**Summer Reading – AP Spanish Literature & Culture**

Welcome to AP Spanish Literature!

We are SO happy that you have decided to take this class.

**In order to complete your summer assignments you will need the following:**

 This packet, which contains:

* the instructions for your summer assignments
* the 10 required reading works
* 2 packets of literary terminology (the College Board packet and a bilingual packet)
* a template for completing your “guías”
  + HSS: The template for “las guías” assignment is attached to this document
  + HSN: Obtain the Google classroom code to complete your “guías” assignment

 You will also need a textbook: Abriendo Puertas, Ampliando perspectivas

* *You will need to pick up your textbook from Señora before we leave for summer break*

**Summer Reading & Guías**

Over the summer you will get a sampling of each of our course’s 6 themes. The themes are:

* Las relaciones interpersonales
* La construcción del género
* Las sociedades en contacto
* El tiempo y el espacio
* La dualidad del ser
* La creación literaria

Please read the following works this summer and complete a “guía” for each work. You will find each work 1) in the attached packet, so that you may annotate the work, or 2) in your textbook, though you may not write in the textbook. Please follow the WW-P guidelines for academic integrity when completing these guides, and be sure to produce your own work in the target language.

1. Gabriel García Márquez, “La siesta del martes” 1962
2. Sabine Ulibarrí, “Mi caballo mago” 1964
3. Don Juan Manuel, “De lo que aconteció a un mozo que casó con una mujer muy fuerte y muy brava” siglo XIV
4. Isabel Allende, “Dos palabras” 1989
5. Anónimo, “Romance de la pérdida de Alhama” siglo XV
6. Rubén Darío, “A Roosevelt” 1905
7. Pablo Neruda, “Walking around” 1935
8. Carlos Fuentes, “Chac Mool” 1954
9. Nicolás Guillén, “Balada de los dos abuelos” 1934
10. Gabriel García Márquez, “El ahogado más hermoso del mundo” 1968

Literary Terminology

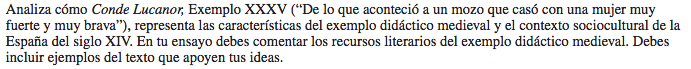
We have also included two packets of literary terminology. The first packet is in Spanish and should be a key resource throughout the year. You will need this packet in order to complete the guía assignment that was explained above. The second packet was created with an AP Literature English teacher. Since much of the terminology for AP Spanish Literature is the same as the terminology needed for AP English Literature (and many of you are taking both courses), we thought it might be helpful to have both packets so that you will not have to study twice. Of course, you will need to be able to name and explain all terminology in Spanish during class! We will have a test on the literary terminology during the first marking period. Use the summer to study these packets often (quizlet has many study sets to help you)!

Essay

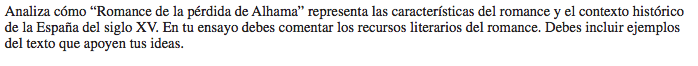
When we return to school in September, you will need to turn in an essay (Analysis of a single text) based on one of the summer reading works. This essay is the 3rd of 4 Free Response Questions on the AP exam:

http://apcentral.collegeboard.com/apc/members/exam/exam\_information/2009.html

The 2017 Free Response Question for the “Analysis of a single text” was:



The 2016 Free Response Question for the “Analysis of a single text” was:



For this summer assignment, use the following prompt:

Analiza cómo << 1 de las 10 obras > representa las características del género/sub-género y el contexto histórico/sociocultural del [país/siglo] . En tu ensayo debes comentar los recursos literarios de la obra. Debes incluir ejemplos del texto que apoyen tus ideas.

Below is a description of an essay that would be given a 5 on the AP scale. Keep this description in mind while writing your essay.

**5 The essay clearly analyzes how the text represents both the specified subgenre and the given cultural context.**

* Analyzes how characteristics of the text represent the specified subgenre.
* Analyzes how cultural products, practices, or perspectives found in the text reflect the given cultural context.
* Effectively discusses a variety of rhetorical, stylistic, or structural features in the text.
* Includes an explicit statement of purpose (thesis), a coherent structure, and a cohesive and logical progression of ideas in a well-developed essay.
* Supports analysis by integrating specific, well-chosen textual examples throughout the essay.

In sum, over the summer you need to:

* Read the 10 works
* Take detailed notes using the guías for each work that you read [HSN: in google classroom / HSS: using the guía provided] – your guías will be collected for a grade
* Study the packets of literary terms in preparation for a test during marking period one
* Pick 1 work and write an essay (Analysis of a single text ) – this will also be graded during marking period one

This course is a lot of work, but we will have fun doing it – and you will grow as readers, writers, Spanish speakers, and global citizens =D

Please feel free to email us over the summer if you have any questions. We look forward to working with you in September!

Qué disfruten del verano,

Señora Moncada Señora Warren

HSS HSN

La guía: Llena la siguiente información mientras lees cada obra. Al final del verano, debes tener 10 guías.

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| Autor/Origen: | Obra: | Contexto histórico y geopolítico: |
| Corriente literaria / Siglo: | Género / Estructura: |
| Personajes: | Objetivo: |
| Tema(s) AP: | Ambiente de la obra / Marco escénico: |
| Términos literarios (con ejemplos) | Resumen: | Recursos audiovisuales: |
| Temas secundarios: (más específico) |
| Otros recursos y conexiones: |