

# Gainesville High School

## *Summer Reading Assignments 2018-2019*

**Philosophy:** research has revealed that pleasure reading is closely linked to academic success and that those who do not read over the summer show significant skills regression. In addition to these facts and in keeping with the belief that reading promotes students' mental growth, improves their capacity for critical thinking, and enhances their ability to understand themselves and the world around them, Gainesville High School encourages summer reading for ALL STUDENTS in an effort to improve literacy throughout the year and foster a love of reading outside of school.

**On-Level Assignment (non-honors):** ALL STUDENTS are encouraged to read texts of their own choosing this summer (novels, nonfiction, memoirs, journalism, blogs/virtual text, and/or informational text). After you have read, write a letter to your teacher about your reading experience. What did you read? Why did you select the texts you chose? How did you respond to them? Include your thoughts and evaluation of the texts you read and how the text challenged or confirmed how you see the world. This will count for two extra-credit formative grades. Your letter is due on the first day of class. If you need some guidance, check out the following online resources, which cater to teen audiences:

### **Informational Text/Nonfiction Resources**

<http://latinalista.com/>

<http://magazines.scholastic.com/>

<https://newsela.com/>

<http://tweentribune.com/>

<http://www.ajc.com/s/opinion/>

<http://www.studentnewsdaily.com/>

<http://www.nytimes.com/roomfordebate>

<http://www.teenink.com/nonfiction/>

### **Fiction/Literature Resources**

<http://www.npr.org/2012/08/07/157795366/your-favorites-100-best-ever-teen-novels>

<http://www.ala.org/yalsa/2016-best-fiction-young-adult>

---

**Honors and AP Assignments:** all students taking an honors or AP English course are encouraged to annotate the assigned text(s), complete the course assignment, and submit all typed compositions through the course turnitin.com account on or before Monday, August 20th, 2018.

**Access to Assigned Texts:** most of the texts should be available in area bookstores and all are available through online vendors or at the local public library. You may also find web sources such as amazon.com and thriftbooks.com helpful for finding affordable used texts if you would like to acquire your own copy of a text. English teachers will also have a limited number of summer reading texts that students may check out in the GHS Media Center on the summer reading tutoring dates listed below, and students can pick up highlighters and sticky notes in the Ninth Grade Center office or the office on the main campus.

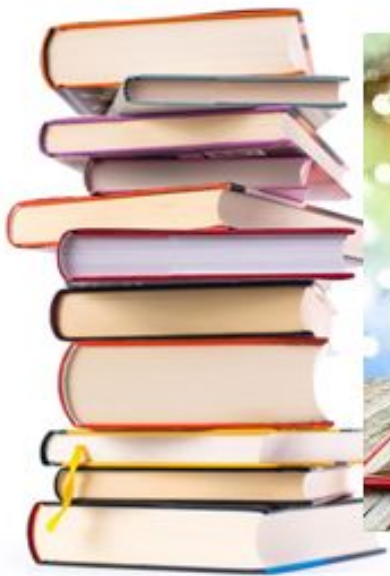
**Summer Reading Tutoring and Access to Technology and Texts:** to support students who need access to technology; help with summer reading; or access to assigned texts, highlighters, and sticky notes, the GHS Media Center will be open and an English teacher will be available **June 21, July 12, July 19, and July 26 from 9am to 1pm.**

**Assignment Due Date:** please be advised of a recent process change that will continue for next year: ALL SUMMER READING ASSIGNMENTS--regardless of which semester you have English--are due to [turnitin.com](http://turnitin.com) on or before **Monday, August 20th, 2018.** Any handwritten assignment (for those who do not have access to technology) must be delivered to your teacher by **Monday, August 20th, 2018,** if you have English first semester or to **the main offices** if you are scheduled to take English second semester. These assignments can be counted as a secondary summative assignment after completion with teacher support (if necessary).

**Google Classroom:** you can join the GHS Google Classroom Summer Reading 2018-2019 page using the code **18jfwik**. We will post updates, information, and reminders there throughout the summer.

**Honors and AP Contacts:** if you have questions or need help, email the contact listed for your course. Please also note the turnitin.com id for each course, which you will need when you register on the turnitin.com website.

