**AP English III Literature and Composition Summer 2025 Assignments**

Instructor: Becky Gould email: [bgould@scspk.12](mailto:bgould@scspk.12)

Welcome to AP Literature and Composition. You have made a choice to stretch your intellect through the reading and contemplation of powerful and sometimes difficult literature. Since you have made this choice, I assume that you love reading and are eager to consider, analyze, discuss, and write about what you have read. This is a challenging course designed to strengthen and broaden your skills in analyzing literature. You must dedicate yourself to reading and manage your time accordingly. In preparation for the course, you have some work to complete over the summer. Listed below are two novels with attendant activities. All are due the first day of class.

**Novels:**

**1. *The Picture of Dorian* Gray by Oscar Wilde**

**2. *Jane Eyre* by Charlotte Bronte**

You should annotate as you read; however, you do not need to write in the book unless you just want to. You may use sticky notes or whatever strategy works best for you. There will be follow-up tests and writing assignments over both novels during the first few weeks of school if this impacts your decision to buy or borrow.

**Activities:**

For each of the novels, you will be completing journal entries. Before you begin the journal entries, include the title, author, date of publication, and genre.

**1. *The Picture of Dorian Gray***

**For this novel, focus your journal entries on the Big Ideas and Enduring Understandings of AP Literature and Composition. You will complete these in a notebook.**

AP Literature is organized around six concepts: Character, Setting, Structure, Narration, Figurative Language, and Literary Argumentation. The first five are concepts to look for as you read, and the last is writing about those ideas. In this class, we go beyond a simple reading of the text. I want you to think deeply about what you’re reading so you can confidently compose, support, and analyze defensible claims. Intentional notetaking will help you grow as an analytical reader and writer.

Purchase a notebook of your choice with the style of paper you prefer (lined, graph, blank, etc.) Some students like composition notebooks and some prefer spiral notebooks. You will use this notebook as an academic journal to create notes for the major works we study this year, so get one you like. Organizing your notes is important since the process of learning often starts out feeling disorganized and unwieldy. The most important aspects of literature are not always noticeable. Consolidation helps organize and solidify learning. This notebook will serve to consolidate what you have learned throughout the year.

As you take notes, use the **Big Ideas and Enduring Understandings of AP Literature and Composition** listed below as a guide. Your style of note-taking should evolve into what works best for you. If you already have developed techniques of recording information, that’s great. If you need some ideas, watch StudyTee’s note system on YouTube. Just make sure the system fulfils the requirements, is thorough, and fits your learning style.

**Character**: Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.

* Which aspects of a character’s background contribute to how the character perceives his or her world?
* What motivates the character to think, feel, and/or act in the manner he or she does?

**Setting**: Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.

* How do details in a text convey or reveal one or more aspects of a setting (e.g., location, time of day, year, season, geography, culture)?
* How do the various settings in a text contribute to its meaning and overall effect?

**Structure**: The arrangement of the parts and sections of a text, the relationship of parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to reader interpretation.

* How does a particular sequence of events affect the presentation and/or development of characters and conflict?
* How does a particular sequence of events and the way a text presents those events to a reader affect a reader’s experience with the text?
* What is the relationship between a particular sequence of events and the structure of a text as a whole?

**Narration**: A narrator’s or speaker’s perspective controls the details and emphases that affect how readers experience and interpret a text.

* Which details from the text indicate the identity of the narrator or speaker?
* How does a narrator’s or speaker’s inclusion or exclusion of details affect their reliability?
* To what degree is the narrator or speaker of a first-person point of view narrative aware of their own biases?
* What is the relationship between a narrator’s or speaker’s reliability and a reader’s understanding of a character’s motivations?

**Figurative Language**: Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.

* How do symbolic objects, actions, events, characters, and settings contribute to the complexity of a text and to the meaning of the work as a whole?

You may organize your academic journal in any way that makes logical sense to you, though it may be most effective to organize by chapter, small groups of chapters, or numbers of pages in which you periodically note any of the **Enduring Understandings** as they occur, as well as any outstanding literary elements (metaphor, foreshadowing, imagery, allusion, diction, irony, mood, tone, etc.) There is not a strict length requirement for your journal; however, make sure you meticulously address each of the five concepts.

