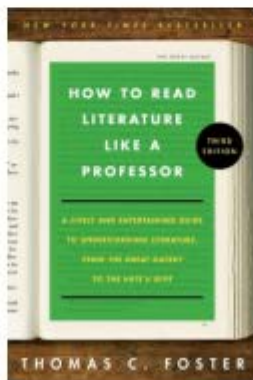


# 2025 AP Literature Summer Assignment

Welcome to AP Lit! I am looking forward to working with you and being a part of your senior year.

This is a fun, yet challenging course designed to strengthen your writing skills and broaden your abilities in analyzing works of fiction. My expectations are high and the work is rigorous, but the personal and intellectual growth you will experience is worth the effort. In preparation for this course, you have some work to complete over the summer. Please see below for more information.

## Part 1: *How to Read Literature Like a Professor*



You are responsible for acquiring a copy of and reading Thomas C. Foster's book, [\*How to Read Literature Like a Professor\* \(3rd edition\)](#). I highly suggest buying a physical copy, especially if you would like to make annotations.

**Your task:** Choose 3 chapters from Foster's book and apply what you've learned to the following texts of your choice:

1. A film/TV show you've seen
2. A book you've read previously (on your own or for class)
3. A play you've seen or read (If you haven't seen many plays/musicals and can't think of one you know well enough to write about, you may choose an additional film or book to write about.)

You cannot recycle any of the examples that Foster uses in his book; you must choose your own.

In a paragraph response for each of the three chapters (3 paragraphs total), you should address the following prompt: **How do Foster's concepts help you better understand the meaning of the work as a whole?**

Your paragraph responses should include a proper MLA header and will be scored according to the following rubric: [AP Lit Paragraph Rubric](#) ↓ .

**Due Date:** Your HTRLLAP responses should be completed and uploaded to the 2025 Summer Reading Canvas assignment by the first day of school. It is worth a 20-point grade.

## Part 2: Choice Novel

You are dually responsible for choosing a book from this list, acquiring a copy, and reading it in its entirety. You may purchase a copy, borrow it from the library, or even use an e-reader or audiobook... whatever medium is most accessible to you.

[AP Lit Summer Choice Novel List 2025](#) ↓

Please do not reread anything – choose a book that is new to you. Please also avoid choosing young adult or middle grade fiction. If you would like to read a book that is not featured on this list, email me! If you are having trouble deciding what to read, email me with three books you like and three you don't and I will make some recommendations for you.

**Your task:** Choose a relevant chapter from Foster's book and apply it to your choice novel. In a paragraph response, you should address the following prompt: **How does Foster's concept in this chapter help you better understand the meaning of the work as a whole?**

Your paragraph should include a proper MLA header and will be scored according to the following rubric: [AP Lit Paragraph Rubric](#) ↓ .

**Due Date:** Your choice novel response should be completed and uploaded to the 2025 Summer Reading Canvas assignment by the first day of school. It is worth a 20-point grade.

## Part 3: Write a Letter to Me

Read [this letter](#) ↗, from me to you, then write a letter back to me that you submit to our course Canvas page by the end of the first week of school. The directions for your letter are in my letter.

**Due Date:** Your letter should be uploaded to the assignment on our course Canvas page by the end of the first week of school. It is worth a 10-point grade.

## Part 4: Media Survey (Optional)

In class, I often like to reference TV shows, movies, and books that illustrate concepts or themes that relate to what we are studying. In order to ensure that you all understand the references I am making (and so I can plan relevant examples around what I know YOU like and know well), feel free to fill out this survey with your favorite TV shows, films, plays, and books. (And, as a bonus for myself, I could always use something new and interesting to watch/read!)

[Here is the survey!](#) ↗ Again, it is optional but very much appreciated, especially so I can get a head start on getting to know you!

As some of you may already know, I will be away on maternity leave until the end of October, but you will be left in extremely capable hands while I am at home with my daughter. Mrs. Cammarata has taught AP Lit at SJV for many years (I took over for her when she retired in 2024), and she is a good friend and mentor to me. We are working closely together to ensure that you will start the course on the strongest foot possible.