Course	Contact	Turnitin Class ID
Ninth Grade Literature (Honors)	<a href="mailto:bryant.tench@gcssk12.net">bryant.tench@gcssk12.net</a>	18133066
World Literature (Honors)	<a href="mailto:amanda.toney-velazquez@gcssk12.net">amanda.toney-velazquez@gcssk12.net</a>	18133081
American Literature (Honors)	<a href="mailto:jeff.man@gcssk12.net">jeff.man@gcssk12.net</a>	18133087
British Literature (Honors)	<a href="mailto:john.price@gcssk12.net">john.price@gcssk12.net</a>	18133097
AP Literature and Composition	<a href="mailto:john.price@gcssk12.net">john.price@gcssk12.net</a>	18133101
AP Language and Composition	<a href="mailto:lara.mallard@gcssk12.net">lara.mallard@gcssk12.net</a>	18133152
AP Seminar	<a href="mailto:lara.mallard@gcssk12.net">lara.mallard@gcssk12.net</a>	18133157



*creating*  
*evaluating*  
*analyzing*  
*applying*  
*understanding*  
*remembering*

## Gainesville High School

*Ninth Grade Literature and Composition (Honors) Summer Reading Assignment 2018-2019*  
Ninth Grade Literature (Honors) Contact: [bryant.tench@gcssk12.net](mailto:bryant.tench@gcssk12.net) Turnitin Class ID: 18133066

---

**Google Classroom:** you can join the GHS Google Classroom Summer Reading 2018-19 page using the code **18jfwik**. We will post updates, information, and reminders there throughout the summer.

**Text:** *The Absolutely True Diary of a Part-Time Indian*, ISBN-10: 9780316013697

\*If you choose not to purchase a copy of the text, a pdf will be posted on the Google classroom, hard copies will be available for check-out on the summer reading tutoring days (**June 21, July 12, July 19, and July 26 from 9am to 1pm**) or you can check at your local library. You can also pick up highlighters and sticky notes in the 9th Grade Center office or the office on the main campus.

**Assignment:** As you read, thoroughly annotate the text. You may do this either in the actual book if you have a personal copy or in a separate document that makes note of page numbers. Demonstrate active reading by not only reading for the thematic topics below, but also by connecting the text to your own life or other books you have read.

\*Pro-Tip: Use yellow sticky notes and highlighters to color-code your annotations.

This is an example of using a color-coded annotation system:

- |                                |               |
|--------------------------------|---------------|
| ● Identity                     | ● Education   |
| ● Social/cultural expectations | ● Stereotypes |
| ● Effects of Addiction         | ● Family      |
| ● Poverty                      | ● Racism      |

If you feel unsure how to properly annotate, check out the announcement in the Summer Reading Central Google classroom entitled “Annotation Exemplars.”

**Due Date:** Your annotations can count as a secondary summative grade and will be due no later than **Monday, August 20th** *even if your are taking English next semester*. (In that case, turn your annotations in to **one of the main offices**) Turning them in on the first day of class assures that you start the semester with a quality grade.

These annotations can be used for an in-class essay that will count as a major summative grade within the first two weeks of class. This essay will be written with the support of your class teacher.

If you choose to purchase the text for class, make sure to look at the “more buying options” link on Amazon where you can find most of these texts deeply discounted. You will have an easier time working with hard copies of these texts. We strongly recommend that you purchase the paperbound books, **NOT the e-reader versions**.

**Summer Reading Tutoring and Access to Technology:** To support students who need access to technology or help with summer reading, the GHS Media Center will be open and an English teacher will be available **June 21, July 12, July 19, and July 26 from 9am to 1pm**.

## Gainesville High School

*World Literature and Composition (Honors) Summer Reading Assignment 2018-19*

**World Literature (Honors) Contact:** [amanda.toney-velazquez@gcssk12.net](mailto:amanda.toney-velazquez@gcssk12.net)

**Turnitin Class ID: 18133081**

---

**Philosophy:** research has revealed that pleasure reading is closely linked to academic success and that those who do not read over the summer show significant skills regression. In addition to these facts and in keeping with the belief that reading promotes students' mental growth, improves their capacity for critical thinking, and enhances their ability to understand themselves and the world around them, Gainesville High School encourages summer reading for ALL STUDENTS in an effort to improve literacy throughout the year and foster a love of reading outside of school.

**Google Classroom:** you can join the GHS Google Classroom Summer Reading 2017 page using the code **18jfwik**. We will post updates, information, and reminders there throughout the summer.

**Texts: Choose ONE of the following:**

- *A Long Way Gone: Memoirs of a Boy Soldier* by Ishmael Beah (ISBN-13: 978-0374531263) **OR**
- *I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban* by Malala Yousafzai (ISBN-13: 978-0316322423)

**Purchasing Hint:** If you choose to purchase the texts for class, make sure to look at the "more buying options" link on amazon where you can find most of these texts deeply discounted. You will have an easier time working with hard copies of these texts. I strongly recommend that you purchase the paperbound books **NOT the e-reader versions**.

**Objectives for Summer Reading:** to develop new insights about the texts and the human condition while deepening your understanding of complex thematic topics and controversial issues through active reading.

