



**The Catholic High School of Baltimore
Summer Reading List**

Teacher's Name: Ms. Anne Wozniak

School Year: 2025-2026

Grade Level: 12

Course No.: 149

Course Name: AP Literature

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

ASSIGNED READING:

Wuthering Heights

by Emily Brontë

ISBN13: 978-0141439556

Passing

By Nella Larsen

ISBN13: 978-0142437278

DUE DATE: Aug. 25 & 26, 2025

ASSIGNMENT:

1. Read both ***Wuthering Heights*** and ***Passing***. While reading, annotate and make notes according to attached directions. Be ready to show your annotations and notes on the first day of school (Aug. 25), and be prepared to discuss characterization, setting, narration and point of view.
 - a. Annotations are due **Aug. 25**, and are worth a total of 30 points (15 per book).
2. Using the attached template, use your annotations from ***Passing*** to complete two one-pagers - one for Irene and the other for Clare. Follow the instructions on the sheet.
 - a. This assignment is due **Aug. 26**, and is worth 20 points (10 per character)
3. If you have questions please email Ms. Wozniak (please note I will have limited access to email from July 26-Aug. 10) - awozniak@thecatholichighschool.org

A Quality Secondary Education in the Franciscan Tradition

2800 Edison Highway ~ Baltimore, Maryland 21213 ~ 410.732.6200 ~ www.thecatholichighschool.org



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.

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:

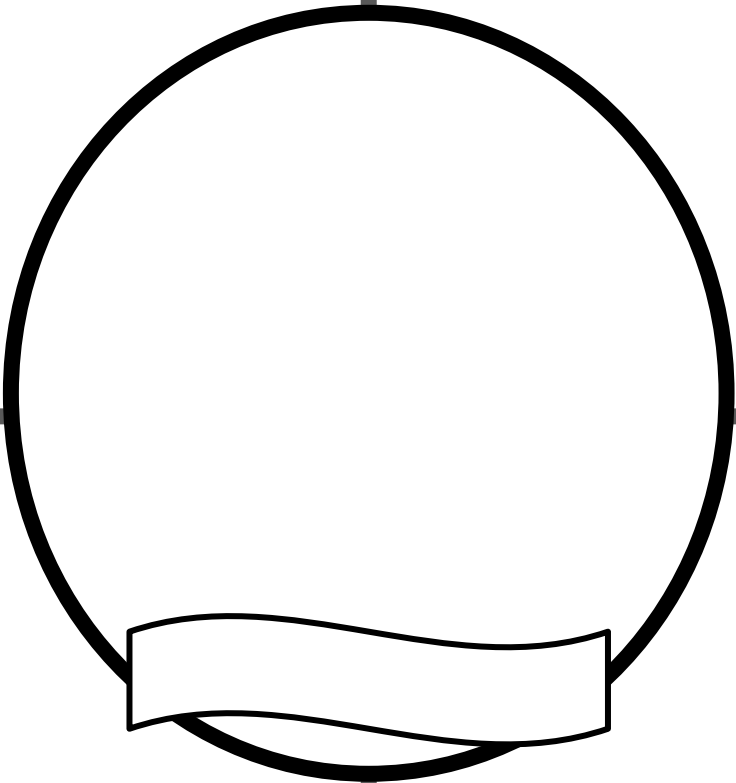
Describe a conflict that the character has. Does the character mostly have internal or external conflicts?

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