Mallard Creek High School
AP English Literature and Composition
Summer Reading Opportunities – Summer 2020
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Congratulations, Mavericks, on your decision to enroll in Advanced Placement English Literature and Composition. You will be expected to do a great deal of reading and writing in AP English, and this collection of summer reading assignments is tailored to prepare you for this rigorous college-level course. These assignments have been designed to introduce college-level interpretive strategies that we will develop over the course of the coming school year in a manner that emphasizes depth and breadth.

The following texts are presented to you as an opportunity to expose yourself to the diversity, the complexity, and rigor that a college-level English course provides. Due to lasting effects from our recent pandemic, many CMS schools have chosen to present AP summer reading as an optional assignment that will in no way impact students' grades as they begin school in August. However, I hope that you will view the following as a chance to engage in and enjoy reading meaningful literature that will undoubtedly benefit you when taking your AP exam in May 2021.

While this assignment is presented now as optional, please note that all AP students will complete a novel project during first quarter. The novel you choose to read over the summer may be the text you choose for your first project. Again, I encourage you to read now.

I. Choose one of the following texts to read in its entirety.

- *Purple Hibiscus* **– Chimamanda Ngozi Adichie**
- *Pride and Prejudice* **– Jane Austen**
- *Jane Eyre* **– Charlotte Bronte**
- *Kindred* **– Octavia E. Butler**
- *All the Light We Cannot See* **– Anthony Doerr**
- *Homegoing* **– Yaa Gyasi**
- *A Thousand Splendid Suns* **– Khaled Hosseini**
- *Their Eyes Were Watching God* **– Zora Neale Hurston**
- *Poisonwood Bible* **– Barbara Kingsolver**
- *Behold the Dreamers* **– Imbolo Mbue**
- *All the Pretty Horses* **– Cormac McCarthy**
- *Atonement* **– Ian McEwan**
- *1984* **– George Orwell**
- *The Bonesetter's Daughter* **– Amy Tan**
- *Salvage the Bones* **– Jesmyn Ward**
- *Sing, Unburied, Sing* **– Jesmyn Ward**
- *The Nickel Boys* **– Colson Whitehead**
- *The Story of Edgar Sawtelle* **– David Wroblewski**

While you are encouraged to purchase your own copies so that you may make personal notes and annotations in you are welcome to check out hard copies or digital copies from the library. Before selecting the novel you will read, check out book descriptions and summaries on Amazon and Goodreads as well as free book reviews from the *New York Times* archive. College-level literature may contain mature content. Many of these texts appear year after year as suggested titles for the open-ended essay question on our course's AP exam.

So what makes for a good novel to read on your own? Great question. What do you love to read? Start there. If you have questions about your choice, or need some advice in choosing a text, I will be more than happy to offer advice. You may contact me via email at any time!

II. Read in preparation for your Quarter 1 Novel Project:

As you read, I encourage you to either annotate OR keep a journal so that you can make note of textual details that will service you will when you begin school in August. Consider the following questions as you read:

1. What is the setting and context of the story? How are the main characters affected by this setting and their situation?

2. Consider the main characters' roles as protagonist or antagonist. Many great novels present readers with complex characters who show characteristics of both.

3. Conflicts are rarely simple in great works of literature. Consider the different conflicts within your novel and the degree to which they are ultimately resolved.

4. As a senior, you have been taught many literary devices. Which device or devices seem to drive this novel? Why?

5. All roads lead to theme in AP Lit and Comp. No matter how the third essay prompt on your AP exam is phrased, the last part of the prompt will include theme. What do you feel is the author's message in this text?