



# CHRIST

PRESBYTERIAN ACADEMY

**2011 Summer Reading Assignment**  
*AP English: Literature and Composition*  
*How to Read Literature Like a Professor*  
*Le Morte d' Arthur*  
*East of Eden*

Your summer reading assignment is as follows:

1. Thomas Foster's text, *How to Read Literature Like a Professor*, provides a comical, conversational inventory of the ways writers manipulate, implement, and advocate archetypes and patterns into their fiction. Read Foster's book first, as it provides the foundation for the other two texts you will read. You may want to take notes on each of the chapters or sections of the book in order to better trace the patterns present in Malory and Steinbeck's texts. **Read chapters 1, 2, 5-7, 9-10, 14, 18, and 19.**
2. John Steinbeck once remarked that Malory's *Le Morte d' Arthur* was the only book he needed. Next on your list is Malory's *Le Morte d' Arthur* that takes us into the heart of the Arthurian legend with all of its romance, battle sequences, and epic quests. While you read Malory, look for tropes, patterns, and archetypes detailed in Foster and annotate examples in your text as you find them. If Malory inverts any of Foster's explained norms, take close note of those instances as they hold significance in terms of meaning and function. **Read Sections: The Tale of King Arthur (pages 21- 94), The Tale of Sir Launcelot Du Lake (pages 118-136), The Tale of the Sangreal (pages 359-431), The Book of Sir Launcelot and Queen Gwynevere (pages 432-471), and Le Morte D'Arthur (pages 472-507).**
2. Finally, you are now ready for Steinbeck. Despite the size of this novel or all that you know about the writer – fear not – this is one of the *best* books you will ever read. The pages will turn themselves as Steinbeck takes you through the landscapes of the Salinas Valley and examines the livelihoods, loves, and tragedies of the Trask family. As you read, make notations in your book when you encounter patterns from Foster and when you stumble upon characters, situations, and symbols from *Le Morte d' Arthur*.

**Rubric:**

**Tools:** Select one of the following outlets to build and showcase your connections and observations.

**Project:**

As the culminating piece of your summer investigation, you will compile Foster's detailed codes, patterns, and archetypes and their examples from *Le Morte d' Arthur* and *East of Eden* in one of the outlets listed below. Your product should showcase the application of Foster's codes to Steinbeck and Malory, stating the significance of such overlap and recycling of patterns.

**Photo Essay:**

The photo essay will provide a way for you to bring your own creativity and originality into your summer work as you look for parallels between your three texts and make connections to the world around you. For this task, you will plan, arrange, and take 12-15 photographs that show the presence of Foster in Malory and Steinbeck. Photographs need to be creatively placed on a poster board, in a photo album, or in some other creative means to display your findings and observations. Give your essay a title that captures its essence and be prepared to present your project to the class during the first week of school.

**Glog:**

Glogster.com is an online collage site that allows you to group multi-media files including music, film clips, youtube clips, photos, graphics, words, etc. into a document (a glog). Glogs should be constructed to reveal the presence of Foster's ideas in Steinbeck and Malory, using cultural pieces to enhance their relationship, implementation, and significance. While you will post your glog to the public site, you will need to print a color copy for your teacher on the second day of class with the web address written on the back.

**imovie:**

What better way to connect worlds than with a short movie? This project allows students to work with the tools of film to tap into and explore the connections between Foster, Malory, and Steinbeck, using film clips, music, graphics, pictures, words, etc. to examine the relevance and similarities between the two works. Movies should be 5- 10 minutes in length. Films will be graded on graphics, design, pace, sound, and connections. Students will turn in a burned dvd in a folder to their teacher on the second day of school.

**Power Point:**

Students may make a PowerPoint presentation that demonstrates the connections between Foster, Malory, and Steinbeck. Slides should contain similarities, visuals, and symmetrical points that make your argument. On the second day of class, students will submit a photocopy of their slide show in a folder.

**Soundtrack:**

Music is a resourceful avenue that can be tapped to embellish themes and characters found in literature. With this challenge, you will create, compile, and design a compact disc with 12 songs that shows the intertextuality of Foster, Malory, and Steinbeck. Design the disc cover for the front and back, and submit your burned disc along with the case and design on the second day of school. Along with the Soundtrack, write a 1-2 page response that explores the musical connections you found and explored on your soundtrack.

**Graffiti:**

Design graffiti around the intertextuality (or shared relationship) between the three texts. Use one poster board and create a central design in the center that visually represents the relationships of the three works (for example, this could be a maze). Around the central design, craft graffiti in the form of quotes, photographs, sayings, patterns that reveal the relationships and overlap between the three pieces. Use colors, patterns, and textures to compile this visual collage of words, images, and graphics. Put anything on your poster that represents a connection in the texts.

Name: \_\_\_\_\_ Project Type: \_\_\_\_\_

| Criteria                            | Excellent<br>(20- 15 points)  | Successful<br>(14- 10 points)   | Poor<br>(9- 0 points)   |
|-------------------------------------|---|---|---|
| <b>Originality &amp; Creativity</b> | Product displays personal creativity and originality in design, content, and appearance. Ideas are inventive and innovative. Project reveals out of the box thinking and abstraction.   | Product shows some original thought and creativity. While new ideas are explored and presented, others are generated from other sources.  | Projects use other people's ideas (giving them credit) but show little evidence of creative or critical thinking.   |
| <b>Design</b>                       | Project is aesthetically pleasing with various colors, textures, forms, graphics, media, and/or images arranged effectively to compliment purpose and guiding direction of the product. Photographs show intricate design and detail, varied shots and angles, and lighting patterns. Soundtracks provide a diverse range of music and styles, which compliment the content or connections. | Project is attractive, visually complete, and effective in color, design, and pattern. While the product offers an organized design, some visual elements are undersized or explored and detract from the overall presentation of the product. Photographs display a variety of shots and colors, angles and designs. Arrangement compliments content. Soundtracks offer a varied approach to the connections between novels. | Projects lack color, texture, and form. Objects, graphics, and/or images tend to be bunched in a way that is not appealing or complimentary of overarching purpose and design. Photographs appear bland and offer little in terms of visual appeal. Music seems stationary and lacks a common thread or purpose. Movies are disjointed and contribute little to the unifying purpose or plan. |

|                            |   |  |   |
|----------------------------|---|--|---|
| <b>Textual Connections</b> | Project utilizes and presents strong textual examples and connections in terms of quotations, situations, characters, symbols, and themes. Examples stem from each work and explore the presence and significance of the universal correlations in an effective manner. Student extends the connections and brings in other pieces as well to strengthen pattern. Connections are accurate and effective. | Project uses textual examples and connections in terms of quotations, situations, characters, symbols, and themes. Examples are provided from each text and show the interrelationship between them. Connections are accurate. | Project has some concrete examples that are text-related. Content stems from one of the works read and lacks a visual or intentional connection to other texts. Some connections lack accuracy. |
| <b>Rationale</b>           | Projects correlate directly with stated rationale and explore the various connections stated therein. Outcome is married to origin and fulfills the purpose of the project .  | Projects connect to stated rationale and explore the connections stated therein. Outcome and origin hold similar aims, but lack concrete connection and development.   | Projects do not connect to stated rationale and purpose and show little attempt to bring the two together.  |
| <b>Overall Composite</b>   | Projects meet and exceed expectations in terms of design and content, appearance and pattern. Students approach the task with a clear understanding of the texts and their relatedness.   | Projects meet expectations in terms of design and content, appearance and pattern.   | Students do not meet expectations in terms of design, and/or content, and/or appearance.  |

**Comments:**