



The Catholic High School of Baltimore
Summer Reading

Teacher's Name: Ms. Wozniak

School Year: 2026-2027

Grade Level: 12

Course No.: 149

Course Name: English Literature & Composition

Academic Level (AP/Honors/CP/Archangel): AP

ASSIGNMENT (70 points total):

Read the following books:

Clock Dance

by Anne Tyler

ISBN13: 978-0525563020

Passing

By Nella Larsen

ISBN13: 978-0142437278

1. Read both ***Clock Dance*** and ***Passing***. While reading, annotate and make notes on each according to the direction below. Be ready to show your annotations and notes on the first day of school, and be prepared to discuss characterization, setting, narration and point of view. (20 points total)
2. Using your annotations for ***Passing***, **complete two one-pagers** - one for Irene and the other for Clare. You may use the template provided or create something similar - but it must follow the same guidelines. (30 points total)
3. Using your annotations for ***Clock Dance***, choose one of the following FRQ prompts and write a three to five paragraph essay. In your response, you should do the following (20 points total):
 - Respond to the prompt with a thesis that presents a defensible interpretation.
 - Provide at least three pieces of textual 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.
 - Do NOT merely summarize the plot.



Annotating means marking the page as you read with comments or notes. By marking key ideas, it will enable you to discuss the reading with more support, evidence, and proof than if you rely on memory.

Use highlighting and underlining sparingly. Never underline or highlight something without including a written note that explains the reason for its significance.

Use different color pens, highlighters, post-it notes or any other symbols to help keep you organized, but make sure you create a “key,” so you know what is, what.

Mark key passages, words, or descriptions:

Any time you read a section that is significant to the plot or character development, underline/write a brief note to yourself in the margin describing the section and/or why it is important.

React to what you read:

If something in the text strikes you, surprises you, troubles you, or even makes you laugh, mark it and write your reaction in the margin. Make predictions, characterizations and record questions you may have. Often these passages are intentionally written to elicit such a response, so they can prove important later (think foreshadowing).

Track themes:

As you read, you will begin to discern the text’s topics/themes. Begin marking them every time they occur. This is especially valuable when it comes to writing an essay. Themes are often developed through the characters, point of view, symbols, setting, etc.

Label Literary Elements, Figurative Language, Diction:

When you come across literary devices, underline/highlight/bracket them and label them. Literary devices include things like symbols, motifs, foreshadowing, and any figurative language (similes, metaphors, personification, allusions, alliteration, imagery, etc.).

Diction (effective or unusual word choice), Syntax (order of words, phrases, or sentences; punctuation)

Notes at the end of each chapter:

You should take a few minutes at the end of each one to list its most important plot events. That way, when you remember a key plot event but do not remember where in the text it occurs, or when you cannot recall which event occurs before which, you have a resource for easy reference instead of having to thumb through the entire book.

FRQ Choices for Clock Dance (20 points):

1. In *Clock Dance*, Cheryl repeatedly experiences disappointment and emotional hurt from the adults she becomes attached to. Despite these experiences, she



continues to seek connections and longs for a larger sense of family and belonging.

Write a well-organized essay in which you analyze what Cheryl's desire for more family members reveals about her upbringing and emotional needs. In your response, consider how Anne Tyler develops Cheryl's character through her relationships, reactions, and interactions with others. Then explain how Cheryl's longing for connection contributes to a larger meaning of the novel as a whole.

2. In *Clock Dance*, Willa Drake's relationships with the men in her life—including Derek, Peter, Sean, and Ian—help shape her understanding of herself and her role within her family. Throughout the novel, these men often rely on Willa in ways that reveal assumptions about her personality, responsibilities, and emotional availability.

Write a well-developed essay in which you analyze why the men in Willa's life treat her the way they do and how Willa responds to her role in their lives. In your response, consider how Anne Tyler uses characterization, dialogue, and family dynamics to develop Willa's identity. Then explain how Willa's relationships with these male family members contribute to a larger meaning of the work as a whole.

3. In *Clock Dance*, Anne Tyler presents multiple versions of motherhood through characters such as Denise and Willa. Although the two-women approach parenting differently, each reveals important ideas about love, responsibility, sacrifice, and emotional connection within families.

Write a well-developed essay in which you compare Denise and Willa as mothers. In your response, analyze how Tyler uses characterization and family interactions to develop each woman's approach to motherhood. Then explain what the novel ultimately suggests makes a "good mother" and how this idea contributes to the meaning of the work as a whole.