**Access to Assigned Texts:** most of the texts should be available in area bookstores and all are available through online vendors or at the local public library. You may also find web sources such as amazon.com and thriftbooks.com helpful for finding affordable used texts if you would like to acquire your own copy of a text. English teachers will also have a limited number of summer reading texts that students may check out in the GHS Media Center on the summer reading tutoring dates listed below.

**Summer Reading Tutoring and Access to Technology:** to support students who need access to technology or help with summer reading, the GHS Media Center will be open and an English teacher will be available **June 21, July 12, July 19, and July 26 from 9am to 1pm**.

**Assignment Due Date:** please be advised of a recent process change that will continue for next year: ALL SUMMER READING ASSIGNMENTS--regardless of which semester you have English--are due to [turnitin.com](https://turnitin.com) on or before **Monday, August 20th, 2018**. Any handwritten assignment (for those who do not have access to technology) must be delivered to your teacher by **Monday, August 20th, 2018**, if you have English first semester or to **one of the main offices** if you are scheduled to take English second semester. These assignments can be counted as a secondary summative assignment after completion with teacher support (if necessary).

## WORLD LITERATURE HONORS ASSIGNMENT PART ONE

---

While reading the text **you select from the above list**, we suggest you annotate the following color-coded topics – list specific pages where important information/ideas come from to help you remember. (For texts read electronically, use the free app to correctly note page numbers.) \*Pro-Tip: Use yellow sticky notes and highlighters (which are available in the 9th Grade Center office or the main campus office) to color-code your annotations. Doing this will help you have information for an in-class essay.

### 1.) **Significant Characters -**

Who are the protagonist(s) / antagonist(s)?

Which characters are dynamic? Which are static?

How do actions of certain characters affect events of the plot/ outcome of the story?

How does the dialogue of certain characters influence our opinion of them?

What important physical and non-physical qualities do key characters possess?

Do any characters represent social stereotypes?

### 2.) **Plot -**

Diagram the plot of the story (exposition, rising action, climax, falling action, denouement) and recall key scenes/ events from the book

### 3.) **Point of View-**

From what point of view is the story told?

How does the point of view impact the reader's understanding / perception of the story?

### 4.) **Setting -**

What is the setting and how does it contribute to the atmosphere/ mood of the story?

### 5.) **Conflict -**

What kinds of conflict exist in the story? Internal/ External? Man vs. Man, Nature, Society, Self?

What are examples of these types of conflict in the story?(note specific pages)

### 6.) **Themes/ Symbols -**

What seem to be evident/ dominant themes or ideas presented by the author in the book?

What symbols are evident and what might they symbolize?

### 7.) **Important Quotations/ Passages**

Do any passages stand out as particularly important or representative or specific characters/ ideas in the book? (specific pages must be noted here for examples)

Which ones? What makes them important?

### 8.) **Author's Attitude/ Tone**

Does the author of the book have any obvious feelings on any issues?

What is his/her tone of voice while writing? (specific pages must be noted here for examples)

### 9.) **Unknown Vocabulary**

What words are unfamiliar to you? What do they mean in context? (specific pages must be noted here)

### 10.) **Connections**

Flag where a character, plot event, or setting reminds you of something you can connect to your life, to something you have already read/seen, or to a prediction you have made.

## WORLD LITERATURE HONORS ASSIGNMENT PART TWO

---

It is suggested that students have a print copy of the article they read for this part of the summer reading assignment so that they may review before they present to the class their information and answer questions. *\*The Media Center will be open for Summer Reading Tutoring and students can print their article if they need access to a computer and printer\**

**A. Students are to read ONE article that is:**

1. **NONFICTION,**
2. a contemporary magazine article (published between 2012-2018),
3. at least 750 words long,
4. about ONE of the following countries: Russia, China, Brazil, Mexico, Japan, Panama, India, Nigeria, Vietnam, Kenya, Iran, Israel, Korea, Afghanistan, Israel, Bosnia, Rwanda or Thailand.

**B. Make sure you have written down the following information about the article you select:**

1. complete title,
2. full name of magazine,
3. date article was published,
4. pages of article ,
5. author(s) of article ,
6. publisher of magazine,
7. place of publication.

**C. What type of magazines have informative articles about countries?**

1. *National Geographic*
2. *Smithsonian*
3. *Time*
4. *Newsweek*
5. Galileo (can be accessed through GHS Media Center Website)
6. Google Scholar

**D. After you read the article, plan a 3 minute speech about INFORMATION in your article** about all of the following areas covered in your article (IF your article does not provide you with enough information to discuss at least **THREE** of the following area in a 3 minute speech, select a different article):

1. country's social structure
2. country's political structure
3. country's geography
4. country's literature
5. country's educational system
6. country's cultural heritage mix
7. significant current events affecting the nation

**E. General speech requirements: 3 minutes minimum/4 minutes maximum;** provide significant information about **at least 3 of the areas listed above** (concentrate on the areas you have the most significant information on, probably 3 areas only); students may use notes during the speech.



