Summer Reading/Activities for AP English Literature and Composition, 2024-2025

Welcome to Advanced Placement English Literature and Composition! Though I am not *requiring* summer reading, I ***highly*** ***recommend*** that you choose to read from the listed novels featured on the Free-Response Question from the 2024 AP Literature and Composition Exam below. Use question below, as well as the texts listed, as a reference for the type of analysis, claims, and evidence that you will develop and prepare in the course.

To be successful in this course it will be necessary to read beyond what is assigned. As an AP English student, you are expected to be reading something all the time as exposure to a wide variety of texts, to foster a stronger vocabulary and more-sophisticated writing style.

Question 3

(Suggested time—40 minutes. This question counts as one-third of the total essay section score.)

Many works of literature feature a character who may be reluctant to make a decision, unable to make a decision, or is resistant to doing so. This indecision can have broader implications for that character or other characters. Such implications may include changes to a character’s relationships, social and/or financial stability, well-being, or any other aspects of the character’s existence.

Either from your own reading or from the list below, choose a work of fiction in which a character delays or avoids making a decision. Then, in a well-written essay, analyze how the impact of this indecision contributes to an interpretation of the work as a whole. Do not merely summarize the plot.

In your response you should do the following:

• Respond to the prompt with a thesis that presents a defensible interpretation.

• Provide evidence to support your line of reasoning.

• Explain how the evidence supports your line of reasoning.

• Use appropriate grammar and punctuation in communicating your argument.

*The Age of Innocence*

*An American Marriage*

*Anna Karenina*

*The Autobiography of Miss Jane Pittman*

*Beloved*

*Colorless Tsukuru Tazaki and His Years*

*of Pilgrimage*

*Corelli’s Mandolin*

*Dubliners*

*Emma*

*Frankenstein*

*George Washington Gómez*

*Indian Horse*

*Interior Chinatown*

*Jane Eyre*

*The Kite Runner*

*Little Fires Everywhere*

*A Long Petal of the Sea*

*Love in the Time of Cholera*

*Madame Bovary*

*The Metamorphosis*

*The Miraculous Day of Amalia Gómez*

*The Namesake*

*The Night Watchman*

*North and South*

*One Flew Over the Cuckoo’s Nest*

*Pipeline*

*The Professor’s House*

*Quicksand*

*A Raisin in the Sun*

*Rebecca*

*A Room with a View*

*The Stranger*

*A Tale of Two Cities*

*Tess of the d’Urbervilles*

*Topdog/Underdog*

*Waiting*

*Whereabouts*

*Wuthering Heights*

*“Literary texts studied in the high school classroom are complex, higher-level texts which may contain mature content and themes. ‘Mature content’ may include, but is not limited to, pervasive strong language, disturbing violence and behavior, sexual acts, drug/alcohol use or references, controversial content, or culturally diverse themes. These books are selected based on their literary merit and will be studied through their historical and cultural context. Our instructional purpose is to expose students to perspectives unlike or in opposition to their own in order to analyze complex themes and to promote individual reflection and academic growth.” GCS Policy*

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