

AP Literature Summer Assignment 2022 -- Coming of Age and Identity in Literature

For this year's summer assignment, you will choose one of the following books to read at your leisure and at your own speed. It must be a novel you haven't read. All of the texts are coming of age tales: the characters are young, and face challenges that not only shape their view of the world, but how they view themselves and their place in the changing world around them. These books are all 21st century novels (with the exception of *Rebecca*)- and all have excellent writing and are worthy of reading and discussion. You must choose one novel from this list, but you may choose how much you want to participate over the summer. Read reviews of the books that stand out to you to help you make a decision, and **please use discretion or talk with me if you hope to avoid certain topics within your reading.**

Text Choices: (Actively Learn code is q0qwf)

[Where the Crawdads Sing](#) - Delia Owens

[Rebecca](#) - Daphne Du Marier

[The Kite Runner](#) - Khaled Hosseini (available on Actively Learn; paper copy available)

[A Thousand Splendid Suns](#) - Khaled Hosseini (available on Actively Learn)

[All the Light We Cannot See](#) - Anthony Doerr (available on Actively Learn)

Must Do	Should Do	Aspire to do
<p>Read one of these novels, and keep notes on the elements listed below.</p>	<p>Explore the bildungsroman (coming of age) genre by reading more than one book from this list OR one book from this list and one new-to-you book from this list.</p> <p>Take notes on the elements listed below and common patterns among bildungsroman novels. Notes may include novels you have read in the past.</p>	<p>Complete the "should do" list AND create a summer reading list of your own. Set a goal for how many books you want to read. Read a variety of genres, and keep track of your reading by creating a Goodreads account.</p> <p>I can't wait to see how much reading my students can do over the summer.</p>

What does this mean?

AP English classes are based on goals and growth, so when you set high expectations for yourself, and you can identify growth moments, you are doing well in the class.

- **Must do** - this is the level of participation that shows willingness and cooperation. You can grow at this level, yet you may not be pushing yourself into a challenge.
- **Should do** - this is the baseline expectation I have for all of my students based on my understanding of the text and growth.
- **Aspire to do** - this is for students who are willing to go beyond expectations or who become independently interested in the content.

Focus Questions: How do the characters in these novels see themselves at the novel's outset, and how does that change? What causes these changes? How do they deal with adversity? How does adversity shape their view of their own identity, and their place in the world? How do these characters reflect real people in our own world? Can we connect with the struggles characters face to better understand how we deal with adversity?

When we return to school, we'll be using these books to focus on the following benchmark literary elements:

Setting * Character * Point of View * Structure * Figurative Language

Using the novel you read, you will also complete a timed essay from a former AP Literature exam during the first week of school.

Nothing written is required, but notes will be helpful. Use post-it notes or keep a page of notes of where you see any of these elements represented in an interesting way. Just come prepared to look back into your texts and to review the elements more carefully once school begins.

Need help accessing a copy of the book?

Don't worry - I can help! The first thing to do is let me know - please email me.