You are responsible for obtaining these novels from the library. You will get *Cather in the Rye* and *The Adventures of Huckleberry Finn*. You may sign them back out at your convenience. Whether you choose to read your book during summer, during Christmas break, during semester turn around- I do not care, just as long as they are complete with the booklet on the first day of classes. Again, booklets are due day one of classes- no exceptions.

When we begin our year together in January or February, we will have a solid foundation – something on which we can build throughout the year.

**Be aware that you will be assessed on the novels (first day back to be exact)**

**– summer reading is mandatory.**

**Words of Wisdom from Previous ELA Students**

*“Metaphors are major to interpretation, so always watch for relationships between certain objects, characters and places –* ***MAKE CONNECTIONS****. Always remain* ***confident*** *in your interpretations and writing even if you are not sure; rather than thinking you misinterpreted the work, think that there are an infinite number of interpretations and yours is one of many”*

 *“This class really teaches you how to write correctly, and it will help you…benefit in University. If you are getting low marks on your essays,* ***ask what you can improve on****.”*

 *“****Focus*** *and don’t get behind in work because it will take a lot of effort to catch up. It does involve a lot of work, but it will pay off in the end.”*

*“Approach the class with an* ***open mind****.”*

*“Read the BOOKS! Do not procrastinate, do not be afraid to* ***ask for help****, stay focused and do not use your phone!!It may be hard, but you will regret it!”*

*“Spend a couple days on the written assignments so you have time to properly use the* ***writing process*** *– avoid writing essays the night before.”*

*“I would tell the Pre-AP ELA students to* ***read the literature*** *before the class and come prepared to work and learn. You will get out of the class what you put into it. It is important to* ***pay attention****. AP ELA is a* ***great environment*** *and provides you with a* ***plethora of knowledge****.”*

*“When analyzing literature and writing essays, you need to* ***ponder the bigger question ‘So what****?’ and make sure you are clearly addressing the prompt.”*

Summer Reading

Booklet is a total of 180 marks. This mark will be scaled down in Home Logic to 90.

Pre-AP 20 *The Adventures of Huckleberry Finn* and *Catcher in the Rye*

**Dialectical Journals**

These novels will be covered in class and only a brief amount of time (1.5-2 weeks) will be spent on each; therefore, it is essential to **do** the reading. To remember what you have read, you will complete a dialectical journal for *The Adventures of Huckleberry Finn* and *Catcher in the Rye*

**Dialectical Journal**

The purpose of a dialectical journal is to identify significant pieces of text and explain the significance. It is another form of **highlighting/annotating text** and should be used to think about, digest, summarize, question, clarify, critique, and remember what is read. It is a way to take notes on what is read, using the actual text, so that when you are asked to write an essay about or utilize the information from the text you do not have to reread the entire piece. Instead, you can search your notes for direct quotes to use as supporting evidence for your opinions.

To set up a dialectical journal, fold a piece of paper in half. The *left hand column* is where you will write the sentence(s) or phrase(s) from the text that you believe illustrates a significant idea. You should put quotation marks around the sentence(s) to show that they are someone else’s words. Right after the sentences(s) or phrase(s), you should write the page number the ideas came from. In the *right hand column*, right next to the sentence(s) or phrase(s) you chose, you should explain in your own words what is significant about the ideas represented in those sentence(s) or phrase(s). Your dialectical journal should have **a minimum ten quotations** for each novel. Be sure to follow the content requirements in the rubric. You may write or key, but please ensure your writing is legible.

**Sample Dialectical Journal**

*Song of Solomon* by Toni Morrison

|  |  |  |
| --- | --- | --- |
| **Quotes from the Novel** | **Page Number** | **Notes** |
| “*Like the keeper of the lighthouse, she regarded it as a mooring, a checkpoint, some stable visual object that assured her that the world was still there; that this was life and not a dream*…” | 11 | The watermark confirms the relationship Ruth has with her husband, Macon: one of contempt and distance, one in which she has been repeatedly denied her existence as a powerful human being, but instead she is treated with scorn or as somehow only worthy to have sex, bear children, care for the house. The watermark began as an expression of how she sees beauty in the world and ends as a reminder of her vision denied. At once, it gives her strength to go on AND makes her feel trapped. It is the truth of her life. |

Rubric

Catcher in the Rye

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 4 | 3 | 2 | 1 |
| QuotationsX3 | Detailed, meaningful passages and quotations are selected. A minimum of ten  | Less detailed and less important quotations selections (8 or less)  | Some relevant quotations are listed from the text (6 or less)  | Hardly any good quotations are selected. Looks rushed and no significance. Less than 4  |
| Interpretations X6 | Thoughtful interpretations and commentary about the text. Avoids clichés. Analyzes the passage and makes connections  | Some intelligent commentary. Address the themes but meaning and connections are incomplete. Address all aspects of the novel.  | Most of the commentary is vague and does not make many connections. It focuses on a small portion of the novel. | All notes are plot based with little to no connection. Limited coverage  |
| Neatness x2 | Neat. Organized. Completed.  | Missing elements listed such as the in text citation.  | Missing more elements that are listed  | Did not follow the directions  |

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|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 4 | 3 | 2 | 1 |
| QuotationsX3 | Detailed, meaningful passages and quotations are selected. A minimum of ten  | Less detailed and less important quotations selections (8 or less)  | Some relevant quotations are listed from the text (6 or less)  | Hardly any good quotations are selected. Looks rushed and no significance. Less than 4  |
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**Other Note(s):** As you are reading *the Adventures of Huckleberry Finn*, note figurative language, imagery, irony, symbolism, allusions (historical, literary, mythological, and biblical) or significant literary devices that help to promote the overall message and theme. You must make at least four annotations/observations. (5)

