

# AP ENGLISH 1409

## SUMMER READING LIST 2009

Calvert County Public Schools

### Requirement One: Select and Read Two Novels

- Select two novels from the list below. These two novels are your required summer reading.
- Each book should be purchased. Limited numbers of books are available for student use over the summer. Check with your AP teacher for more information.
- As you read, you must keep a journal. Directions for the journal appear in the REQUIREMENT TWO section of this flyer.

*The Awakening* by Kate Chopin

*Beloved* by Toni Morrison

*The Color Purple* by Alice Walker

*Cry the Beloved Country* by Alan Paton

*Fifth Business* by Robertson Davies

*Jane Eyre* by Charlotte Bronte

*The Joy Luck Club* by Amy Tan

*Native Son* by Richard Wright

*1984* by George Orwell

*Their Eyes Were Watching God* by Zora Neale Hurston

*Things Fall Apart* by Chinua Achebe



May 2009

Summer Reading  
List 2009  
AP English 1409

Calvert High  
Huntingtown High  
Northern High

- ◆ Make your book selection.
- ◆ Get a journal.
- ◆ Start reading.
- ◆ Respond in your journal.
- ◆ Prepare a timeline to study vocabulary.
- ◆ Study vocabulary and complete work.
- ◆ Complete your journal to submit.

### Requirements

- Read two novels over the summer. Keep a written journal.
- Turn in the journal the first day of class.
- Complete vocabulary assignments.
- Prepare for testing in both areas.

# NOVELS

***The Awakening* by Kate Chopin** First published in 1899, this novel so disturbed critics and the public that it was banished for decades. Now widely read and admired, *The Awakening* has been hailed as an early vision of woman's emancipation. This sensuous book tells of a woman's abandonment of her family, her seduction, and her awakening to desires and passions that threaten to consume her.

***Beloved* by Toni Morrison** Set in post-Civil War Ohio, this Pulitzer Prize-winning novel is a haunting chronicle of slavery and its aftermath. It traces the life of a young woman, Sethe, who has kept a terrible memory at bay only by shutting down part of her mind. *Beloved* is a dense, complex novel that yields up its secrets one by one.

***The Color Purple* by Alice Walker** A Pulitzer-Prize-winning feminist novel—praised for the depth of its female characters—that is a realistic account of an abused and uneducated black woman's struggle for empowerment. (Contains strong language and mature themes)

***Cry, the Beloved Country* by Alan Paton** Compassionate and moving story of Zulu pastor Stephen Kumalo and his son Absalom, set in the troubled and changing South Africa of the 1940s. It's a sad tale, full of hard truths but also full of hope and forgiveness.

***Fifth Business* by Robertson Davies** Ramsay is a man who has returned from World War I decorated with the Victoria Cross destined to be caught in a no man's land where memory, history, and myth collide. His apparently innocent involvement in such innocuous events as the throwing of a snowball or the teaching of card tricks to a small boy prove neither innocent nor innocuous.

***Jane Eyre* by Charlotte Bronte** A classic Gothic romance with windswept castles, mysteries, dark secrets, and passions—the story of Jane, a poor, innocent orphan who becomes a governess and then loses her heart to hard, bitter, cynical Mr. Rochester.

***The Joy Luck Club* by Amy Tan** Chronicles the lives of four women raised in China and their four America-born daughters; Tan examines the sometimes painful, often tender, and always deep connection between mothers and daughters—moving and bittersweet.

***Native Son* by Richard Wright** The story of Bigger Thomas, a young black man caught in a downward spiral after he kills a young white woman in a brief moment of panic. Set in Chicago in the 1930s, the novel shows the poverty and feelings of hopelessness experienced by people in inner cities across the country and of what it means to be black in America.

***1984* by George Orwell** The great modern classic where Big Brother is always watching you and the Thought Police can practically read your mind—Winston is in grave danger because his longing for truth and decency leads him to secretly rebel.

***Their Eyes Were Watching God* by Zora Neale Hurston** Long-legged, independent and articulate, Janie Crawford sets out to be her own person -- no mean feat for a black woman in the '30s. Janie's quest for identity takes her through three marriages and into a journey back to her roots.

***Things Fall Apart* by Chinua Achebe** The tragic hero is a prosperous, self-made Nigerian tribesman, a champion wrestler, and a husband to three wives. When missionaries begin to unravel tribal traditions, though, he is destroyed by his fear and blind ambition.

## Background Reading

The works listed below are a part of CCPS curriculum. Before entering AP students should at least be familiar with all of these works, even if you did not read them in your previous classes.