## Gainesville High School

*American Literature and Composition (Honors) Summer Reading Assignment 2018-19*

**American Literature (Honors) Contact:** [cindy.lloyd@gcssk12.net](mailto:cindy.lloyd@gcssk12.net) **Turnitin Class ID:**18133087

---

**Philosophy:** research has revealed that pleasure reading is closely linked to academic success and that those who do not read over the summer show significant skills regression. In addition to these facts and in keeping with the belief that reading promotes students' mental growth, improves their capacity for critical thinking, and enhances their ability to understand themselves and the world around them, Gainesville High School encourages summer reading for ALL STUDENTS in an effort to improve literacy throughout the year and foster a love of reading outside of school.

**Google Classroom:** you can join the GHS Google Classroom Summer Reading 2018-19 page using the code **18jfwik**. We will post updates, information, and reminders there throughout the summer.

**Access to Assigned Texts:** most of the texts should be available in area bookstores and all are available through online vendors or at the local public library. You may also find web sources such as amazon.com and thriftbooks.com helpful for finding affordable used texts if you would like to acquire your own copy of a text. English teachers will also have a limited number of summer reading texts that students may check out in the GHS Media Center on the summer reading tutoring dates listed below.

**Summer Reading Tutoring and Access to Technology:** to support students who need access to technology or help with summer reading, the GHS Media Center will be open and an English teacher will be available **June 21, July 12, July 19, and July 26 from 9am to 1pm**.

**Overview:** in an effort to maintain the rigorous expectations demanded by the GHS Honors/AP English curriculum, we have created a summer reading assignment constituted by a variety of engaging and award-winning contemporary texts from a variety of genres in an effort to foster academic dialogue, encourage personal reflection, and prompt students to critically examine how authors use their works to build diverse and dynamic narratives.

**Recommended Assignments:** annotate your text and answer the response questions.

**Annotations and Notes:** annotating supports the continued development of your critical analysis skills. Whether you mark and highlight on the text, write on sticky notes, or compose notes on a computer, annotating is a means of having an interactive conversation with a text; annotations, therefore, serve as evidence of your cognitive engagement with a text. When you annotate in a way that supports the purpose for reading, your annotations support the close reading of a text. Both your annotations and your notes should reflect an awareness of your purpose for engaging the text, which in this case is to navigate the texts and use the knowledge garnered and evidence gathered to craft answers to the response questions. Students can pick up highlighters and sticky notes in the Ninth Grade Center office or in the main campus office. If you feel unsure how to properly annotate and would like to see some examples, check out the announcement in the Summer Reading Central Google classroom entitled "Annotation Exemplars."

**Assignment Due Date:** please be advised of a recent process change that will continue for next year: ALL SUMMER READING ASSIGNMENTS--regardless of which semester you have English--are due to [turnitin.com](https://www.turnitin.com) on or before **Monday, August 20th, 2018**. Any handwritten assignment (for those who do not have access to technology) must be delivered to your teacher by **Monday, August 20th, 2018**, if you have English first semester or to **one of the main offices** if you are scheduled to take English second semester. These assignments can be counted as a secondary summative assignment after completion with teacher support (if necessary).

**Text:** choose ONE from among the following texts (of course, overachieving is never discouraged if you'd like to read more than one).

<b>Title</b>	<b>Author</b>	<b>Genre</b>
The Glass Castle	Jeanette Walls	Biography
An Abundance of Katherines	John Green	Realistic Fiction
The Other Wes Moore	Wes Moore	Biography
Zeitoun	Dave Eggers	Biography
Steve Jobs	Walter Isaacson	Biography
Dreams from my Father	Barack Obama	Autobiography
The New Kids: Big Dreams and Brave Journeys at a High School for Immigrant Teen	Brooke Hauser	Non-fiction
The Reason I Jump: the Inner Voice of a Thirteen-Year-Old Boy with Autism	Naoki Higashida	Autobiography / Memoir
A Man Called Ove	Fredrick Backman	Fiction
This One Summer	Mariko Tamaki	Graphic Novel
The Brief Wondrous Life of Oscar Wao	Junot Diaz	Fiction

### **Response Questions for Your Summer Reading Book**

<b>Name:</b>	
<b>Book Title and Author:</b>	
<b>Is the book fiction or nonfiction?</b>	
For works of <b>fiction</b> and <b>nonfiction</b> , provide a brief summary of the major events of the novel/book. Include examples from the text as needed.	



