

AP LANGUAGE 1309

SUMMER READING LIST 2009

Calvert County Public Schools

May 2009

Requirement One: Select and Read Two Novels

Summer Reading
List 2009
AP Language

Calvert High
Huntingtown High
Northern High

The book choices differ according to school.

Each book should be purchased. A description of each book is found on page 4.

Locate your school below:

CHS: andreasenj@calvertnet.k12.md.us or
costelloc@calvertnet.k12.md.us

Read: 1) *In Cold Blood* by Truman Capote

and

2) *Catcher in the Rye* by J.D. Salinger **OR** *The Metamorphosis* by Frank Kafka

HHS: traversj@calvertnet.k12.md.us or deveyc@calvertnet.k12.md.us or
grimesl@calvertnet.k12.md.us

Read: *In Cold Blood* by Truman Capote

and

One of the following: *The Things They Carried* by Tim O'Brien

The Metamorphosis by Frank Kafka

Into the Wild by Jon Karkauer

When I Was Puerto Rican by Esmeralda Santiago

Catcher in the Rye by J.D. Salinger

Fahrenheit 451 by Ray Bradbury

NHS: BayneC@calvertnet.k12.md.us

Read: 1) *The Great Gatsby* by F. Scott Fitzgerald

and

One of the following: *An American Childhood* by Annie Dillard

The Color of Water by James McBride

The Things They Carried by Tim O'Brien

- ◆ Make your book set selection.
- ◆ Get a journal.
- ◆ Start reading.
- ◆ Respond in your journal.
- ◆ Write discussion questions.
- ◆ Complete your journal to submit.

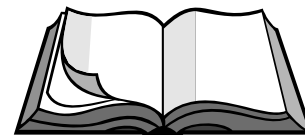
Requirements

- Read the two novels.
- Keep a written journal and write discussion questions.
- Complete editorial analysis.
- Prepare for testing in literary and grammar terms.
- Turn in all work the first day of class.

Requirement Two: Write Discussion Questions (5 per novel) and Keep A Journal (2 per novel)

To accompany your reading, you must write five discussion questions per novel.

1. Write five discussion questions for each novel. Questions could be about parts of the novel you didn't understand or historical context of the novel or author's style or tone.
2. Grades for the discussion questions will be based on the depth of your understanding of the novels reflected in your questions.
3. **Discussion questions are due the first day of class.**



Read complex, challenging,
and thoughtful literature to
grow!

You must also write a journal. Keeping a journal will prepare you for the in-class writing assignment you will complete at the beginning of the first quarter. Use the following journal guidelines to earn full credit for your work.

1. Journal entries should be typed and double spaced with a 12 point font. Staple the sheets together. Be sure each entry is marked clearly with your name, the date, and the title of the work.
2. Complete two journal entries for each of the novels.
3. I expect to see one journal entry that touches upon your reactions during the reading of the text and one entry after the text is completed. Each entry should incorporate at least one direct quotation from your reading. Avoid summarizing the text. (*Total of 4 entries; 2 for each novel.*)
4. Grades for the journal will be based on a logical development of your ideas in reaction to the text. Consider content, organization, and evidence of reading beyond the superficial as you frame your responses.
5. In order to be graded, each journal entry must be at least one page long, but no more than two. **JOURNAL ENTRIES ARE DUE THE FIRST DAY OF CLASS.**
6. Feel free to use the following questions, or similar ones of your own, to guide your journal responses:
 - What character was your favorite? Why?
 - What character(s) did you dislike? Why?
 - If you could be any character in this work, who would you be? Explain.
 - What memory does the text call to mind—of people, places, events, sights, smells, or even of something more ambiguous, perhaps feelings or attitudes?
 - Are there any parts of this work that were confusing to you? Which parts? Why do you think you got confused?

- What patterns did you see emerging? Did you see images that started to overlap? Gestures or phrases that recurred? Details that seemed associated with each other?
- Would you change the ending of this story in any way? Tell your ending. Why would you change it? How would your change alter the meaning of the work—or would it?
- Can you discuss any of the elements of fiction in this work: theme, symbolism, conflict, irony, style, point of view, tone?
- What questions would you have for the author after reading this work?
- How did you respond to the text—emotionally or intellectually? Did you feel involved with the text or distant from it?
- Does this text call to mind any other literary work (poem, film, story, play)? If it does, what is the work and what is the connection you see between the two?
- If you were asked to write about your reading of this text, upon what would you focus? Would you write about some association or memory, some aspect of the text itself, about the author, or about some other matter?
- Would you recommend this work to a friend? Why or why not?
- If you were asked to write about your reading of this text, upon what would you focus? Would you write about some association or memory, some aspect of the text itself, about the author, or about some other matter?