If you need to get in touch with either of us over the summer, feel free to email me at [leewells@sjvhs.com](mailto:leewells@sjvhs.com) or Mrs. Cammarata at [her email address - TBD, will update], and we'll be happy to answer any questions. Have a great summer, and I'll see you in October!

**ACADEMIC HONESTY & INTEGRITY STATEMENT:** Students are to prepare their own essay based on their understanding of the reading. The use of online resources such as Spark Notes, Shmoop, and any AI tools (like ChatGPT, but not limited to ChatGPT) is **completely prohibited**. The use of unauthorized online aids will result in a zero on this assignment with no chance to resubmit and a documented academic integrity violation.

AP® Lit Writing Rubric

Criteria	AP® Lit Skill	Excellent	Good	Satisfactory	Needs Improvement
<b>Overall Paragraph</b>	<i>LAN-7.A - Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.</i>				
Comments:					
<b>Thesis</b>	<i>LAN-7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.</i>				
Comments:					
<b>Organization &amp; Reasoning</b>	<i>LAN-7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.</i>				
Comments:					
<b>Textual Support</b>	<i>LAN-7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.</i>				
Comments:					
<b>Control of the Elements</b>	<i>LAN-7.E Demonstrate control over the elements of composition to communicate clearly.</i>				
Comments:					
Total Score: _____/_____					

See reverse for essential knowledge associated with each skill

## AP® English Literature Essential Skills & Knowledge

### ***LAN-7.A - Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.***

LAN-1.A In literary analysis, writers read a text closely to identify details that, in combination, enable them to make and defend a claim about an aspect of the text.

LAN-1.B A claim is a statement that requires defense with evidence from the text.

LAN-1.C In literary analysis, the initial components of a paragraph are the claim and textual evidence that defends the claim.

### ***LAN-7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.***

LAN-1.D A thesis statement expresses an interpretation of a literary text and requires a defense through use of textual evidence and a line of reasoning, both of which are explained in an essay through commentary.

LAN-1.E A thesis statement may preview the development or line of reasoning of an interpretation. This is not to say that a thesis statement must list the points of an interpretation, literary elements to be analyzed, or specific evidence to be used in the argument.

### ***LAN-7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.***

LAN-1.F A line of reasoning is the logical sequence of claims that work together to defend the overarching thesis statement.

LAN-1.G A line of reasoning is communicated through commentary that explains the logical relationship between the overarching thesis statement and the claims/evidence within the body of an essay.

LAN-1.M The body paragraphs of a written argument develop the reasoning and justify claims using evidence and providing commentary that links the evidence to the overall thesis.

LAN-1.N Effective paragraphs are cohesive and often use topic sentences to state a claim and explain the reasoning that connects the various claims and evidence that make up the body of an essay

LAN-1.U More sophisticated literary arguments may explain the significance or relevance of an interpretation within a broader context, discuss alternative interpretations of a text, or use relevant analogies to help an audience better understand an interpretation.

### ***LAN-7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning.***

LAN-1.H Writers use evidence strategically and purposefully to illustrate, clarify, exemplify, associate, amplify, or qualify a point.

LAN-1.I Evidence is effective when the writer of the essay uses commentary to explain a logical relationship between the evidence and the claim.

LAN-1.J Evidence is sufficient when its quantity and quality provide apt support for the line of reasoning.

LAN-1.K Developing and supporting an interpretation of a text is a recursive process; an interpretation can emerge from analyzing evidence and then forming a line of reasoning, or the interpretation can emerge from forming a line of reasoning and then identifying relevant evidence to support that line of reasoning.

LAN-1.V Textual evidence may require revision to an interpretation and a line of reasoning if the evidence does not sufficiently support the initial interpretation and line of reasoning.

### ***LAN-7.E Demonstrate control over the elements of composition to communicate clearly.***

LAN-1.L Grammar and mechanics that follow established conventions of language allow writers to clearly communicate their interpretation of a text.

LAN-1.O Coherence occurs at different levels in a piece of writing. In a sentence, the idea in one clause logically links to an idea in the next. In a paragraph, the idea in one sentence logically links to an idea in the next. In a text, the ideas in one paragraph logically link to the ideas in the next.

LAN-1.P Writers achieve coherence when the arrangement and organization of reasons, evidence, ideas, or details is logical. Writers may use transitions, repetition, synonyms, pronoun references, or parallel structure to indicate relationships between and among those reasons, evidence, ideas, or details.