<p>For works of <b>fiction</b>, describe in three to four sentences the main conflict within the novel/book. (Conflict is a term that describes the tension between opposing forces in a work of literature)</p>							
<p>For works of <b>nonfiction</b>, describe in three to four sentences the main topic that the book covers or addresses.</p>							
<p>For works of <b>fiction</b> and <b>nonfiction</b>, write down three important quotes from the text and why you chose them. (Please include page numbers. Responses should consider connections to self, world, and other texts as well as connection to the work's theme or author's purpose. )</p>	<table border="1"> <tr> <td data-bbox="553 926 992 1381"> <p>Quote and Page Number:</p> </td> <td data-bbox="992 926 1432 1381"> <p>Explanation:</p> </td> </tr> <tr> <td data-bbox="553 1381 992 1772"> <p>Quote and Page Number:</p> </td> <td data-bbox="992 1381 1432 1772"> <p>Explanation:</p> </td> </tr> <tr> <td data-bbox="553 1772 992 1992"> <p>Quote and Page Number</p> </td> <td data-bbox="992 1772 1432 1992"> <p>Explanation:</p> </td> </tr> </table>	<p>Quote and Page Number:</p>	<p>Explanation:</p>	<p>Quote and Page Number:</p>	<p>Explanation:</p>	<p>Quote and Page Number</p>	<p>Explanation:</p>
<p>Quote and Page Number:</p>	<p>Explanation:</p>						
<p>Quote and Page Number:</p>	<p>Explanation:</p>						
<p>Quote and Page Number</p>	<p>Explanation:</p>						

	<table border="1"><tr><td data-bbox="553 96 992 373"></td><td data-bbox="992 96 1432 373"></td></tr></table>		
<p>For works of <b>fiction</b>, were you satisfied with how the author ended this book? Justify your answer.</p>			
<p>For works of <b>fiction</b>, describe what the author is attempting to convey about the <b>thematic idea</b> in a few sentences. (A thematic idea is an element of the human condition examined by a work/author. It is an abstract noun. Refer to this source for help in choosing a thematic idea: <a href="#">Need Help with a Thematic Idea?</a>)</p>			
<p>For works of <b>nonfiction</b>, describe the <b>author's purpose</b> in writing this book in a few sentences. What does the author want his or her audience to think, do, feel or believe?</p>			
<p>Tweet a Review of the book. (140 characters)</p>			

--	--

## Gainesville High School

*British Literature and Composition (Honors) Summer Reading Assignment 2018-19*

**British Literature (Honors) Contact:** [john.price@gcssk12.net](mailto:john.price@gcssk12.net)

**Turnitin Class ID:** 18133097

---

**Philosophy:** research has revealed that pleasure reading is closely linked to academic success and that those who do not read over the summer show significant skills regression. In addition to these facts and in keeping with the belief that reading promotes students' mental growth, improves their capacity for critical thinking, and enhances their ability to understand themselves and the world around them, Gainesville High School encourages summer reading for students enrolled in honors and AP courses.

**Google Classroom:** you can join the GHS Google Classroom Summer Reading 2018-19 page using the code **18jfwik**. We will post updates, information, and reminders there throughout the summer.

**Access to Assigned Texts:** Most of the texts should be available in area bookstores and all are available through online vendors or at the local public library. You may also find web sources such as amazon.com and thriftbooks.com helpful for finding affordable used texts. Honors and AP English teachers also have a limited number of summer reading texts that they may check out to students who are unable to obtain their own copy of a text.

**Purchasing Hint:** When you purchase the texts for class, make sure to look at the "more buying options" link on amazon where you can find most of these texts deeply discounted. You will have an easier time working with hard copies of these texts. I strongly recommend that you purchase the paperbound books **NOT the e-reader versions**.

**Summer Reading Tutoring and Access to Technology:** to support students who need access to technology or help with summer reading, the GHS Media Center will be open and an English teacher will be available **June 21, July 12, July 19, and July 26 from 9am to 1pm**.

**Assignment Due Date:** please be advised of a major process change for next year: ALL SUMMER READING ASSIGNMENTS--regardless of which semester you have English--are due to [turnitin.com](https://turnitin.com) on or before **Monday, August 20th, 2018**. Any handwritten assignment (for those who do not have access to technology) must be delivered to your teacher by **Monday, August 20th, 2018**, if you have English first semester or to **one of the main offices** if you are scheduled to take English second semester. Further details will be available on the Google Classroom.

**Text:** select a novel that meets the following criteria:

- Written after 1950
- Written in English (not a translation from another language)
- Written by a British or World author (not a writer from the United States)
- Not a book that you have already read
- Not a book you were "required" to read for school
- A book that you will ENJOY reading. You have so much CHOICE-- pick something awesome!

