

## East Mecklenburg High School Summer Reading List 2013

Students should read all the books listed for their grade/level. Except where noted, no other assignment has been given—students must simply read and be ready to discuss when they begin school in August. Pages 2 – 5 of this document apply *ONLY* to AP English 11 students.

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### **9 Standard:**

*Night* by Elie Wiesel

### **9 IBMYP & Honors:**

*Outliers* by Malcolm Gladwell **AND**

*A Good Man Is Hard to Find and Other Stories* by Flannery O'Connor

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### **10 Standard:**

*A Long Way Gone* by Ishmael Beah

### **10 IBMYP & Honors:**

*First They Killed My Father* by Loung Ung **AND**

*How to Read Literature Like a Professor* by Thomas C. Foster

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### **11 Standard & Honors:**

*A Lesson Before Dying* by Ernest Gaines

### **11 AP (see following pages for details of your assignment):**

*Slaughterhouse Five* by Kurt Vonnegut **AND**

A nonfiction book of your choice from list on following pages

### **11 IB:**

*How to Read Literature Like a Professor* by Thomas C. Foster **AND**

*Perfume* by Patrick Suskind

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### **12 Standard & Honors:**

*Animal Farm* by George Orwell

### **12 AP:**

Students must obtain and read a copy of *How to Read Literature like a Professor* by Thomas C. Foster. This will be the textbook for class.

#### **Additional reading:**

*A Streetcar Named Desire* by Tennessee Williams **AND**

*The Bluest Eye* by Toni Morrison

### **12 IB:**

Students must read and annotate *How to Read Literature like a Professor* by Thomas C. Foster **AND** *As I Lay Dying* by William Faulkner.

#### **Additional reading if you want to get ahead:**

*A Streetcar Named Desire* by Tennessee Williams

*Fences* by August Wilson

*The Importance of Being Earnest* by Oscar Wilde

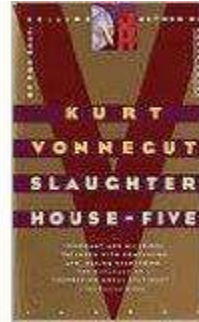
## AP ENGLISH LANGUAGE SUMMER READING

Greetings future AP English Language student!

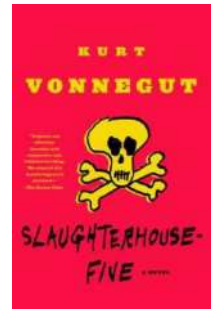
In preparation for AP English Language and Composition in the fall at East Meck, you are required to read the novel Slaughterhouse Five by Kurt Vonnegut and a nonfiction book of your choice (from the attached list).

You'll want to purchase your own copy of each book (if you have issues that will prevent you from purchasing your books, please see Ms. Shields). You will also need a bound spiral notebook dedicated specifically to your reading for this class, and you'll need it before you start reading this summer.

Please try to purchase the novel with the same ISBN as one of the two at right, so that we all have the same page numbers. This is the smaller version of the book, as that is the least expensive. Your book could look like either of these:



ISBN: 0-440-18029-5



ISBN: 978-0-440-18209-6

\*See attached list for nonfiction books to choose from. Please choose according to interest and feel free to read more than one. Also feel free to change your nonfiction book as long as you complete one by the time we meet for class in August.

**ASSIGNMENT:** Your assignment will be to keep a dialectical journal over both books you read. See attached instructions and be sure to bring your completed journal to class in August. If you work steadily, you'll find that the work is not too demanding. If you wait until the weekend before school starts, you will find yourself overwhelmed, so do a little each day!

Do not read the Spark Notes, as the AP exam you'll take at the end of the year allows for no such thing and reading someone else's interpretation on the books will not be sufficient for you to grow as a reader or a writer. Your stance toward this assignment, and this course, should be one of working to excel – to learn, genuinely, rather than to fulfill assignments. In an AP course, “completion” is not enough. You are working to improve yourself as a scholar, and that takes daily application.

Now that the formalities are out of the way, know this: you will almost certainly enjoy these books. The books are interesting reads, and all are indicative of the type of works that you'll encounter in AP English Language, that is, well written fiction and nonfiction that examines American life and harnesses the power of our wonderful language. Happy reading!

Ms. Shields

Please email with any questions, but be aware that it might take up to a week for you to get a response (it is the summer, after all.) [melissad.shields@cms.k12.nc.us](mailto:melissad.shields@cms.k12.nc.us). You could also contact me on twitter @MD\_Shields

# AP ENGLISH LANGUAGE DIALECTICAL JOURNALS

## AP Language and Composition

You should bring your journal AND books to class on day one and be ready to use your entries to help you discuss and write about the texts.

## DIALECTICAL JOURNALS

The term “Dialectic” means “the art or practice of arriving at the truth by using conversation involving question and answer.” Think of your dialectical journal as a series of conversations with the texts we read during this course. The process is meant to help you develop a better understanding of the texts we read. Use your journal to incorporate your personal responses to the texts. You will find that this journal is a useful way to process what you are reading, prepare yourself for group discussion, and gather textual evidence for your various writing assignments.

### STEP ONE: THE NEW NOTEBOOK

You will need to purchase a new BOUND composition (or spiral) notebook designated as your journal for the year -no exceptions to this. Please put your name, the course, and Ms. Shields on the front cover in a clear hand. Neatness in this journal is absolutely essential (AP Exam readers must be able to read your ideas without difficulty). Your journal should be free of drawings and doodles, and must have good titles and clear demarcations. You will first do the reading and complete journaling for one book, and then skip a page or two to do the reading and journaling for the other book. In other words, investigate both texts in the same notebook. You will continue with this process (that of journaling as you read) as we read through the year.