LAN-1.Q Transitional elements are words or other elements (phrases, clauses, sentences, or paragraphs) that assist in creating coherence between sentences and paragraphs by showing relationships between ideas.

LAN-1.R Writers convey their ideas in a sentence through strategic selection and placement of phrases and clauses. Writers may use coordination to illustrate a balance or equality between ideas or subordination to illustrate an imbalance or inequality.

LAN-1.S Writers use words that enhance the clear communication of an interpretation.

LAN-1.T Punctuation conveys relationships between and among parts of a sentence.

LAN-1.W Writers must acknowledge words, ideas, images, texts, and other intellectual property of others through attribution, citation, or reference. Note: Students are not expected to use a specific attribution style (like MLA) within the timed essays on the AP Exam, but should follow such guidelines for any extended papers they develop in class through multiple revisions.

### Possible Books to Choose From:

***\*Please make sure the book you choose is new to you: NO REREADS!***

***\*If you would like to choose a book that is NOT featured on this list, email me. Happy reading!***

800 BC – *The Iliad* - Homer  
800 BC – *The Odyssey* – Homer  
700 AD – *Beowulf* - Unknown  
1811 – *Sense and Sensibility* – Jane Austen  
1813 – *Pride and Prejudice* – Jane Austen  
1815 – *Emma* – Jane Austen  
1838 – *Oliver Twist* – Charles Dickens  
1847 – *Wuthering Heights* – Emily Brontë  
1847 – *Jane Eyre* – Charlotte Brontë  
1850 – *The Scarlet Letter* – Nathaniel Hawthorne  
1869 – *Little Women* – Louisa May Alcott  
1884 – *Adventures of Huckleberry Finn* – Mark Twain  
1897 – *Dracula* – Bram Stoker  
1891 – *The Picture of Dorian Gray* – Oscar Wilde  
1902 – *Heart of Darkness* – Joseph Conrad  
1903 – *The Call of the Wild* – Jack London  
1911 – *Ethan Frome* – Edith Wharton  
1918 – *My Antonia* – Willa Cather  
1925 – *The Great Gatsby* – F. Scott Fitzgerald  
1925 – *Mrs. Dalloway* – Virginia Woolf  
1926 – *The Sun Also Rises* – Ernest Hemingway  
1937 – *The Hobbit* – J.R.R. Tolkien  
1937 – *Their Eyes Were Watching God* – Zora Neale Hurston  
1937 – *Of Mice and Men* – John Steinbeck  
1939 – *The Grapes of Wrath* – John Steinbeck  
1945 – *Animal Farm* – George Orwell  
1951 – *The Catcher in the Rye* – J.D. Salinger  
1952 – *Invisible Man* - Ralph Ellison  
1952 – *East of Eden* – John Steinbeck  
1954 – *Lord of the Flies* – William Golding  
1958 – *Things Fall Apart* – Chinua Achebe  
1959 – *A Separate Peace* – John Knowles  
1960 – *To Kill a Mockingbird* – Harper Lee  
1963 – *The Bell Jar* – Sylvia Plath  
1965 – *The Crying of Lot 49* – Thomas Pynchon  
1969 – *Slaughterhouse-Five* – Kurt Vonnegut  
1970 – *The Bluest Eye* – Toni Morrison  
1970 – *Grendel* – John Gardner  
1982 – *The Color Purple* – Alice Walker  
1985 – *The Handmaid's Tale* – Margaret Atwood  
1990 – *The Things They Carried* – Tim O'Brien  
1996 – *Push* – Sapphire

