

AP LANGUAGE 1309 SUMMER READING LIST 2017

Calvert County Public Schools

May 2016

Requirement One: Select and Read Two Novels

Summer Reading
List 2017
AP Language

Calvert High
School

The book choices differ according to school.

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Read two books of your choice, below are some *suggestions*.

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 Scarlet Letter by Nathaniel Hawthorn (Fiction) A gothic novel that explores the issues of guilt and redemption through the relationships between three characters in a Puritan community. (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.

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.

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*.

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?

- ◆ Make your book selection.
- ◆ Start reading.
- ◆ Respond in 2 one page journal entries.
- ◆ Complete your journal to submit.

Requirements

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

Requirement One: Keep A Journal (2 per novel)

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?



Read complex, challenging,
and thoughtful literature to
grow!

- 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 Two:

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

General Information

- 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.