### STEP TWO: PROCEDURE

- As you read, choose passages that stand out to you and record them in the left-hand column of a T-chart (ALWAYS include page numbers).
- In the right-hand column, write your response to the text (ideas/insights, questions, reflections, and comments on each passage)
- Complete two journal entries for each chapter in Slaughterhouse Five and one journal entry for each chapter in your chosen nonfiction book. These are minimums; feel free to make as many entries as you like as you interact with these quality texts.

### STEP THREE: CHOOSING PASSAGES FROM THE TEXT

Look for quotes that seem significant, powerful, thought provoking or puzzling. For example, you might record: (UNDERLINED bullets are tasks that carry the most importance in regard to scoring well on the AP exam).

- Effective and/or creative use of stylistic or literary devices
- Passages that remind you of your own life or something you’ve seen before
- Structural shifts or turns in the plot (for fiction)
- A passage that makes you realize something you hadn’t seen before
- Examples of patterns: recurring images, ideas, colors, symbols or motifs.
- Passages with confusing language or unfamiliar vocabulary
- Events you find surprising or confusing
- Passages that illustrate a particular character or setting

## STEP FOUR: RESPONDING TO THE TEXT

You can respond to the text in a variety of ways. The most important thing to remember is that your observations should be specific and detailed. As an “AP LANGER”, your journal should be made up of 25% Basic Responses and 75% Higher Level Responses:

### Basic Responses (a starting point for understanding the text)

- Raise questions about the beliefs and values implied in the text
- Give your personal reactions to the passage
- Discuss the words, ideas, or actions of the author or character(s)
- Tell what it reminds you of from your own experiences
- Write about what it makes you think or feel
- Agree or disagree with a character or the author

### Higher Level Responses (deeper thought leading to deeper understanding)

- Analyze the text for use of literary devices (tone, structure, style, imagery) Be sure to explain the effect; avoid merely naming techniques.
- Make connections between different characters or events in the text
- Make connections to a different text (or film, song, etc...)
- Discuss the words, ideas, or actions of the author or character(s)
- Consider an event or description from the perspective of a different character
- Analyze a passage and its relationship to the story as a whole



# PAGE NUMBERS are extremely important!

### AP Language Nonfiction List

Choose at least ONE of these and fill out at least one dialectical journal entry per chapter. Choose according to your interests. If you wish to change books for any reason, that's fine, but know that you will be expected to read at least one book to completion before we return in the fall.

Title	Author	Subject/Synopsis
Outliers: The Story of Success	Malcolm	Argues that the success of certain individuals can be attributed to when and

	Gladwell	where they were born, as well as the familial conditions they were born into. Demonstrates how the positive or negative conditions that surround a person can impact their future success.
Junk Science: How Politicians, Corporations, and Other Hucksters Betray Us	D.P. Agin	Defines junk science as science which has been corrupted either deliberately or through sloppy methods and ignorance, and looks at examples of junk science that have societal effects that are both significant and dangerous, discussing global warming, psychiatry, religion and evolution, cloning, medical treatments, and other topics.
Nickel and Dimed: On (Not) Getting By in America	Barbara Ehrenreich	Millions of Americans work for poverty-level wages, and one day Barbara Ehrenreich decided to join them. She was inspired in part by the rhetoric surrounding welfare reform, which promised that any job equals a better life. But how can anyone survive, let alone prosper, on \$6 to \$7 an hour? To find out, Ehrenreich moved from Florida to Maine to Minnesota, taking the cheapest lodgings available and accepting work as a waitress, hotel maid, house cleaner, nursing-home aide, and Wal-Mart salesperson. She soon discovered that even the "lowliest" occupations require exhausting mental and physical efforts. And one job is not enough; you need at least two if you intend to live indoors.
Flat Broke in the Free Market: How Globalization Fleeced Working People	Jon Jeter	Examines how globalization and free trade affect people from various parts of the world, contending that it has hurt the working class and providing examples to support the argument.
The Omnivore's Dilemma: A Natural History of Four Meals	Michael Pollan	Pollan asks the seemingly straightforward question of what we should have for dinner. As omnivores – the most unselective eaters – we humans are faced with a wide variety of food choices, resulting in a dilemma. To learn more out about those choices, Pollan follows each of the food chains that sustain us – industrial food, organic food, and food we forage ourselves – from the source to a final meal, and in the process writes an account of the American way of eating.
The Year of Living Biblically: One Man's Humble Quest to Follow the Bible as Literally as Possible	AJ Jacobs	The author describes his experiences after an increasing interest in the relevance of faith in the modern world led him to spend a year following the Bible as closely as possible, honoring not only the Ten Commandments, but also little-known rules such as playing a ten-stringed harp and growing a beard.
Kabul Beauty School: An American Woman Goes Behind the Veil	Deborah Rodriguez	Hairdresser Deborah Rodriguez details her experiences in post-Taliban Afghanistan, discussing the opening of her beauty school and recalls the personal stories of various women who overcame obstacles to obtain an education in cosmetology.
The Good, the Bad, and the Barbie: a Doll's History and her Impact on Us	Tanya Lee Stone	Explores how Barbie has influenced generations of girls, discussing criticisms of the doll, her role in fashion, and her surprising popularity during her first fifty years.