

AP Language Summer Reading Schedule Ardmore High School 2019-2020

Congratulations on your decision to take Advanced Placement Language and Composition! I look forward to a productive, challenging, and intellectually stimulating year together. This is a college level class that will require commitment and hard work. Therefore, it is important that all students read during the summer, since reading, like most skills, improves with practice. In AP Language, we intertwine social issues into our study and discussion of texts in order to begin preparation for the national test in AP English Language and Composition. The assignments included in this packet are designed to serve as the basis for our discussions and activities at the beginning of the school year. A significant percentage of the first nine week's average will be based on these assignments.

Please note: All written work is to be original. Do not work on this assignment together. Please be forewarned that phrases, sentences, and ideas copied from either online or other sources will be considered cheating. Academic honesty is required in this course. You will need to purchase the books required for this assignment.

The summer reading assignment contains three parts:

- I. Read and analyze *The Great Gatsby* by F. Scott Fitzgerald, using active reading strategies and annotating as you read. As you read, create a dialectical journal. Choose at least two passages per chapter that you (not other sources) sense are significant in some way. They might stand out because they are beautifully written, thought provoking, or crucial to the message. This becomes the left column of your journal, which needs to include page numbers as a reference. The right column will contain **at least three sentences of analytical commentary** about each quote. This commentary could focus on how the passage relates to the theme, or you may even pose a thoughtful question and attempt to answer it. This journal will become the basis of a formal essay during the first days of class in the fall.

Dialectical Journal and Annotation Instructions:

Annotations:

- Write comments outside of paragraphs/sections of importance; especially places where you ask questions, relate to characters, think of your own life, etc.
- Star (*) any passage that is very important: an event, a decision, or cause/effect relationship.
- Underline any sentence that really makes you think or really appeals to you.
- Circle any words that are unfamiliar.
- Bracket areas that you were confused about or did not fully understand.

Dialectical Journal:

A dialectical journal shows your conversation with the text. It highlights questions, connections, and ideas you had as you read. Below is an example. They will be evaluated on details and thoughtfulness. Use **complete sentences**. Put the page number in parentheses.

<i>Direct Quote from the Novel</i>	<i>Your thoughts, comments, ideas, connections, understandings, recognition of literary devices related to this passage.</i>
The flower garden was strained with rotting brown magnolia petals and iron weeds grew rank amid the purple phlox...the last graveyard flowers were blooming. ("The Scarlet Ibis", pg 1)	From the onset of the story, James Hurst creates the image of death through his description of the dying flowers and specific references to the "graveyard flowers." The tone is heavy and dark creating a sense of foreboding.
A brilliant moonbeam was slanting through a gap in the curtains. (The BFG, pg 9)	Since the author used the word slant, I picture a sharp ray of light into the room instead of it just shining. The details help me picture the room and I wonder if the moonbeam is keeping the character awake.

Commentary can include:

- What you think something means
- The personal connections you make (to a character, setting, event)
- Patterns you notice
- Predictions you can make
- Observations about a character
- What seems unusual
- Recognition of a literary technique and ideas about its meaning and purpose

II. Read and analyze *The Innocent Man* by John Grisham using active reading strategies and annotating as you read. You will prepare a presentation of some kind over the book. Your presentation will discuss the theme of the book and may be a one-page handwritten journal, a poster that visually represents the theme, or a powerpoint/prezi presentation. You are also encouraged to create your own way to portray the theme. You will have a book talk the first week of school, using your annotated book as a resource.

III. Read and analyze *In Cold Blood* by Truman Capote. Read *In Cold Blood* and chart the plot progression. Make special note of how Truman Capote develops the narrative in relation to the actual events that occurred. Upon completion of the novel find a short nonfiction work published pre-1965 and compare the narrative and plot structure of the pre-1965 selection to that of *In Cold Blood*. Make a chart noting the similarities and differences of nonfiction pre- *In Cold Blood* versus the novel itself.

STUDENTS AND PARENTS ARE CAUTIONED THAT SOME OF THESE WORKS DEAL WITH MATURE THEMES AND ARE REMINDED THAT THE ADVANCED PLACEMENT CURRICULUM IS MEANT TO BE COLLEGE LEVEL WORK.

To the Parents/Guardians of

Student

Please read the 2019-20 Advanced Placement English Language and Composition Summer Reading Assignment that was given to your teen. Please feel free to call either Ms. Henry or Mr. Collins at school (226-7680 Ext 2143 or 2139) if you have any questions.

Your signature below shows that you have read the Summer Reading Requirement handouts. **Please return this form to Ms. Henry or Mr. Collins by Thursday, May 23, 2019. If you miss this deadline, please mail this form to us in care of Ardmore High School.**

One of the purposes of this AP course is to prepare students to take the AP English Language and Composition exam in May 2020. This exam serves as the second semester final exam grade for the course. Students who receive a passing score on this exam may receive college credit.

We both look forward to working with your teen this next school year.

Thanks,

Paige Henry and Noel Collins

PARENT/GUARDIAN signature

I understand this AP course will be a rigorous class. I understand this is a college level class and a great deal of work will be required in order for me to be successful. I understand that choosing to enroll in an AP class means that I am required to remain in the class. Students who enroll in AP classes are not allowed to drop the class after the first three weeks of class.

STUDENT signature

summer phone #

summer email