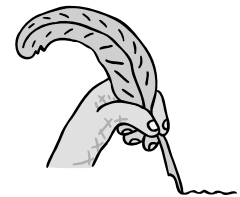
Requirement Three:

Be prepared for a test the first week of school on the grammar and literary terms packet provided.

Requirement Four: Editorial Analysis

Follow the work of one nationally syndicated columnist* for five weeks. Please remember that editorial columns are opinion-based and not news articles. Some possible columnists to choose are Ellen Goodman, William Raspberry, George Will, Rick Reilly, Richard Cohen, etc. Make a list of five rhetorical techniques found in most of the columns you read and give an example of each. Explain the author's purpose in using five of the rhetorical devices or the effect of the five of the devices on the meaning. Use the literary/rhetorical terms from your grammar and literary terms packet. Create a cover page that includes the title of the assignment ("Editorial Analysis"), the name of the columnist, the newspaper, your name, my name and course name. Be sure to include the five original articles. **Editorial analyses are due the first day of class.**

* Someone whose columns are printed in major newspapers across the country.



The pen is mightier
than the sword.

The Metamorphosis (Fiction) Gregor Samsa discovers that he's been transformed into a giant insect and attempts to adjust to his new condition. This is a dark comic masterpiece told in the most deadpan of fashions.

Catcher in the Rye (Fiction) In a coming-of-age novel, Holden Caulfield, a seventeen year old prep school adolescent, relates his lonely, life-changing twenty-four hour stay in New York City as he experiences the phoniness of the adult world. (graphic language, mature themes)

The Great Gatsby (Fiction) The mysterious Gatsby's main fault is that he has fallen in love with the wrong girl and is blinded by his dreams. The novel exposes the shallowness of the idle rich during the 1920s.

An American Childhood (Nonfiction) Pulitzer Prize-winning author, Annie Dillard, writes a vivid memoir of her growing up in Pittsburgh in the 1950s.

The Color of Water (Nonfiction) In his memoir, James McBride shares the story of this mother, a rabbi's daughter, born in Poland and raised in the South, who fled to Harlem, married a black man, founded a church, and put twelve children through college.

The Things they Carried (Fiction) A testament to the men who risked their lives during the Vietnam War, this work recounts the tangible and intangible things that the men of Alpha Company carry with them into battle.

When I was Puerto Rican (Non-Fiction) Negi goes to New York, where her grandmother lives, and must rely on her intelligence and talents to help her survive in an alien world in which being Puerto Rican is not advantageous. She develops ambivalence about the United States and the American presence not only on her native island, but in her heart as well. How American will she become? At what cost?

Into the Wild (Non-Fiction) In April 1992 a well-to-do young man from Annandale VA hitchhiked to Alaska and walked alone into the wilderness north of Mt. McKinley. He had given \$25,000 in savings to charity, abandoned his car and most of his possessions, burned all the cash in his wallet, and invented a new life for himself. Four months later, his decomposed body was found by a moose hunter. How he came to die is the unforgettable story of *Into the Wild*.

Fahrenheit 451 (Fiction). The novel depicts a "future" America where television dominates culture and all books are banned. Montag, the main character, is a fireman, a member of an elite, Gestapo-like organization whose purpose is to seek out and burn the few books that remain. Fahrenheit 451 represents the temperature at which paper burns.

General Information

- 2010 AP Language and Composition Examination is scheduled for May 12 in the morning.
- To get more information about AP, use the Internet at this address:
www.apcentral.collegeboard.com
- College policies for AP are not set by the College Board. Institutions do not follow the same, or even similar, procedures when they receive AP Exam grades. Many colleges grant credit and placement automatically for qualifying grades; some grant either placement or credit only. Others are still establishing their policies, have different policies for each AP course, or make judgments on other criteria. Students should check with the institutions they are interested in attending.

