For summer reading, you should carefully and closely read the following novel, taking notes and annotating the text as you read (see back), as you will be evaluated on it in the first quarter:

*Lord of the Flies* by William Golding (1st quarter)

*SEE THE OPPOSITE SIDE OF THIS SHEET FOR SUMMER READING INSTRUCTIONS.*

In addition to the above works and selected works of early American literature from our textbooks, the works below will also be studied during the year. If you wish to read some or all of these works in your spare time, please do.

*Frankenstein* by Mary Shelley (end of 1st quarter/beginning of 2nd quarter)

There are a few different versions of *Frankenstein*. Mary Shelley, after initially publishing the story went back and made changes to her original edition. Therefore, to make sure that we are all reading the same version, I recommend the Signet Classic or Bantam Classic versions.

*The Aeneid* by Virgil (end of 2nd quarter/beginning of 3rd quarter)

*I* highly recommend the Robert Fagles version, as it is easier to read than the Mandelbaum and Fitzgerald versions. However, any translation will work for our purposes. **Students are only required to read the first six books.**

*Julius Caesar* by William Shakespeare (end of 3rd/beginning of 4th quarter — will be read in class)

I have a classroom set for use in class, but I recommend that your student have his/her own copy in which to make annotations as we read. If you do buy your own copy, you may use only the original text in class. **No translations or parallel text versions allowed** — this includes "Shakespeare Made Easy," "Simply Shakespeare," and "No Fear Shakespeare" versions.

*Huckleberry Finn* by Mark Twain (4th quarter)

In addition to the above, the following will be used for formatting papers and for the research paper process in 2nd semester, as well as for your Research and Debate class:

*MLA Handbook, Seventh Edition* by Joseph Gibaldi

Details can be found here: [http://www.mla.org/bookstore](http://www.mla.org/bookstore)

*This will be an important part of your high school and college career. Buy one now and use it for many years. The 7th Edition is the most recent edition.*

**For each assigned reading, I will test your comprehension of the basic material (plot, characters, setting) on an objective reading test before beginning an analysis of the work. We will, of course, then have a secondary assessment (test, essay, project, or a combination) after discussion of the work.**

The ability to read and understand texts is tested on the Alabama High School Graduation Exam, the PSAT, the SAT, and the ACT. It is the most basic of literacy skills, and it is the starting point for the higher-level analysis demanded by the AP English exams for which we prepare our students, beginning at the freshman level. Therefore, for each of the assigned works, a basic understanding of plot and characters will prove essential to your success, but please be aware that the standards of this honors class will demand a more thorough and critical reading of each work than you will find in SparkNotes, Cliff’s Notes, or Pink Monkey.

See the back of this paper for instructions on how to read like a LAMPer.

YOU CAN CUT YOUR COSTS FOR THESE MATERIALS BY CHECKING THE FOLLOWING SOURCES:

1. [www.half.com](http://www.half.com) for very inexpensive (often less than $1) used paperbacks
2. Local used book stores, such as The Book Nook or Trade ‘N Books
3. [www.amazon.com](http://www.amazon.com) for used books, or free shipping for all of the above if purchased together.
Summer Assignment
During the early weeks of school, you will turn in a character journal (200-500 words). Choose a character from Lord of the Flies. Find five moments from the novel that changed your character in a significant way. For each defining moment, include a quote from the novel as supporting evidence and describe with specific details how the character has changed. Consider whether the changes are positive or negative. It is best to use your ideas for this assignment, and you may not use the internet or any other outside sources to complete this assignment. Plagiarism is taking one person’s ideas and claiming them as your own, and plagiarized responses will receive a zero.

How to Read Literature

Reading literature requires a different kind of attention to the material than you need to read a magazine, a newspaper, or a Facebook note. LAMP students must learn and practice the art of close reading, a process that requires more than one look at the text. As close readers, we are concerned with not only the question of "What does this mean?" but also of such queries as "How did the author achieve a particular effect?" and "Why did the author choose this particular detail?" Answering these questions requires a closer look at the individual word choices, sentence patterns, and other literary and rhetorical devices than would normally be required when reading merely to find answers to study questions. Close reading also enables the reader to discover the wisdom and artfulness of an author that a superficial analysis would miss. The following strategies offer an approach to your reading that will help direct your attention for successful close reading.

Always read with pen and/or highlighter in hand.

1. Highlight or underline anything that strikes you as significant. This can include any of the following:
   a. character descriptions
   b. literary or rhetorical devices (metaphors; similes; alliteration; references to mythology, religion, history, art, or other literature; personification; repetition; etc.)
   c. interesting sensory detail (imagery)
   d. setting description
   e. surprising elements, especially irony
   f. any actions by the characters which seem out of the ordinary
   g. any words that are unfamiliar to you (look them up!)