4. In *Clock Dance*, Willa Drake marries two very different men, Derek and Peter, yet both relationships reveal important patterns in Willa's personality and emotional needs. Through these marriages, Anne Tyler explores the ways individuals may repeat familiar relationship dynamics and the consequences of prioritizing comfort, stability, or approval over self-expression.

Write a well-developed essay in which you analyze why Willa chooses to marry men like Derek and Peter. In your response, consider the traits the two men share, what draws Willa to them, and what these relationships reveal about



Willa's character and desires. Then explain how Tyler uses Willa's marriages to develop a larger meaning of the novel as a whole.

5. In *Clock Dance*, sisters Willa and Elaine respond very differently to the environment in which they were raised. Their contrasting personalities, choices, and relationships reveal the lasting effects of family dynamics and childhood experiences. Elaine often associates Willa with their parents, suggesting that Willa has adopted many of the same behaviors and attitudes that shaped their upbringing.

Write a well-developed essay in which you compare Willa and Elaine and analyze how each woman has adapted to her upbringing. In your response, consider why Elaine lumps Willa in with their parents and what this comparison reveals about the sisters' perspectives on family, identity, and independence. Then explain how Anne Tyler uses the relationship between Willa and Elaine to develop a larger meaning of the novel as a whole.

DUE DATE: All annotations are due Day 1 of class, one pagers, and FRQ are due Day 2 of class. All late work will incur a 10% penalty each day it is late.

CONTACT:

If you have any questions this summer, please reach out. My email address is awozniak@thecatholichighschool.org.

Top left corner:

Character description. One complete sentence describing character.

Find a quote describing character and add it after the description.

Put the page # of the quote.

Top right corner:

What theme (choose one) would you associate with this character, and why? Write one sentence describing which theme relates to the character, and provide an explanation.

Find a quote that demonstrates the theme, and its relationship to the character. Add page # to quote. Add an image that goes with your quote (relating to theme)

Center:

Create/Draw a picture (you may use magazine images) of what you envision the characters look like.

Read the directions for each box. Type/Write all of your info on the slide.

Write Character's Name:

Bottom left corner:

What symbol (choose one) would you associate with this character, and why? **Write one sentence describing which symbol relates to the character, and provide an explanation.**

Find a quote that demonstrates the symbol, and its relationship to the character. Add page # to quote.

Draw a picture of the symbol that goes with your quote

Bottom right corner:

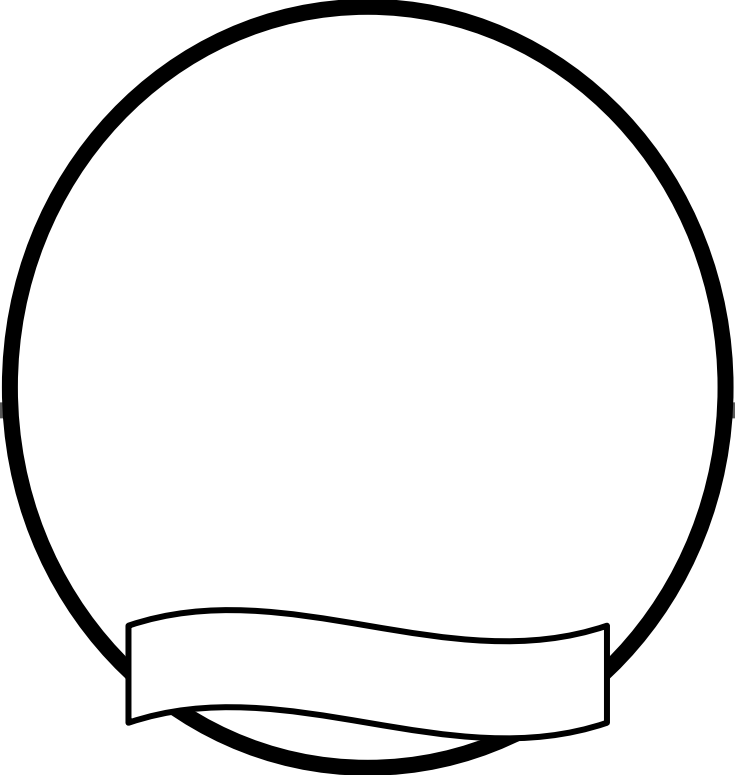
Describe a conflict that the character has. Does the character mostly have internal or external conflicts?

What type of conflict, and with who?

Find a quote that demonstrates a conflict the character has (with themselves, or another character) add a page # for the quote.

Character description:

Theme:



Symbol

Conflict