

# BCCHS AP Literature 2020 Summer Reading

**Summer Reading Texts:** *Great Expectations* by Charles Dickens and

*How to Read Literature Like a Professor* by Thomas C Foster

I caution you not to take your summer reading responsibility lightly. You have made a commitment to this class, and your earned/lost points will follow you should you move to another senior English class. Do not work with other class mates. Do not copy any of the Cliff, Goodreads, Shmoops sites. You must read GE before you can address How...*Professor*.

## Great Expectations Assignments:

Before you begin reading GE, you may want to preview the video *Class Mobility in Great Expectations*. At 6:29, it is a terrific preview of what is to come.

**Text Organization:** The novel is divided into THREE parts. It might help to consider each part as a stage in the main character's life.

Part 1 (chapters 1-19)--- Innocence

Part 2 (chapters 20-39)--- Guilt

Part 3 (chapters 40-57)--- Redemption

**Themes:** As you read, consider the following ideas. What does the author communicate about each through the text?

Class prejudice

Success

The dehumanization of man

Appearance vs. Reality

Revenge

Imprisonment

Pride

Values

Friendship

Innocence and Guilt

## Great Expectations Assessments:

1. On the first day of class, you will turn in the **hand-written** annotation notebook assignment. You will write **2** annotations per **chapter**. Please read and follow the model: Notice that they include a page number, text entry, and an **original 3-4 sentence entry**.
2. The notebook will end with a **list of characters and their 2-3 sentence descriptions**.
3. Text entry: select: important or striking passages; quotes that “speak” to you; confusing passages; thought provoking passages; passages that contain words you do not understand ie: wittles. You may make connections to movies or other novels you have read.

### **The following is a sample entry:**

Chapter 1, page 10

“A fearful man all in coarse grey, with a great iron on his leg.”

I don't know who this man is, but I believe he is trouble based on the iron on his leg. Is the man afraid or is Pip? Could the man be a convict? If so, has he escaped? No doubt, this foreshadows trouble.

4. You will also take an **OBJECTIVE** novel test. This test will include the following types of questions:
  - a. Quote Identification
  - b. Character Identification
  - c. Setting Identification
  - d. Short Essays
5. During the second week of class, you will write an in-class essay related to one of the themes of the novels.
6. Various in-class activities and discussions!

## ***How to Read Literature Like a Professor* Assignment:**

After you have read *Great Expectations*, you will be able to apply this work to the novel. I do want you to read every chapter. However, you will choose **15** of the **28 chapters**. This assignment **MUST BE TYPED**; do not work with your classmates! I will collect this **ON THE FIRST DAY OF CLASS**.

**Introduction: DO THIS! (No, it's not one of the 15)** Summarize the main points in the introduction.

### **Now, Select 15:**

#### **Chapter 1—Every Trip is a Quest (Except when it's not)**

Apply as many of the five aspects of the QUEST as you can to GE. Briefly explain each.

#### **Chapter 2—Nice to Eat with You: Acts of Communion**

Choose 2 meal scenes from GE and apply the ideas from chapter 2.

#### **Chapter 3—Nice to Eat with You: Acts of Vampire**

Apply two of the essentials of the Vampire story to GE.

#### **Chapter 4—If It's a Square, It's a Sonnet**

DO NOT SELECT FROM THIS CHAPTER

#### **Chapter 5—Now, Where Have I Seen Her Before?**

Discuss two characters from GE who resemble a character from another novel or even a film.

#### **Chapter 6—When in Doubt, It's from Shakespeare**

Does any event, theme, or character in GE remind you of *Romeo and Juliet*?

Explain the intertextuality!

### **Chapter 7---...Or the Bible**

Connect 2 biblical events, people, or symbols to GE.

### **Chapter 8—Hansel and Gretel**

Are there any elements of GE that remind you of a fairy tale? Give the title of the fairy tale and make the connection.

### **Chapter 9—It's Greek to Me**

Make a connection between GE and a myth or mythological character, symbol, or even place.

### **Chapter 10—It's More Than Just Rain or Snow**

Discuss 2 examples of weather in GE and how the weather impacts the work.

### **Chapter 11-...More Than it's Gonna Hurt You: Concerning Violence**

Discuss two examples of violence in GE. How do they impact the characters and the plot? Discuss!

### **Chapter 12—Is That a Symbol?**

Use the process described on page 106 and investigate 2 symbols in GE. Explain!

### **Chapter 13—It's All Political**

Use Foster's criteria to prove that GE is political. What political views does Dickens present in the novel?

### **Chapter 14—Yes, She's a Christ Figure, Too**

Apply the criteria on page 119 to one of the characters in GE.

### **Chapter 15—Flights of Fancy**

Select two characters from GE who flee? Who? Why? How does the flight end? (Consider: a flight does NOT have to be literal)

### **Chapter 16—It’s All About Sex and Chapter 17—Except the Sex**

Ok...the sex chapters. But, wait—this is the cleanest book you will ever read! But, ah-the romance and attractions! Apply two of the points from these chapters to a character or scene in GE.

### **Chapter 18—If She Comes Up, It’s Baptism**

Select two characters from GE and describe their “baptisms.” How does this happen? What is the character baptized into? How does the baptism impact the novel?

### **Chapter 19—Geography Matters**

Discuss two aspects from GE that Foster would classify under “geography.” Does the geography develop character? Theme? Is it symbolic?

### **Chapter 20--...So Does Season**

Discuss one of the seasons in GE. How does it impact the novel’s plot? A character?

### **Chapter 21—Marked for Greatness**

Select two characters from GE with a physical imperfection or some distinct physical quality. Analyze its implications for characterization.

### **Chapter 22—He’s Blind for a Reason**

Well, this is a stretch as there are no blind characters in GE. However, there are several who are “blind” to the truth. Select two such characters and briefly discuss.

### **Chapter 23—It’s Never Just Heart Disease and Chapter 24---...Rarely Just Illness**

You know who, has a bad heart. Explain how this impacts the novel. Additionally, another character is tormented by a broken heart. Explain how this is important. Poor Mrs. Joe is left for dead and is brain damaged. How does this reveal Joe’s true nature?

## **Chapter 25—Don't Read with Your Eyes**

Choose a scene from GE and contrast how it could be viewed by a reader in 2018. Is Dickens stereotypical? Discriminatory? Does he ignore abuse?

## **Chapter 26—Is He Serious? And Other Ironies**

Review the types of irony. Discuss two examples from GE focusing on the impact the ironies have on the novel.

## **Chapter 27—A Test Case**

So...after all of this; What does *Great Expectations* signify? How does it signify?

**As with all great tasks: Divide and conquer! Set daily/weekly goals. Set a deadline and follow it!** For example: GE is 520 pages. Commit to start reading on June 1 and finish by July 10. That's 40 days so 13 pages of reading/annotating each day. I would recommend that you annotate as you read. Then, How...Professor is 300 pages or 15 pages per day if you start July 11 and finish July 31. That leaves **UNTIL Mid-August** for the How...Professor assignment. No sweat!

**Have a great summer and enjoy your vacation and your reading.**

Sincerely,

Mrs. Mattix

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