

# AP ENGLISH LANGUAGE SUMMER READING 2017

Northern High School—Calvert County, MD

May 2017

## Requirement One: Choose One Book.

Page 3  
AP ENGLISH  
LANGUAGE

The book should be purchased. A description of each book is found below..

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Read One: *Into Thin Air* by Jon Krakauer **OR**  
*The Color of Water* by James McBride **OR**  
*The Things They Carried* by Tim O'Brien **OR**  
*The Immortal Life of Henrietta Lacks* by Rebecca Skloot

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***Into Thin Air*** (Nonfiction) Jon Krakauer, author of *Into the Wild*, recreates his ill-fated journey to the “top of the world,” Mt. Everest, in May 1996. The book is a classic tale of man vs. nature, with nature being the victor. 21 climbers departed; fewer returned.

***The Color of Water*** (Nonfiction) In his memoir, James McBride shares the story of his 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 carried with them into battle and brought back home.

***The Immortal Life of Henrietta Lacks*** (Nonfiction) Her name was Henrietta Lacks, but scientists know her as HeLa. She was a poor black tobacco farmer whose cells—taken without her knowledge in 1951—became one of the most important tools in medicine, vital for developing the polio vaccine, cloning, gene mapping, and more. This best-seller documents the collision between ethics, race, and medicine and of a daughter consumed with questions about the mother she never knew.

### General Information

- The 2018 AP Lang and Comp Exam is scheduled for May 16th.
- For information about AP, go to [www.apcentral.collegeboard.com](http://www.apcentral.collegeboard.com)
- Students should research specific colleges to find out credit policies.

- ◆ Choose one book.
- ◆ Read the book.
- ◆ Write 5 discussion questions.
- ◆ Write two journal entries.
- ◆ Analyze 5 editorial articles by one writer.
- ◆ **Type all work.**
- ◆ **Do your own work.**



### Requirements

- ◆ Read one book.
- ◆ Type two journal responses and five discussion questions for choice book.
- ◆ Complete editorial analysis.
- ◆ Prepare for testing of rhetorical devices from Little Black Book.
- ◆ **Turn in all work the first day of class - Sept. 5th.**
- ◆ **Follow all instructions.**
- ◆ **Consider doing some or all of the Early Bird work. Buy Sadllier Vocab F before you leave.**

# Requirement ONE - The Choice Book: Write 5 Discussion Questions and 2 Journal Entries.

## WRITE 5 DISCUSSION QUESTIONS.

1. Questions could be about parts of the novel you don't understand, its historical context, or author's style or tone.
2. Grades for the discussion questions will be based on the depth of your understanding of the book as reflected by the questions. **Rule of thumb:** typically, excellent questions do not take yes/no answers.
3. **TYPED DISCUSSION QUESTIONS ARE DUE THE FIRST DAY.** Attach the choice book questions to the choice book journal responses. In other words, **staple separately choice work and editorial analysis (and optional *Gatsby*).**



**WRITE TWO ENTRIES FOR THE CHOICE BOOK.** These journal entries will prepare you for the in-class writing assignments at the beginning of the quarter. Use the following journal guidelines to earn full credit for your work.

1. Journal entries must 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. Each journal entry should be at least one page, but no more than two. **JOURNAL ENTRIES ARE DUE FIRST DAY OF CLASS.**
3. One journal entry should be based on your reactions during the reading of the text, and one entry after you've completed the book. Each entry should **incorporate at least one direct quotation.**
4. Grades for the journal will be based on the logical development of your ideas in response to the text. **DO NOT MERELY SUMMARIZE.** In other words, you will be graded on the **quality of your ideas** and the **effectiveness of your writing.**
5. Feel free to use the following questions or questions of your own to guide your entries:
  - ◆ Even nonfiction writers exaggerate or misrepresent the facts. Could that be the case for your author? Identify and explain an event which makes you question the author's accuracy. What does the author gain by changing the facts?
  - ◆ Do you think the author was trying to create a labor or love or to exorcise her/his demons? Explain.
  - ◆ Cite examples of the author's use of rhetorical strategies. Evaluate the strategies and their function and effectiveness.
  - ◆ What are several changes (in the author, reader, or world) resulting from this book's being written?
  - ◆ Consider various abstract qualities - for example, compassion, selfishness, fear, tolerance - and explain how one character in your book demonstrates this quality.
  - ◆ Find a poem that you feel would be a partner piece for your book. Explain their complementary relationship.
  - ◆ To what degree does memory play a role in your book? Explain your trust (or lack of) in the author.



## Requirement Two: 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 consider are Ellen Goodman, William Raspberry, George Will, Dave Barry, Richard Cohen, etc. Make a list of five different rhetorical techniques found in most of the columns and cite an example found in the column. **Explain the author's purpose** in using each of the rhetorical devices **AND/OR the effect** of each device on the meaning. Use the literary/rhetorical terms from your Little Black Book. 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. **You must also submit the five original articles. The editorial analysis (typed) is due the first day of class.**



The pen is mightier than the sword.

## Requirement Three: Little Black Book

Be prepared for a test the first week of school on the rhetorical terms packet provided.



## EARLY BIRD WORK FOR TERM I

### Not a Summer Requirement, But

**You can prepare yourself ahead of time for the work we do in Term I by reading *The Great Gatsby* and analyzing it—**

As you read *The Great Gatsby*, use the organizer on page 4 adapted from Beers and Probst (*Notice and Note*). Feel free to print out additional copies if you need more space

### and by Buying and Studying Sadlier Level F Vocabulary Units 1—3.

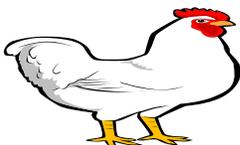
**Question:** Screaming that the sky was falling, why did the chicken cross the road?

**Answer:** Because he didn't buy a Sadlier Level F Vocabulary book before summer vacation!

When he came back to school, he felt like the sky *was* falling !

**Moral of the story:** Don't let the sky fall on your head! Buy a book *before* summer so that you can take your time crossing the road. Being unprepared would be foul! (fowl?)

Be this...



Don't be this!



***Notice & Note Information Organizer for The Great Gatsby***  
**Use the organizer to take notes (in ink) of the elements for each of the signposts.**  
(adapted from *Notice and Note*, Kylene Beers and Robert E. Probst)

<b>Epiphany</b>	<b>Contrasts &amp; Contradictions</b>
<b>Conflicts &amp; Moral Dilemmas</b>	<b>Themes &amp; Lessons</b>
<b>Repetition/Recurring Motifs</b>	<b>Flashbacks</b>