Welcome to Advanced Placement English! This course is meant to be challenging and intensive; it should only be taken by students who enjoy reading, thinking about what they read, and writing about what they read. To help you prepare for the rigorous and stimulating sessions coming up in the fall, we've prepared the following well-balanced assignments. You are encouraged to buy your own copies of the texts so that you can mark particularly significant passages, write questions and comments in the margins, and engage in a "dialogue" with each book.

I. Read the article “How to Mark a Book” by Mortimer Adler. This will help you learn to read more actively. Click on the link below to access the Adler article.

http://academics.keene.edu/tmendham/documents/AdlerMortimerHowToMarkABook_20060802.pdf

II. Grab the latest copy of How to Read Literature Like a Professor (HTRLLAP) by Thomas C. Foster or access the full text from the link below. With your annotating skills, read the assigned chapters carefully before reading the course assigned novel All the Light We Cannot See by Anthony Doerr. We will reference Foster’s text all year long and make connections to other novels that we will read. Foster’s work will help you learn to recognize literary conventions and see symbols, themes, allusions, intertextuality, archetypes, and patterns. This work will enable you to read more deeply and increase your success throughout the school year. There are several editions to Foster’s book and the chapter #s are different. If you don’t have the latest edition, you must look for the title of the chapter so you know that you are reading the correct chapter.

Read the following assigned chapters: Every Trip is a Quest; Nice to Eat with You: Acts of Communion; It’s More than Just Rain or Snow; Is That a Symbol?; It’s All Political; Geography Matters; and He’s Blind for a Reason, You Know.

1. Take notes for each of the assigned chapters.
2. Make a bullet-point list of what you learned in each chapter: key points, major insights, and interesting facts. Also include references to literature, movies, plays, or other stories where you remember seeing the literary concept employed. The more thorough these notes, the better you will be able to complete upcoming assignments.

Link to a PDF of HTRLLAP
https://cleveland.rrps.net/common/pages/DisplayFile.aspx?itemId=4043952

III. Buy or borrow a copy of All the Light We Cannot See by Anthony Doerr. You will need access to the text in class. Read it. Read it again. Mark it up with notes, questions, and annotations in the margins or on sticky notes. Your annotations should reflect close reading. You should have at least 3 annotations per chapter. The notes should be LITERARY and not entirely personal in nature. Connect it to Foster’s text. Be prepared to discuss the book, write essays, and be tested on it. You may purchase this book on a tablet and take notes.

1. As you read, choose at least one theme from below. Label the text and explain how the theme is being developed. The following are possible themes in the novel that you can focus on as you read:
   - The tragedy of war
   - Imagination
   - Darkness and light
   - Nationalism
   - Memory
   - Fate and Destiny
   - Science and technology
   - Family loyalty and love
IV. Complete the following assignment connecting Doerr’s *All the Light We Cannot See (ATLWCS)* to the **SEVEN** assigned chapters in Foster’s (*HTRLLAP*). This should be a typed Google document. You will submit this document to www.turnitin.com when you return to school in September.

**Foster and Doerr CHART**

- **Every Trip is a Quest** - According to Foster, a quest story requires five aspects. List the five aspects and then apply them to a part of Doerr’s novel with evidence supporting how it is a quest story.

- **Nice to Eat with You: Acts of Communion** - Foster states that sometimes a meal is just a meal but more often than not, it is something more. Consider a scene Doerr includes that focuses on food and eating. Explain how Foster’s ideas make the meal scenes more meaningful.

- **It’s More than Just Just Rain or Snow:** Foster believes that like meals, the weather is usually just not the weather. Considering Foster’s belief that natural elements are something more, choose some examples of weather scenes from *ATLWCS* and explain how they are meaningful to the novel.

- **Is That a Symbol?** - After reading Foster’s primary attributes of symbols, discuss two symbols from *All the Light We Cannot See (ATLWCS)* and what they may represent in the story for the plot, themes, and reader.

- **It’s All Political** - Foster believes that most works have a political element in them. What political statement does Doerr seem to be making? What evidence develops this political statement? Discuss whether or not this issue is still present in society today and give evidence.

- **Geography Matters** - Discuss four different aspects of *ATLWCS* that Foster would classify under geography and explain how the geography impacts the novel’s plot, themes, characters, and more.

- **He’s Blind for a Reason, You Know** - Foster states that writers who include blindness in their work need to know what they are doing as it impacts all other aspects that surround the blind character. Consider how this applies to Marie- Laure’s blindness and how her blindness impacts the plot and develops themes.

The first few weeks of school will be devoted to the study of this novel, so you need to know it well. Avoid SparkNotes, Shmoop, and any other online notes and summaries. We want your ideas and interpretations, not the web’s. If you have any questions, comments, or concerns and would like to get in touch with your teacher over the summer, email us:

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Have a safe and happy summer.