If you are stuck about where to begin your search, you may try visiting the nominees for the Booker Prize at this link:

[https://en.wikipedia.org/wiki/List\\_of\\_winners\\_and\\_shortlisted\\_authors\\_of\\_the\\_Booker\\_Prize\\_for\\_Fiction](https://en.wikipedia.org/wiki/List_of_winners_and_shortlisted_authors_of_the_Booker_Prize_for_Fiction)

**Assignment:** you should complete the assignment that follows. Make sure to submit your responses to turnitin.com site by August 20 (same due date for fall and spring semester classes). The written assignment is 50% of your summer reading grade.

You will earn the remaining 50% by presenting a book talk on your selected novel. We will discuss the details of the book-talk presentation during the first week of class.

Book Title: _____	
Task	Point Value
<p>1. Examine the dualities listed below. As you read, identify the primary tension at work in your novel. Find three examples in the text that support this contrast. For EACH example, write a paragraph explaining the connection to the novel's larger theme. NOTE: The duality is NOT the theme, but it should help lead you to a theme statement.</p> <p>Common Dualities in Literature</p> <ol style="list-style-type: none"> <li>Good vs. Evil</li> <li>Innocence vs. Experience (Youth vs. Age)</li> <li>Community vs. Isolation (Group vs. Self)</li> <li>Order vs. Chaos (Civilization vs. Barbarism)</li> <li>Nature vs. Nurture</li> <li>Intuition (Emotion) vs. Reason (Logic)</li> <li>Fate vs. Free Will</li> <li>Power vs. Powerlessness (Justice vs. Injustice)</li> <li>Masculine vs. Feminine</li> </ol> <p>If you notice a different, dominant polarity at work in your novel, feel free to explore that tension instead.</p>	Worth 20 points
<p>2. Choose two characters from the text. In two to three paragraphs, analyze how these complex characters, events, or situations develop throughout the text. Be sure to provide specific examples from the text.</p>	Worth 10 points
<p>3. Choose three significant and memorable quotes from the novel. Copy the quotes. Cite the page number. In three paragraphs, explain the impact that each quote had on the tone of the text?</p>	Worth 10 points
<p>4. In two to three paragraphs, discuss how the author's choices concerning how to structure the text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>or</p> <p>In two to three paragraphs, determine the author's point-of-view or purpose reflected in the text. Provide examples from the text that lend support.</p>	Worth 10 points
	50 points total

## Gainesville High School

AP English Literature and Composition Summer Reading Assignment 2018-19

AP Literature and Composition Contact: john.price@gcssk12.net

Turnitin Class ID: 18133101

---

There are TWO required texts and one required writing assignment. The assignment is due to turnitin.com on or before Monday, August 20. This due date is firm and applies to both fall and spring semester sections of AP Lit.

### **Text #1 - Select ONE novel from the list.**

I am excited to offer you the chance to select your own novel. Take some time to explore the novel choices listed below. Explore several options before you commit. The list provided is varied in terms of subject-matter, theme, and style. Be aware that this is a college-level literature class, and some novels may contain controversial topics and/or graphic content. The goal is for you to select a text that you will enjoy reading and discussing.

While you are not required to submit a reading log or journal, you are **very strongly encouraged** to make notes in the manner that is most helpful for you. In addition to the summer reading assignment outlined here, you will be completing several major assignments using the text that you select. You should KNOW this text very well.

Nothing that you can do to prepare for AP Lit will be as valuable as READING. Do not waste time, money, or energy looking for short cuts. I will know because the quality of your work will reveal your lack of preparation.

*A Bend in the River* by V.S. Naipaul  
*A Death in the Family* by James Agee  
*A Passage to India* by E.M. Forster  
*A Portrait of the Artist as a Young Man* by James Joyce  
*A Prayer for Owen Meany* by John Irving  
*Alias Grace* by Margaret Atwood  
*All the Light We Cannot See* by Anthony Doerr  
*All the Kings Men* by Robert Penn Warren  
*All the Pretty Horses* by Cormac McCarthy  
*Americanah* by Chimamanda Ngozi Adichie  
*Atonement* by Ian McEwan  
*Bless Me, Ultima* by Rudolfo Anaya  
*Blindness* by Jose Saramago  
*Brideshead Revisited* by Evelyn Waugh  
*Brief and Wondrous Life of Oscar Wao* by Junot Diaz  
*Brighton Rock* by Graham Greene  
*Cavedweller* by Dorothy Allison  
*Ceremony* by Leslie Marmon Silko  
*Crime and Punishment* by Fyodor Dostoevsky  
*Deliverance* by James Dickey  
*Death Come for the Archbishop* by Willa Cather  
*Gilead* by Marilynne Robinson  
*Go Tell It on the Mountain* by James Baldwin  
*Going After Cacciato* by Tim O'Brien  
*Housekeeping* by Marilynne Robinson  
*Invisible Man* by Ralph Ellison  
*Jane Eyre* by Charlotte Bronte  
*Joe* by Larry Brown  
*Light in August* by William Faulkner

