

May 24, 2017

Dear Students,

Good day! According to school records, you have opted to go on the AP English IV adventure this year. Welcome! Please understand that this class is designed much like a college freshman English course. Eating, sleeping, reading, and writing will be the pattern of your life beginning about now. In addition, the texts you will read and examine are ones that are frequently assigned at the college level. They examine thoughtful, sophisticated topics, many of which are secular in nature and written from a worldly perspective.

I have not read all of the books on the list that follows. All of them (and many others) appear on multiple lists of AP recommended book lists. These lists are recommended because they provide students with opportunities to read rich texts and examine sophisticated ideas that are tested on the AP Language and Composition exam which is given in May for college credit. I have attempted to find those I believe are of literary merit and do not offend our Christian principles. Please know that I have culled several from the list of possible texts by reading online reviews and through conversations with other AP teachers. However, because I have not read all of them, I leave it to you and your parents to look over the list, consult goodreads.com, and choose an appropriate book.

The purpose of this letter is to give you Part One of your summer reading assignments. Part Two will follow in late June or early July after I attend the AP Language and Composition workshop at UTA.

Assignment #1—Choose one book from the accompanying list to read thoroughly, annotating and taking notes as needed. It must be a text you have never read, and only one student may read each book. Let me know which book you want to read so that I can let you know if it has already been claimed by another. You need to read this text in June in order to give you time to read the other book in July when you receive Part Two of the summer requirement.

Reading Purpose for Part One—Read with understanding so that you may give a presentation to your classmates the first week or two of school. To build a foundation for your presentation, create a dialectical journal that contains 20 quotes/ideas from the text you want to discuss. They should be informational, analytical, clever, etc. enough to get your attention and warrant some comment from you. Once you begin the journal, you should notice a pattern of ideas and themes begin to emerge, and you will become familiar with the author's style. You will need to discuss those ideas in your presentation. We will talk more about this assignment the first couple of days of class.

Contact me as instructed and needed. Have a happy and safe summer.

Mrs. York

Summer Reading List AP English IV 2017

GENERAL NONFICTION

Ambrose, Stephen. *Undaunted Courage*. Follows the Lewis and Clark expedition from Thomas Jefferson's hope of finding a waterway to the Pacific, through the heart-stopping moments of the actual trip, to Lewis's lonely demise on the Natchez Trace. For readers who love detailed history.

Barry, John M. *The Great Influenza*. A detailed description of the scourge of the "Spanish flu" of 1918 with interesting elements of the practice of medicine and medical school in those days. Especially appealing for students who are science oriented.

Rising Tide. An account of the flood of the Mississippi River in 1927. Elements are remarkably similar to the Katrina disaster. Students whose bent is engineering will find the fight of man vs. nature interesting. Connects well to American history, politics.

Cain, Susan. *Quiet: The Power of Introverts in a World That Can't Stop Talking*. How understanding quiet people can change the way we view society.

Foer, Franklin. *How Soccer Explains the World*. Soccer is much more than a game, or even a way of life. It is a perfect window into the cross-currents of today's world, with all its joys and...sorrows...a wide-ranging work of reportage...a surprising tour through the world of soccer, shining a spotlight on the clash of civilizations, the international economy, and just about everything in between...an utterly original book that makes sense of our troubled times.

Gladwell, Malcolm. *Outliers: The Story of Success*. Highly acclaimed book from Gladwell Who states that outlier "is a scientific term to describe things or phenomena that lie outside normal experience."

Krakauer, Jon. *Into Thin Air: A Personal Account of the Mt Everest Disaster*. —A harrowing tale of the perils of high-altitude climbing, a story of bad luck and worse judgment and heart breaking heroism || (*People*) The stuff of classic adventure tales...

Manchester, William. *A World Lit Only by Fire: The Medieval Mind and the Renaissance: Portrait of an Age*. This is the preeminent popular history of civilization's rebirth after the Dark Ages.

Postman, Neil. *Amusing Ourselves to Death: Public Discourse in the Age of Show Business*. Thought-provoking investigation of the influence of television on American culture.

Sandberg, Sheryl. *Lean In*. The COO of Facebook discusses how women are held back, often by their own behaviors.

Option B: Facing Adversity, Building Resilience, and Finding Joy by Sheryl Sandberg and

Adam Grant. Book focuses on Sandberg's terrible grief after the sudden death of her husband and what she's learned from it.

Scholsser, Eric. *Fast Food Nation: The Dark Side of the All-American Meal*. Exploration of the history of fast food and the impact it has on our lives.