*Farewell to Arms* by Ernest Hemingway

*Black Boy* by Richard Wright

*The Crucible* by Arthur Miller

*Death of a Salesman* by Arthur Miller

*Othello* by William Shakespeare

*The Great Gatsby* by F. Scott Fitzgerald

*Our Town* by Thornton Wilder

*The Scarlet Letter* by Nathaniel Hawthorne

*Red Badge of Courage* by Stephen Crane

*The Old Man and The Sea* by Ernest Hemingway

*A Tale of Two Cities* by Charles Dickens

*The Glass Menagerie* by Tennessee Williams

*The Adventures of Huck Finn* by Mark Twain

*A Raisin in the Sun* by Lorraine Hansberry

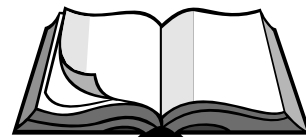
*Wuthering Heights* by Emily Bronte

*Julius Caesar* by Shakespeare

*Mythology* by Edith Hamilton

*Medea* by Euripides

*Antigone* by Sophocles



Read complex, challenging,  
and thoughtful prose to grow!

## Requirement Two: Keep A Journal (6 entries)

To accompany your reading, you must compose in 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 and the title of the work.
- 2 I expect to see one journal entry that deals with your initial reading of the text, a second entry that touches upon your reading during the text, and an entry after the text is completed. **Each entry should incorporate at least one direct quotation from your reading.** Avoid summarizing the text. (Total of 6 entries, 3 for each text)
- 3 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.
4. In order to be graded, each journal entry must be at least 500 words, double-spaced and paragraphed.

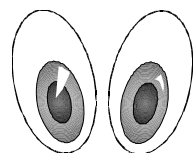
### **JOURNAL ENTRIES ARE DUE THE FIRST DAY OF CLASS.**

5. Journal entries are meant to be your reflections of and personal responses to the works you have read. If you include plagiarized phrases/statements from critical analyses of these works, you will receive a zero on your journal.
6. Feel free to use the following questions, or similar ones of your own, to guide your journal responses:
  - What is your first reaction or response to the text? Describe or explain it briefly.
  - What feelings did the text awaken in you? What emotions did you feel as you read the text?
  - What character(s) was your favorite? Why?

- What character(s) did you dislike? Why?
- Does anyone in the work remind you of anyone you know? Explain.
- Are you similar to any character in this work? Explain.
- If you could be any character in this work, who would you be? Explain.
- What quality(ies) of which character strikes you as a good characteristic to develop within yourself over the years? Why? How does the character demonstrate this quality?
- What memory does the text call to mind—of people, places, events, sights, smells, or even of something more ambiguous, perhaps feelings or attitudes?
- Overall, what kind of feeling did you have after reading a few paragraphs of this work? Midway? After finishing the work?
- On what did you focus most intently as you read? What word(s), phrase(s), image(s), idea(s)?
- Do you think the title of this work is appropriate? Is the title significant? What do you think the title means?
- 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? Briefly describe your ending. Why would you change it? How would your change alter the meaning of the work—or would it?
- Discuss any of the elements of fiction in this work: theme, symbolism, conflict, irony, style, point of view, tone.
- What question(s) 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, play, film, story)? If it does, what is the work and what is the connection you see between the two?
- 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?

## General Information

- 2010 AP Examination is scheduled for May 6th in the morning.
- To get more information about AP, use the internet at this address:  
[www.apcentral.collegeboard.com](http://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.



Read directions carefully. Check with your teacher if you have questions about what to do or how to do it.

# Requirement Three: Complete Vocabulary Work

You may purchase your vocabulary book, *Vocabulary Workshop, Level G*, at your school. Please see the AP English teacher in your building for details.

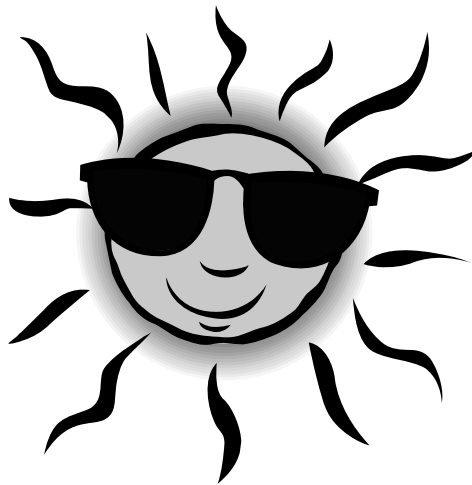
Summer work will cover three units, pages 21 through 50. Each unit follows a similar pattern: an opening exercise in matching defined words to their use in sentences; complete the sentences; learn the synonyms; learn the antonyms; choose the right word. Complete these pages in your textbook. **VOCABULARY WORK IS DUE ON THE FIRST DAY OF CLASS.**

You can be certain that a vocabulary test based on this work will be administered as the course work begins in the fall semester.

The book is published by Sadlier-Oxford, A Division of William H. Sadlier, Inc., 9 Pine Street, New York, NY 10005. 1-800-221-5175. It is the **enhanced edition** of *Vocabulary Workshop, Level G* by Jerome Shostak.



Develop word power  
and see what REAL  
power is!



NOTE:



For those of you who are avid readers and who want to build a reading background for college, see me for a list of reading selections that the College Board recommends. This list is for your information only and is **not** part of the books for the summer reading assignment, nor are they necessarily endorsed by the teacher or Calvert County Public Schools.

**Calvert County Public Schools**