1997 – *Memoirs of a Geisha* – Arthur Golden  
1998 – *The Poisonwood Bible* – Barbara Kingsolver  
2000 – *White Teeth* – Zadie Smith  
2003 – *The Kite Runner* – Khaled Hosseini  
2001 – *Bel Canto* – Ann Patchett  
2001 – *Life of Pi* – Yann Martel  
2002 – *All Over Creation* – Ruth Ozeki  
2005 – *The Memory Keeper's Daughter* – Kim Edwards  
2005 – *Extremely Loud and Incredibly Close* – Jonathan Safran Foer  
2006 – *The Road* – Cormac McCarthy  
2010 – *Room* – Emma Donaghue  
2012 – *Salvage the Bones* – Jesmyn Ward  
2014 – *Americanah* – Chimamanda Ngozi Adichie  
2014 – *All the Light We Cannot See* – Anthony Doerr  
2015 – *Go Set a Watchman* – Harper Lee  
2017 – *Sing, Unburied, Sing* – Jesmyn Ward  
2017 – *Pachinko* – Min Jin Lee  
2017 – *Homegoing* – Yaa Gyasi  
2018 – *Where the Crawdads Sing* – Delia Owens  
2019 – *Little Fires Everywhere* – Celeste Ng  
2019 – *On Earth We're Briefly Gorgeous* – Ocean Vuong  
2021 – *Cloud Cuckoo Land* – Anthony Doerr  
2023 – *Demon Copperhead* – Barbara Kingsolver  
2023 – *Tom Lake* – Ann Patchett  
2024 – *James* – Percival Everett

### **Suggested Plays:**

*Antigone* – Sophocles  
Any Shakespearean play  
*Cat on a Hot Tin Roof* – Tennessee Williams  
*The Glass Menagerie* – Tennessee Williams  
*The Crucible* – Arthur Miller  
*Death of a Salesman* – Arthur Miller  
*Hedda Gabler* – Henrik Ibsen  
*A Raisin in the Sun* – Lorraine Hansberry  
*Our Town* – Thornton Wilder  
*Who's Afraid of Virginia Woolf?* – Edward Albee  
*Equus* – Peter Shaffer



Hello, Class of 2026! Welcome to AP Lit!

I am honored to be working with you during this very important and exciting time in your life. This is a significant year as you begin your transition into life after high school, and my hope is that this class will go far beyond the requirements set by the College Board and become a place where we share ideas freely, enjoy the beauty and power of great art, and support each other in finishing your senior year on a high note. Yes, this class requires reading a variety of texts – old, new, drama, poetry, prose – and extensively discussing and writing about these texts. However, I have come to learn that the assigned reading and writing are secondary to what I believe is the real advantage of taking this course: you will learn how to THINK for yourself and let the literature we read (and the different perspectives we hear about it) shape your heart and mind.

One of the “unwritten” requirements that I have for my AP students is having a “love of the game.” What does that mean? Simply put, it’s not just about wanting to get a 5 on the exam or an A in the class. If you are reading this letter, I expect you already want to do well. However, having a “love of the game” means that you are here because you want to know more about... well, everything! It means that you are open to having your heart touched by a story or a poem. It means that you are willing to make mistakes – often many of them – in pursuit of becoming a more sophisticated and well-rounded thinker. It means that you are asking questions, digging deeper, making connections, and striving to see the bigger picture. If you want to learn for the sake of learning and out of love for the world, you will get the most out of this course.

What should you know about me? I love to read, write, and make art (I was an opera singer before I was a teacher!). These things have been the heartbeat of my entire life, and I’m very glad I get to share them with you. I also love learning about new things and have a lot of interests – I like to cook and bake, spend time outside, study languages, run long distances, play cozy video games, and hang out with my husband and our shih tzu, Cino (I’m sure I’ll also enjoy hanging out with my new baby daughter, but she’s not here at the time of this writing!). I am also the director of the theater program here at SJV, which is an additional great privilege and joy for me.

Now it’s your turn. I would like for you to write a letter to me telling me about you, but like most things in life, there’s a twist. Here are three of my favorite poems: [“To Be of Use” by Marge Piercy](#), [“What the Living Do” by Marie Howe](#), and [“Good Bones” by Maggie Smith](#). Read and think about these poems deeply; let them roll around in your mind and your heart. Then write your letter introducing yourself to me; include your thoughts on ONE of these poems. Remember, Thoreau said, “It’s not what you look at that matters; it’s what you see.” If you like, feel free to share a beloved poem or other favorite piece of writing with me in your letter as well. You can turn in your letters on our class Canvas page by the end of the first week of school. If you prefer to handwrite, feel free to do that as well; just scan and upload. I am looking forward to teaching and learning with you this year!

All the best,  
Mrs. Lee-Wells