**GT/AP English Literature and Composition**

**Summer Reading 2018-2019**

**Part 1: Self-Select Novel**

Choose from the list of novel titles below. Read and annotate the text as you read. You will be glad later that you did.

**Novels you may use** – *These were chosen for their appearance on the AP Literature Exam. These are novels written for adults and may contain mature themes or content. Research the synopsis of any book before you purchase or read it if you’re worried about being offended by the subject matter. Also, do not read a book you have already read for class (mine or any other English); pick something new.*

*All the Pretty Horses* (McCarthy)

*Atonement* (McEwan)

*Beloved* (Morrison)

*The Blind Assassin* (Atwood)

*The Bluest Eye* (Morrison)

*Cat’s Eye* (Atwood)

*The Color Purple* (Walker)

*Extremely Loud and Incredibly Close* (Foer)

*Going After Cacciato* (O’Brien)

*The Handmaid’s Tale* (Atwood)

*In the Lake of the Woods* (O’Brien)

*The Inheritance of Loss* (Desai)

*A Lesson Before Dying* (Gaines)

*The Joy Luck Club* (Tan)

*The Kite Runner* (Hosseini)

*Obasan* (Kogawa)

*One Hundred Years of Solitude* (Marquez)

*One Flew Over the Cuckoo’s Nest* (Kesey)

*The Poisonwood Bible* (Kingsolver)

*The Road* (McCarthy)

*Slaughterhouse Five* (Vonnegut)

*Snow Flower and the Secret Fan* (See)

*The Stranger* (Camus)

*Sula* (Morrison)

*The Things They Carried* (O’Brien)

*A Thousand Splendid Suns* (Hosseini)

**Part II: Lord of the Flies by William Golding**

Read and annotate as you go; this novel will be the focus at the start of the year; there will be an exam, and we will use this text as the base of a writing workshop. The more you know, the more successful you will be.

**Part III: Both novels: Lord of the Flies and your Self Select**

Answer all questions in complete sentences on your own paper. Do each novel separately to avoid confusion.

* Read the novel, annotating the text as you read.
* There will be a **READING TEST** on the novel after you begin school in August. Study questions that will help you focus on plot, setting, and main character **details** are posted online.
* **PRODUCT**: On a sheet of paper, **TYPE answers** to the following questions. **NUMBER THEM as you answer**.
  1. What is the main **CONFLICT** in the novel? How does this conflict **DEVELOP** throughout the piece? Use examples from beginning, middle, and end of the text.
  2. What major **THEME IDEA** is found throughout the novel? (Power, Friendship, Love, and similar ideas) What is the author’s message about this idea with respect to the **HUMAN CONDITION**? (E.g. “Friendship is as destructive as it is uplifting.”)
  3. Identify the protagonist. Identify 3 personality traits along with text examples to support your descriptors.
  4. Write the last sentence in the novel. Explain how the conclusion of the novel leads up to that sentence.
  5. With which character do you most identify? Explain, giving specific examples. If you identify with none of the characters, explain the differences between yourself the most “opposite” character from you, again providing examples.

*Product is due:* **THE FIRST DAY OF CLASS,** so be sure you have it with you.

*Grades are* -- Completeness

*based on:* -- Thought and insight found in your discussions

-- Following all directions concerning formatting the document

-- All work is your own. *(Honestly, if you need Sparknotes for Lord of the Flies, you might want to re-think the whole “AP English” thing. It’ll be a long year.)*

***So what’s in it for me? Why should I do this?”***

At the end of the year, you’re going to be required to KNOW 3 books so well that you can write an essay on any prompt -- literally **any** **prompt**.

If you have trouble with what we teach in school – you despise Shakespeare; or everybody understood *To Kill a Mockingbird* except you; or you slept through *Waiting for Godot* – then consider this part a chance to read something you can make yours and use it on the exam in May. Look over them before you choose; then choose wisely.

If you’re not going to really DO this – if you’re going to Sparknote it or otherwise try to convince me you read if you didn’t -- please save yourself (and me) the trouble. This should be something that works for you, and making me grade something that’s not your work to begin with only irritates me and invites me to give you a hard time. Just don’t, please.

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Please print)

AP / GT English Course Expectations and Summer Reading Contract

Mesquite High School

The purpose of the MISD Advanced Placement English IV summer reading program is to provide a foundation of literary experience that will enable the student to be successful on the Advanced Placement exams and in college literature and composition courses.

By signing this contract, you signify that you understand that successful performance in AP / GT classes requires commitment to more independent study than is required of regular classes. In fact, most, if not all, of the reading will be assigned outside of class, and it is the expectation that these works be completed by the due date assigned by the teacher in order to be prepared for any discussion or further assignments (i.e. group projects, essays) that will be assigned to increase your understanding of the works.

The AP / GT students agree to read both *Lord of the Flies* by William Golding and a literary work of their choice and to complete the assignments for the Mesquite High School Advanced Placement GT English summer reading program. The AP / GT student and the parent / guardian understand that failure to complete and turn in the assignments for these works will have a negative impact on the AP / GT student’s grade for the first six weeks.

After reviewing this information, if your child chooses not to accept the challenge of an Advanced Placement class, he/she may before he/she leaves school in June because he/she will not be allowed to do so after the school year begins. You may do this by calling the registrar, Mrs. Mayad, who will be more than happy to make any changes in your student’s English class before the deadline, which is the **last day of classes (5 June)**. Her direct office number is 972-882-7812.

Please sign below and return this contract to Mrs. Dershem in C9 or your current English teacher by **the last day of school**.

Student’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_