2. Make notes as you read and at the end of each chapter. Writing in the margins or on sticky tabs is highly effective at helping you to remember why you highlighted or underlined a particular word or passage. These notations may include any or all of the following:
   a. definitions of unfamiliar words for which context is insufficient to aid understanding;
   b. observations about significant words or images that are often repeated throughout a passage or the entire work;
   c. questions about passages that you do not understand;
   d. questions about setting, plot, or character that you hope will be answered eventually;
   e. or predictions concerning what you think will happen.
RE: summer reading list

Thornton, Michael

Sent: Thursday, May 07, 2015 7:08 AM
To: Estes, Susanne

10th Grade Honors English

John Steinbeck Of Mice and Men
Nathaniel Hawthorne The Scarlet Letter
Tennessee Williams The Glass Menagerie
Erik Larson The Devil in the White City
Zora Neale Hurston Their Eyes Were Watching God
William Shakespeare As You Like It
Arthur Miller The Crucible
F. Scott Fitzgerald The Great Gatsby

From: Estes, Susanne
Sent: Wednesday, May 06, 2015 10:52 AM
To: Summers, Renee; White, Kwantrice; Aaij, Gina; Shipp, Catherine; Thornton, Michael; Nordgren, Bess
Subject: summer reading list

I have to submit our summer reading lists to Central Office. Would you please send me your required and suggested reading for the summer? Please specify the grade level that will be reading the books. Thanks!

Susanne Estes
Librarian
LAMP High School
215 Hall Street
Montgomery, AL 36104
334-241-5369
IP 38704

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AP LANGUAGE AND COMPOSITION
GRADE 11

READING LIST: 2015-2016

During the coming school year, these works will be assigned in the following order. If you wish to read some or all of the first- and second-semester works in your spare time this summer, please do. While a basic understanding of plot and characters will help you, be aware that the standards of the class will demand a second, more critical reading of each work. Reading assessments will consist of essay and short-answer questions about specific details and patterns in the works.

SUMMER

The Immortal Life of Henrietta Lacks by Rebecca Skloot
*Please be aware that your understanding of this work will be assessed during the first week of school.

**The ideal AP Language and Composition student is often described as an informed and engaged citizen of the world. We will occasionally debate and write about current issues in class, and you must be able to come up with examples to support your opinion on the argument. To this end, you should begin this summer to cultivate the habit of reading and/or watching the local, national, or global news a few times a week. Please don’t rely on only one news source; find varying opinions on current issues in the news that interest you. One of your first writing assignments will be to write a reflection about a news item you encountered over the summer, what issue(s) it brings up, what your opinion is on the issue(s), and what reasoning and evidence supports your opinion.

FIRST SEMESTER

The Things They Carried by Tim O’Brien
This work, which is suggested reading for AP English classes, contains non-gratuitous graphic violence and profanity. If any student or parent is uncomfortable with the content, an alternate selection will be available. Please notify your teacher as soon as possible.

Macbeth by William Shakespeare
NB: We will be reading this in class. No Fear Shakespeare and other “modern translations” will not be allowed. A central goal of AP Language is developing the ability to read and understand a variety of English texts from the 16th century forward. Only by grappling with the language will you learn this skill. No Fear texts will only hinder your literacy development. Please do not buy these texts, as they will not be allowed in the classroom.

SECOND SEMESTER

1984 by George Orwell

Pride and Prejudice by Jane Austen

MLA Handbook for Writers of Research Papers: Seventh Ed.
In addition to the fiction and nonfiction works above, each student will need, throughout the year, to own the student researcher’s best friend, an MLA handbook. This will be most helpful to have on hand in the research process during the second semester.

We hope that you all have a restful and profitable summer and that you return to school in August refreshed and ready to learn!
SUMMER

1984 by George Orwell

Students will review this work in the opening weeks of school, and they will turn in the dialectical journal assignment during the first week of school. Students will also give an oral presentation on an assigned topic from the novel.

FIRST SEMESTER: Language & Power

A Testament of Hope: The Essential Writings and Speeches of Martin Luther King, Jr.

Many if not all of his texts are available online; however, students must have a printed copy of the text in class.

The Things They Carried by Tim O’Brien

SECOND SEMESTER: Language & Gender

Pride & Prejudice by Jane Austen

The Complete Poems of Emily Dickinson by Emily Dickinson.

These poems are also available online, but students will need to keep printed copies in their binders.

Macbeth by William Shakespeare

We will be reading this in class. No Fear Shakespeare and other “modern translations” will not be allowed. Please do not buy these texts.