Skloot, Rebecca. *The Immortal Life of Henrietta Lacks*. Investigation of the woman and the science that brought about one of the most important discoveries in medical science. The book addresses bioethics and racism.

Zakaria, Fareed. *In Defense of a Liberal Education*. An important book about the folly of college educations that prepare students for jobs, not life, by one of America's most influential journalists.

AUTOBIOGRAPHY, BIOGRAPHY AND MEMOIR

Bernall, Misty. *She Said Yes: The Unlikely Martyrdom of Cassie Bernall*. Written by Cassie's mom, the story is an examination of Cassie's life and death in the Columbine massacre.

Dillard, Annie. *An American Childhood*. Autobiography of 1950s childhood in Pittsburgh...combines the child's sense of wonder with adult's intelligence and is written in some of the finest prose that exists in contemporary American writing...a joyous ode to [Dillard's] childhood.

Grann, David. *Killers of the Flower Moon*. 1920s murder spree in Oklahoma that targeted the Osage Indians whose lands ran rich with oil.

Griffin, John Howard. *Black Like Me*. True story of a white reporter who darkened his skin to experience what African Americans lived during the 1960s.

Hillenbrand, Laura. *Seabiscuit*. Sports biography of a great American race horse in Depression era America.

Rodriguez, Richard. *Hunger for Memory*. Growing up Mexican-American in California, Rodriguez Grapples the minority experience of bilingual education and affirmative action.

Skloot, Rebecca. *The Immortal Life of Henrietta Lacks*. Investigation of the woman and the science that brought about one of the most important discoveries in medical science. The book addresses bioethics and racism.

Read this carefully for instructions!

Dialectical Journal

One way to read actively is to annotate the text. To annotate a book, you simply choose what you think is important (or what you like) and underline, highlight, or note it in the margin of the book. Annotate as you read your **book of choice**. Reading journals, or dialectical journals, record your reaction to the book you are reading; therefore, you determine what you want to highlight, underline, or make note of in the margins of the book. You may note what a character says or does, or you may note something about the author's writing style.

Your goal is to compile quotes that catch your attention and then to respond to the quotes by analyzing them. You may respond to **ideas** by writing about a person, a setting, an event, or a theme in the text. Why did the quote pop out to you? You may choose quotes that you find particularly insightful or interesting or funny. Is something unusual or quirky? Does an assertion answer a question you've often wondered about? Have you heard or read this topic discussed before? How do you feel about the author's beliefs? You may choose to argue against something the author writes. You may respond to the **author's style**. Is the author's language powerful, thoughtful, true? If so, how? Is it humorous and if so, why? By asking yourself why something makes an impression on you and putting your ideas in writing, you are practicing analysis.

You will do your journal over your book of choice **using quotes from throughout the book. It must be typed, TNR, 12 pt font, double-spaced.** You will need to locate 20 quotes/scenes from the text and write a paragraph response explaining the importance of that particular quote. Do **not** paraphrase the author's words. Some paragraphs may be longer than others. The journal is due the first day of class. Get it done early so that your assignment is complete and ready to turn in. Bring your book to class the first day, as well.

1. Title your journal Reading Journal for _____ (place book title here).
2. Skip a line and in proper MLA format write the quote including the page number.
3. Skip a line after the quote and begin your analysis.
4. After your analysis, go to your next quote and repeat the process until you have responded to 20 quotes. Remember, you are choosing quotes from throughout the book.

5. You may want to discuss a scene from the book, rather than one particular quote. If so, describe which scene in a complete sentence and place the page number after it.
6. Be sure to look at the following list of response starters. Be sure to respond to both *ideas* and *style* in your journal.

Possible ways to begin your analysis:

Ideas:

I wonder if this means....

I don't understand this because....

I like/dislike this idea because...

I agree with this idea because...

This part is confusing because...

This idea makes me feel...

This idea reminds me of the character _____ in the story _____.

I didn't expect the author to say this because...

The idea reminds me of....

The author seems to think/feel _____ because _____.

This section/scene is particularly effective/thought-provoking/
depressing/unusual because...

I need to know/hear/find out more about...

Sometimes I feel just like the author when...

This makes me think that... will happen later.

The author seems to feel _____ about _____.

I disagree with the author when he says...

Style:

The author's diction is particularly effective here because...

The author perfectly describes...

The tone of this part of the book is...

The attitude of the character/the author/the setting makes me feel/think...

The organization of these ideas seems...

The author's argument is...

I notice use of rhetorical appeals (ethos, logos, pathos) here...

The author supports his/her ideas by...

I like the language used in this passage because...

The author's use of figurative language is effective because...

The author uses irony in the passage about...

I like the narrative because...