Consider these two videos from StudyTee for note-taking:

**How I Take Notes** [**https://www.youtube.com/watch?v=amVHBIhWwCo**](https://www.youtube.com/watch?v=amVHBIhWwCo)

**10 Note-Taking Tips** [**https://www.youtube.com/watch?v=m5cQ5bWLi2A&t=104s**](https://www.youtube.com/watch?v=m5cQ5bWLi2A&t=104s)

**2. *Jane Eyre***

**For this novel, refer to the Reflection Prompts outlined below. You will type these entries and submit them through Google Classroom when school starts. I would also like you to reflect on this novel in your notebook journal using the Enduring Understandings framework above as your outline.**

**Reflection Prompts -- *Jane Eyre***

*Jane Eyre*, by Charlotte Bronte, is the story of a young woman’s coming of age. Bronte structured her novel in such a way that each setting of the novel symbolizes a stage in Jane’s maturing into womanhood.

Below are a series of prompts for each setting that will help you understand both the novel and Jane. Respond to each of these prompts in reflections of one to one and one-half pages each. You will have six reflections. Title your responses according to the sections listed below. Do not think that you need to answer each question within each prompt. Instead, use the questions to guide your thoughts to help you interpret or reflect upon the novel in a different way. These reflections should be typed (Times New Roman 12 and double-spaced) with complete sentences and well-developed paragraphs. Supply textual support from the novel using MLA documentation. OWL at Purdue is a valuable website for documentation information.

**Location 1 -- Gateshead**

Describe as many details as you can recall about Jane’s experience in the “red room.” Discuss the use of colors, details about furnishings, the looking glass. What frightens Jane? How does Mrs. Reed react? In many ways this scene establishes, as does the opening chapter, motifs which recur in the novel. Consider examples that illustrate the motifs of starvation, flight, supernatural occurrences, imprisonment, and madness.

**Location 2 -- Lowood**

Does Jane’s character in Chapter 9 seem different? Has Helen influenced Jane’s character? What is the purpose of the characterization of Helen Burns and Miss Temple in Bronte’s central task of developing Jane’s character?

**A Transition**

At the beginning of Chapter 10 Jane addresses the reader by commenting that “this is not a regular autobiography.” What is the purpose in this change of the narrator’s relationship to the reader? How has Jane changed during the eight silent years? When Jane prays for liberty, she concludes, “grant me at least a new servitude.” How do you react to that attitude? Is she a typically submissive Victorian woman or a modern assertive woman?

**Thornfield**

Examine Jane’s conversation with Rochester in Chapter 23 very carefully. What is signified by the references to the moth, the birds, the flight? Is Rochester kind or cruel to Jane? What attitude toward the role of women is revealed by his comments about her? Her comments about herself?

**Marsh’s End**

Compare Jane’s journey to her preceding journeys. Describe the family who takes her in. What is signified by their names -- what mythological, Biblical, and/or literary characters are suggested?

**Ferndean**

The last chapter begins, “Reader, I married him.” What is the tone of the passage? Is the conclusion a satisfactory one considering Jane’s character development throughout the novel? Does it reveal that Jane is a traditional woman who wants the traditional role of wife and mother?

The above prompts come from the following source:

Humble, Sally and Thomas Humble. *English Literature and Composition*. Duke University Talent and

Identification Program, 1999. Print.

If you have any questions over the summer, please feel free to send me an email. I try to check my email at least once a week over the summer break.

**What to bring for your first AP Lit class period:**

1. Your notebook with completed summer assignments (Dorian and Jane) and the digital journal for *Jane Eyre* to submit.

2. Both novels

3. Supplies for AP English III Lit and Comp

In addition to your notebook/journal with your summer assignments in it, purchase some kind of notebook or folder in which to keep handouts, returned work, and looseleaf notebook paper. Get whatever looseleaf notebook paper you like best – college or wide ruled. Many students use a one-inch, 3-ring binder. Remember, you will be using this all year. Bring writing utensils. Students sometimes like to use different colored pens and pencils in their notebooks, and that’s fine with me. It’s your notebook 😊 so doodle away. If your information is there, add what you want to make it an effective study tool. If you like to use highlighters and sticky notes, bring those as well.