*MLA Handbook for Writers of Research Papers: Seventh Ed.

In addition to the fiction and nonfiction works above, each student will need, throughout the year, to own the student researcher’s best friend, an MLA handbook. This will be helpful to have on hand in the research process.
All IB seniors will read the following works during the course of the year 2015-16. I strongly urge students to read the four works in translation this summer with the expectation of rereading the novels as we study them.

**Part 1: Works in Translation**
Orhan Pamuk, *My Name Is Red*
Marjane Satrapi, *Persepolis: The Story of a Childhood*
Voltaire, *Candide*

**Part 3: Genre Study — Poetry**
William Shakespeare, *The Sonnets*
Eavan Boland, *Eavan Boland New Collected Poems*
(We will read other poetry from a variety of cultures related to the themes we discuss with each poet. You do not need separate books for these.)

**Assignment DUE DATES**
All summer assignments should be submitted to turnitin.com during the first week of school. A reading test for *The Awakening, My Name Is Red,* and *Invisible Man* will be given in the first two weeks of school.

**Assignment 1:**
In preparation for intensive work on college essays and resumes, please compose a list with the following headings and information:
**EDUCATIONAL HISTORY**
- high school(s) only; give full address of school; phone number and years attended
**ACADEMIC/SCHOLASTIC HONORS**
- List by grade; include scholarships won giving name of award, organization, or club.
**EXTRA-CURRICULAR ACTIVITIES**
- School activities; clubs; church; list for all four years of high school; list offices held; indicate when you served.
**COMMUNITY SERVICE**
- Briefly describe service; say when it was performed; use verbs that accurately describe the work.
**HOBBIES OR SPECIAL INTERESTS**
- Colleges want to see a well-round student. Don’t underestimate the importance of your independent interests.
**WORK EXPERIENCE**
- Type of job, length of employment, employer; include dates in this category.
**REFERENCES**
- List names of a teacher, an adult other than a family member, and a peer who can speak authoritatively and at length about your strengths as a student and a person with integrity and potential.

**Assignment 2:**
In preparation for the three college essays you will write in this course, write one 500 word essay for each of the following questions:
1) *Who* has been a significant influence on you? Explain how this person influenced you.
2) *When* did you experience an event that changed the way you think about something important? Describe the change.
3) *What* issue do you think is especially important to your generation? What is its significance?
Yes, that will total 1500 words, 500 words per question. Each question is a separate essay.

**Assignment 3:**
Write an essay, at least 500 words, describing what you see as one of Montgomery's most pressing problems. Explain the problem, who it harms, why the community should care, and how it might be solved.
All seniors will read the following works during the course of the year 2015-16. I strongly urge students to read four novels this summer with the expectation of rereading the novels as we study them.

**Mandatory Reading**
- *My Name Is Red*, Orhan Pamuk
- *The Awakening*, Kate Chopin
- *Hamlet*, William Shakespeare
- *Invisible Man*, Ralph Ellison
- *The Handmaid's Tale*, Margaret Atwood
- *Native Speaker* by Chang-Rae Lee
- *Jasmine* by Bharati Mukherjee
- *Catch-22* by Joseph Heller

Seniors will write an extended critical essay in the spring that consists of primarily original criticism on one of the novels listed below. Each novel has appeared on the AP exam in the past. It is in your best interest to choose your novel and read it over the summer. Though I encourage you to read several of these novels, you must choose one from the following for your novel project:

- *Woman Warrior*, Maxine Hong Kingston
- *The Kite Runner*, Khaled Hosseini
- *One Hundred Years of Solitude*, Marquez, Gabriel García
- *One Hundred Years of Solitude*, Marquez, Gabriel García

**Assignment DUE DATES**

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**Assignment 1:**

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- high school(s) only: give full address of school; phone number and years attended

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- List by grade; include scholarships won giving name of award, organization, or club.

**EXTRA-CURRICULAR ACTIVITIES**
- School activities; clubs; church; list for all four years of high school; list offices held; indicate when you served.

**COMMUNITY SERVICE**
- Briefly describe service; say when it was performed; use verbs that accurately describe the work.

**HOBBIES OR SPECIAL INTERESTS**
- Colleges want to see a well-rounded student. Don’t underestimate the importance of your independent interests.

**WORK EXPERIENCE**
- Type of job, length of employment, employer; include dates in this category.

**REFERENCES**
- List names of a teacher, an adult other than a family member, and a peer who can speak authoritatively and at length about your strengths as a student and a person with integrity and potential.

**Assignment 2:**

In preparation for the three college essays you will write in this course, write one 500 word essay for each of the following questions:

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2. **When** did you experience an event that changed the way you think about something important? Describe the change.
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