*Love Medicine* by Louise Erdrich  
*Mama Day* by Gloria Naylor  
*Middlesex* by Jeffery Eugenides  
*Mudbound* by Hillary Jordan  
*My Antonia* by Willa Cather  
*Native Son* by Richard Wright  
*Never Let Me Go* by Kazuo Ishiguro  
*On the Road* by Jack Kerouac  
*One Hundred Years of Solitude* by Garcia Marquez  
*Pride and Prejudice* by Jane Austen  
*Reservation Blues* by Sherman Alexie  
*Salvage the Bones* by Jesmyn Ward  
*Song of Solomon* by Toni Morrison  
*Station Eleven* by Emily St. John Mandel  
*Swamplandia!* by Karen Russell  
*The Color Purple* by Alice Walker  
*The Crossing* by Cormac McCarthy  
*The Handmaid's Tale* by Margaret Atwood  
*The Heart Is a Lonely Hunter* by Carson McCullars  
*The Human Stain* by Philip Roth  
*The Intuitionist* by Colson Whitehead  
*The Last Gentleman* by Walker Percy  
*The Known World* by Edward P. Jones  
*The Orphan Master's Son* by Adam Johnson  
*The Poisonwood Bible* by Barbara Kingsolver  
*The Sun Also Rises* by Ernest Hemingway  
*The Sympathizer* by Viet Thanh Nguyen  
*To the Lighthouse* by Virginia Woolf  
*Wise Blood* by Flannery O'Connor

P.S. If you would like to read a novel that you do not see listed, you may submit a request to Mr. Price via the email listed on this assignment. Like the selections listed above, an independently-chosen novel must be one of appropriate "literary merit"—consequently, not all requests will be granted.

## **Text #2 – Select ONE poetry anthology from the list**

These anthologies contain engaging, accessible poetry. You do NOT need to read every single poem. Strive to read a poem or two each day. As you are reading the poems, make note of connections between the poems and the novel.

*Good Poems* edited and selected by Garrison Keillor

*Good Poems for Hard Times* edited and selected by Garrison Keillor

*Poetry 180: A Turning Back to Poetry* edited and selected by Billy Collins

*The Rag and Bone Shop of the Heart* edited and selected by Robert Bly et al

## **Purchasing Hint:**

When you purchase the texts for class, make sure to look at the “more buying options” link on amazon where you can find most of these texts deeply discounted. You will have an easier time working with hard copies of these texts. I strongly recommend that you purchase the paperbound books NOT the e-reader versions.

## **Summer Writing Assignment:**

Choose FOUR poems that have a connection to your novel. Explain in a well-organized and clear essay how these poems provide deeper insight into the meaning of your novel. You may want to consider such literary elements as conflict, characterization, setting, symbolism, irony, tone, or imagery. Be sure that your essay includes numerous examples of quoted evidence from both the novel and the poetry. This essay may be submitted in place of your first secondary summative grade.

## **Need Some Help Getting Started?**

The box below is a sample body paragraph employing the sort of analysis that you should strive to apply to your selected texts. Obviously, you will write a full essay (not four disconnected paragraphs), but hopefully this will help you see how to analyze for connections between two texts.

Since most everyone will be familiar with *The Great Gatsby*, I'll focus the example on the last few paragraphs of chapter 6. Remember? It's when Nick narrates the significance of Gatsby's first kiss with Daisy five years before the main events of the novel. Nick says that this was the moment when Gatsby first imagined gulping the “milk of wonder” from “the pap of life.” Eww. The poem for connection is “There Comes the Strangest Moment” by Kate Light from the *Good Poems for Hard Times* anthology.

Example literary analysis paragraph comparing a novel to a poem-

Just as Fitzgerald describes Jay Gatsby's first kiss with Daisy with religious diction, Kate Light's poem "There Comes the Strangest Moment" also imagines falling in love as a time when "what you relied upon, as ground-rule and as rite / looks upside down from how it used to be" (Light 65). Both the speaker of the poem and Gatsby portray a conversion experience that exchanges a former way of organizing the world for an "incarnation" into "an elusive rhythm" (Fitzgerald 111). In the instant before his lips touch Daisy's, Fitzgerald describes Gatsby as prickling with a sense of the cosmic: "He knew that when he kissed this girl, and forever wed his unutterable visions to her perishable breath, his mind would never romp again like the mind of God" (110). Gatsby surrenders the wide-ranging thoughts of youth—possibly even his own free will—to a single, life-focusing thought: his new devotion to loving and pursuing Daisy. In a near-perfect echo, Light's speaker epitomizes the willing sacrifice of her free will to an all-consuming focus on her beloved: "I thought transitions were best, / but I want what's here to never go away" (65). Light defines the speaker's initiation into love as the "moment in ... life / when everything [I] thought before breaks free" (65). Light continues to cast the change love brings in religious diction saying that the speaker questioned the "tenets" that guided her life before love and that she found her old thoughts to be "infidels" in light of her newfound truth (65). Ironically, both Fitzgerald and Light also indicate the knowledge that this new devotion will prove unsustainable. Gatsby "found that he had committed himself to the following of a grail" (Fitzgerald 149). The illusory salvation of Daisy's love parallels Light's speaker who discovers that her "heart's in retrograde," that the change initiated by love was not redemptive but paralyzing, leaving her with "no choice" in her own destiny (65).