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**The “Bigger” Picture –** Consider *the Adventures of Huckleberry Finn* in terms of a larger or universal significance, as an aspect of self or life in general. In essence, why is the overall purpose of the novel? What does the author want to relay to the reader aka society? (5)

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Summer Reading

**Comment(s)**

**Overall Mark: /80**

*Catcher and the Rye*

**Literary Elements**

1. **Novel Citation** (5 marks)

Fill in the boxes with the requested information **BEFORE** writing the citation.

|  |  |
| --- | --- |
| **Author Last Name, First Name.** |  |
| ***Title of the Book***. |  |
| **City of Publication:** |  |
| **Publisher**,  |  |
| **Year of Publication.** |  |

**Sample**

Henley, Patricia. The Hummingbird House. Denver: MacMurray, 1999. Print.

**Your novel citation:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **Setting**: the time and place where the story occurs. It includes (1) the time and period of history (2) the place, (3) the atmosphere. *The setting can be specific* (i.e., New York City 1930) *or ambiguous* (i.e., a large urban city during economic hard times). (3 marks)
* **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
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1. **Point of View:**  the perspective from which the story is told – in other words, who is telling the story. Choose ONE of the items listed below.

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** (1 mark)

* **First Person** – this pov is in use when a character narrates the story with “I”, “Me”, “My”, and “Mine” is his/her speech. The story is told by someone who participates in or witnesses the action.
* **Third Person** – this pov is when the narrator stands outside the action and observes. The narrator uses such word as “he”, “she”, “it” and “they”. There are two types of the third person point of view.
	+ **Third Person Limited** is when the thoughts of *only* the narrator or a single character are revealed.
	+ **Third Person Omniscient** is then the thoughts of *all* the characters are revealed.
1. **Vocabulary Words:** Choose six words that you cannot determine by using the context. Write the word, page number, dictionary (denotative) definition, and connotation. ( 24 marks)

**Word #1** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Page** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Denotation** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Connotation** **(positive, negative, or neutral**) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Word #2** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Page** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Denotation** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Connotation** **(positive, negative, or neutral**) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Word #3** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Page** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Denotation** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Connotation** **(positive, negative, or neutral**) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Word #4** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Page** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Denotation** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Connotation** **(positive, negative, or neutral**) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Word #5** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Page** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Denotation** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Connotation** **(positive, negative, or neutral**) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Word #6** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Page** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Denotation** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Connotation** **(positive, negative, or neutral**) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Conflict**: struggle between characters or forces (ideas, actions, desires, will, goals) that brings about action. Identify two. ( 5 marks each – 10)
* **Internal conflict**  - occurs within an individual (person versus self)
* **External conflict** – when an individual struggles against an outside force (i.e., person versus person, person versus society, person versus environment)

**Identify and explain two of the major conflicts in the novel.**

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1. **Characterization** (15 marks)

**Character #1** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Protagonist Antagonist Neutral character (CIRCLE ONE)
2. List four things about the character. It can be physical characteristics, personality characteristics, or general important things to know about this character.
	* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Character conflict:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Character #2** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Protagonist Antagonist Neutral character (CIRCLE ONE)
2. List four things about the character. It can be physical characteristics, personality characteristics, or general important things to know about this character.
	* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Character conflict:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Character #3** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Protagonist Antagonist Neutral character (CIRCLE ONE)
2. List four things about the character. It can be physical characteristics, personality characteristics, or general important things to know about this character.
	* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Character conflict:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Plot (Fiction)**: The series of events related to a central conflict or struggle. Give the major plot points for this novel. (10 marks)

**Exposition**: introduction, gives information about settings and characters

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**Rising Action**: the main characters encounter and try to solve a problem, results in a conflict developing

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**Climax:**  the main character has to take action or make a decision

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**Falling Action**: it is the result of the character’s action or decision

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**Resolution/Dénouement:** the conclusion, the outcome of the plot how the conflict is resolved

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1. **Theme**: The theme of a literary work is an insight about life or human nature that the writer presents to the reader.

Example

*Romeo and Juliet*

* **Fate –** There are forces in life over which people have no control.
* **Secrecy** – Even well-intended deceptions and secrets can be destructive.
* **Revenge** - Revenge can destroy both avenger and victim.

Write a theme statement that describes the novel. (2 marks)

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1. **Connect the Text**

What connections can you make between this story and another story, book, movie, current events, or personal experiences? (One well-structured and organized paragraph – topic, support and conclusion) (5)

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1. **Book Review** (5)

In five sentences or more, well-structure paragraph, explain why someone should read this novel as a Pre-AP student. What life lessons can be obtained by reading this text?

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Use the following sheets to keep track of all your novels that you read for the AP exam. These novel tracking sheets should look familiar from grade 9 and 10. Remember, you are building a platform of knowledge that will be beneficial by the time you write the AP test, and beyond!

**AP LITERATURE REVIEW PAGE**

|  |  |  |
| --- | --- | --- |
| Title | Author | Grade Read |
| Protagonist | Description |
| Antagonist | Description |
| Other Characters | Description |
| Setting(s) | Atmosphere |
| Conflict | Type | Resolution to Conflict |
| Plot Info |
| Themes | Symbolism |
| Literary Devices | Text-to-Self |
| Text-to-Text | Text-to-World |

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