For the purposes of this assignment, cite all quotations with author's last name and page number as seen demonstrated. Typically poems are cited with line numbers, but the anthologies I have selected do not include numbered lines. For simplicity sake, just use the page number when citing poems.

When you quote multiple lines of poetry, use the slash mark ( / ) to indicate line divisions.

**Advice for writing about literature:**

- o Make the author/poet the subject of your discussion. This will force you to explore HOW a writer crafts his or her work and WHY that work is important.
- o Novels have narrators; poems have speakers. Do not assume that the writer IS the narrator or speaker.
- o Avoid summary. Assume that your audience has read the same works that you are discussing in your essay. You do not need to explain the entire story to your reader. Only use plot events that support your analysis.
- o Write in the present tense.
- o Present evidence from the text in small parcels. Avoid big, chunky blocks of text. Always cite your quotes with a page number.
- o **Be daring. I'm looking for your insight--not a blurb that you borrow from some other source.**



## **Gainesville High School**

*AP Lang & Comp (semester) & AP Lang/AP Seminar (year-long) Summer Reading Assignment*

**Contact:** lara.mallard@gcssk12.net

**AP Language (semester) Class ID:** 18133152

**AP Language/AP Seminar (year-long) Class ID:** 18133157

---

**May 22, 2018**

**Dear AP Seminar/Language/Composition (Year-long class) and AP Language/Comp (Semester class) Students and Parents:**

Welcome to AP Seminar and/or AP Language/Composition! I am looking forward to a great year with outstanding classes. For us to complete the content and skills of the course, summer reading is a valuable asset. You are encouraged to complete the summer reading assignments and submit them to the class Google Classroom to which you will receive access at the beginning of the course. The summer reading text and assignment will be used as a part of the first unit in the class; therefore, if you have completed the parts outlined below, you will be prepared for the first unit and one step ahead on the first unit assessment. If you have any questions, please contact me via email or phone (information given at end of this letter).

### **SUMMER READING ASSIGNMENTS:**

All students need to read and annotate the required text. Use the assignments as guides for what you need to annotate as you read.

### **Required Text:**

***David and Goliath: Underdogs, Misfits, and the Art of Battling Giants* by Malcolm Gladwell**

- **The text may be purchased in print form or checked out in the 1st floor office of Main Campus at GHS or the main office at 9GC of GHS.**
- **The text may also be found online at:**  
<https://manofsteelsuperman.files.wordpress.com/2016/05/david-and-goliath.pdf>

Background: Gladwell posits that obstacles are not always disadvantageous and our greatest strengths do not always give us the beneficial results we assume they will. Understanding this, for Gladwell, is the first step towards success, for through that understanding comes the ability to make wiser choices in our personal and professional lives. The book is divided into three parts that focus on a central argument presented through different perspectives.

For the purpose of this assignment and the course, a perspective is an argument presented through a specific point of view of a stakeholder in the issue being argued. Perspectives come with natural bias that must be understood to accurately evaluate the effectiveness of the perspective.

After reading and annotating the text, complete the following assignments on the text. This may be completed digitally or handwritten.

**Assignment #1:**

For each of the three parts of the book, complete the following:

- Identify the author's central argument for that section of the book. Write the central argument in your own words in complete sentences.

**Assignment #2:**

Write well developed paragraph(s) for EACH of the following questions on the text. (Minimum 150-200 words for EACH paragraph) Make sure you use evidence both quoted and paraphrased from the text and cite the page numbers according to MLA guidelines.

1. What sections of the book are most persuasive and powerful?
2. Which sections of the book are less persuasive or ineffective?
3. What are some other strengths and weaknesses of the text?
4. Are there perspectives, facts, circumstances, etc. that the writer could consider more thoroughly that challenge or complicate the central argument of the book?

If you have any concerns or questions over the summer, please do not hesitate to contact me. My contact information is below my signature. I hope you have a great summer of reading, and I look forward to a great year with you next year.

Lara L. Mallard  
Gainesville High School  
AP Seminar and AP Language and Composition Teacher  
Email: [lara.mallard@gcssk12.net](mailto:lara.mallard@gcssk12.net)  
Phone: 678-508-0279